STUDENT MANUAL FOR THE DOCTOR OF MINISTRY PROGRAM OF UNITED THEOLOGICAL SEMINARY

Doctoral Studies Committee

A DOCUMENT SUBMITTED BY THE DOCTORAL STUDIES COMMITTEE TO AID STUDENTS IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MINISTRY

UNITED THEOLOGICAL SEMINARY
Dayton, OH
August 2016
CHAPTER I

INTRODUCTION

Welcome to the Doctor of Ministry program at United Theological Seminary. This Manual is your guide to doctoral work at United Theological Seminary and will assist you in your endeavor to faithfully develop your servant leadership in your context. This guide will introduce you the Doctor of Ministry program, its structure, and philosophy in order that you may successfully fulfill your responsibilities in this program.

United’s Doctoral program provides the structure for you to develop a dynamic project that may be made available for use by others. This program will enhance your own servant leadership and also will enable you to make a greater contribution to ministry beyond your local setting.

Your Faculty Mentor(s) and Faculty Consultants serve as your primary resources for your project. Please feel free however to contact the Doctoral Studies Office with any concerns. We are always happy to assist you through your journey in our program. Our office information is:

    Doctoral Studies Office
    4501 Denlinger Road
    Dayton, OH 45426
    (937)529-2201 ext. 3802

Our office hours are Monday through Friday, 8:30 am – 4:30 pm, Eastern Standard Time zone. The staff for our office includes the following persons:

**Harold A. Hudson,**
Associate Dean of Doctoral Studies
hhudson@united.edu

**Janice S. Kronour**
Administrative Assistant
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Mission Statement

United prepares leaders for renewing the Church in ways that strengthen its mission of proclaiming the good news of the Gospel and making disciples in today’s world. To that end, United’s doctoral program celebrates ecumenism and welcomes the theological, cultural and denominational diversity that comprises the Christian Church.

In our emphasis on church renewal, we follow the legacy of the earliest Methodists who formally stated their purpose at the London Conference of 1744. Their main mission aimed to “reform the nation, more particularly the Church; to spread scriptural holiness over the land.” Moreover, United takes to heart the Great Commission which Christ has entrusted to all of his followers: “Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you…” (Matt. 28:19-20; NRSV).

As witnesses to the heritage of the Wesleyan theological tradition, which pairs the Great Commission with the Great Commandment, United imbues its programs with the affirmation of loving God and demonstrating this love by loving our neighbor as ourselves (Matt. 22:27-39; NRSV). God’s mission, we believe, is steeped in pure love that has its infinite source in God. This mission reconciles, gives love, and attempts to model God’s love made incarnate through Jesus Christ.

United plays an important role in this divine mission as we equip leaders for invigorating the Church. As stated in United’s mission statement, we seek God helping us to be Christ-centered in our community and in the formation of leadership for the Church and the world.

From this center we:

- Demonstrate an enhanced ability to reflect on the personal dynamics of religious life and vocation
- Demonstrate an enhanced ability to reflect on social, economic, political, and religious dynamics of the context or setting for ministry
- Demonstrate an enhanced ability to reflect on a specific area of ministry from biblical, historical, and theological perspectives
- Demonstrate an enhanced ability to design and implement a strategy for addressing a specific problem or challenge in ministry
- Demonstrate an enhanced ability to evaluate the results of a carefully designed and implemented strategy for addressing a specific problem or challenge in ministry

It is an honor and great privilege to participate in this extraordinary mission, and we welcome the possibility of serving you as you discern and follow God’s dynamic call in your life.
Registration and Student Success

The Doctor of Ministry program at United Theological Seminary is a sixty credit hour program spread over six consecutive semesters with each semester counting for ten credits. Registration for the Doctor of Ministry Program at United Theological Seminary is done online through the student portal. Admitted students receive information regarding student portal access from Student Services and may also receive assistance by contacting onlinehelp@united.edu.

Grades

The sigla for grading in the Doctor of Ministry program is “P” and “NC.” The “P” represents “pass,” while “NC” stands for “no credit,” or in other words “fail.” It is important that you attend all required events and successfully complete all assigned work in order to earn a “P,” which is the grade needed for successful completion of a semester.

Extraordinary Situations

Every effort needs to be made to complete work on time. If however circumstances preclude the timely completion of the requisite coursework, you may approach your Mentor, prior to the end of the semester, for a suitable remedy to your situation. In conversation with your Mentor, you may seek the following options:

Incomplete: With Mentor approval, a student may be granted a grade of “I” or “Incomplete,” which is a twenty-eight day extension from the end of the semester to complete work for that semester. That is, the maximum time a student has to complete work for a semester is twenty-eight calendar days. The extension begins the day after the last day of the semester and ends at 5:00 pm Eastern Time twenty-eight days later. With successful completion of the required work, the Mentor will change the student’s grade to “P.” Should the Mentor fail to submit a grade or the student not complete work, the “I,” or “Incomplete” grade will automatically convert to a “NC.” Mentors and students need to plan so that the student can complete all required work and the Mentor can effectively evaluate the student’s work within the twenty-eight day time period. A grade of “I” will keep the student in good standing, but a grade of “NC” will require the student to retake that semester at their own expense. The following is an example of how the timing for this grade is computed: if the semester ends on December 18 the incomplete extension ends at 5:00 pm Eastern Time (Standard or Daylight Savings depending on the time of year) on January 15. If it ends on May 20 the extension ends on June 17.

On Hold: registration of “On Hold” will permit the student to leave the program for up to one semester. After a conversation with their Mentor, a student will submit a written request to the Associate Dean of the doctoral program for permission to be registered as, “On Hold.” A fee is charged to the student during the semester in which they are “On Hold.” The student will be able to return to the program in the semester they would have been in for the missed semester, and will pay full tuition upon returning.
Active students who must miss an Intensive because of exceptional circumstances beyond their control, will be placed “on hold” (one semester limit) upon payment of the appropriate fee (this rate is determined yearly by the Board of Trustees). The student may return to the program in the Semester they would have been in for the missed semester and will be charged full tuition upon returning.

**Project Continuation:** VI, if the student requires more time to finish the final project they may request to register for “Project Continuation,” for up to three semesters.

A written request to register for “Project Continuation” must be submitted to the Associate Dean of the Doctor of Ministry program. The “Project Continuation” fee that a student is charged to register with this status is substantial and a student needs to make every effort to complete all work within the six semesters.

All students registered for Project Continuation will be required to attend the Intensive weeks on Tuesday, Wednesday, and Thursday. In order to fulfill the requirement they will attend Chapel and Plenary sessions in the morning, and be shuttled to the campus in the afternoon for a 5-hour session each day (1:00 pm to 6:00 pm) with an assigned mentor and faculty consultant. The purpose of these sessions is to help these students finish the research and writing of their documents in order to complete their degree. Attendance is mandatory and registration fees for these semesters are determined annually by the Trustees of United Theological Seminary.

**Withdrawal:** the Doctor of Ministry program but hope to return at a future date, must sign a Withdrawal from Doctoral Program form. Such students may be reinstated to active status upon application for readmission, provided they have successfully completed Semesters I and II. Students who officially withdraw from the DMin program before successful completion of the first two semesters, must re-start the program with Semester I if readmitted.

*Time Limit Policy for Completion of the Program*

A student generally must complete the Doctor of Ministry program in three years (six consecutive semesters). The student will be an active student, attend six Intensive Seminars, participate in all interim focus group meetings, and pay full tuition for each of these six consecutive semesters. The degree must be completed in a maximum total of 4 ½ years (nine consecutive semesters) when there are extraordinary situations.
United Email

Once enrolled at United, you will be assigned an email account; and is required that you use this email account for all business pertaining to United. Please contact onlinehelp@united.edu for any problems with your email account.

United Online

You will submit all of your work through our course site called UnitedOnline http://online.united.edu/). You will find your Focus Group has a course in which you are enrolled and it is there that you will submit all of your written assignments.

Formatting Information and Disclaimer

The companion documents to this manual are the Format Review Guide for the Candidacy Review Packet, and the Format Review Guide for the Final Document. These, along with the manual, are to be used to manage the elements of the DMin program at United.

The rules governing formatting in each of these is consistent, and should be used (to the extent possible) for all documents created for the Doctor of Ministry program at United.

When hiring an Editor, refer to page 18 for additional information. Your Editor must meet the Seminary’s formatting requirements. Hiring an Editor does not automatically insure that your document will pass Format Review—if the Guides have not been strictly followed, there may be additional reviews needed before you pass.

NOTE: Font and size in this Manual are in Century Gothic, the United Theological Seminary’s standard usage. Your final document is to be completed in Times New Roman, font size 12, per the Format Review Guides.
O’Brien Library Policies

United Doctor of Ministry students and mentors have the privilege of borrowing resources needed for their research from The O’Brien Library according to the policies in this manual. Your United ID badge may be requested in order for you to borrow materials from the library; please be sure to bring it to the intensives. If you do not have an ID badge, please contact one of our Instructional Technologists (onlinehelp@united.edu) immediately to obtain an ID in order that you may take full advantage of the library.

The library and its staff are eager to be a resource for you as you progress through your program, but it is important for you to remember that when you take out library materials, you are completely responsible for those items until you return them to the library. Any loss or damage to library materials will be charged to you. If, for example, you rely on someone else to return your books, or lend materials charged to your student account to another person, any fines or fees for missing or damaged books remain your responsibility. It is best to keep library materials which are checked out to you in your possession until you return them in person or through the mail.

All materials borrowed have a specific return (or due) date. Honoring these due dates insures that materials can be made available to others. Also, there are specific limits to the number of items which you may check out, as well as limits to the number of times an item may be renewed. Generally, the due dates for the Doctor of Ministry program fall in the middle of the Intensive weeks and materials must be renewed on or before those due dates. Due dates for graduating seniors are the exception (see chart below). Occasionally, material cannot be renewed. The librarians will notify you if your renewal request cannot be honored. Please note that DMin theses cannot be renewed.

<table>
<thead>
<tr>
<th>Number of Books</th>
<th>Number of Renewals</th>
<th>Due Dates</th>
</tr>
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<tbody>
<tr>
<td>Ten regular books</td>
<td>one renewal (as long as no holds have been placed on the item)</td>
<td>Middle of Intensive (see books for exact date) Seniors - Advent graduation Nov 1 / May graduation Apr 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seniors - Advent graduation Nov 1 / May graduation Apr 1</td>
</tr>
<tr>
<td>One thesis</td>
<td>no renewals</td>
<td>Middle of Intensive (see books for exact date) Seniors - Advent graduation- Nov 1 / May graduation Apr 1</td>
</tr>
</tbody>
</table>

Fines for books are twenty-five cents per day per book. Fines for Doctor of Ministry theses are an automatic $15.00 late fee. All regular fines and fees are collected in the library. If they are not paid in the library by thirty days after the due date, the fines and fees will be submitted to the business office for collection. In addition to late fees, a missing book fee of $75 per regular book and $150 per thesis will be charged when
books are not returned. Books will be considered overdue until the due date of the next intensive at which point they will be identified as missing and the appropriate fee will be charged. Unpaid overdue fines and fees, as well as missing books and theses charges, will result in a suspension of your library privileges, and may affect your ability to register, receive financial aid, and/or graduate.

Your library account **must be in good standing** when applying for registration, including special status registration. All library policies remain in effect during these semesters. If materials become overdue or missing during the span of the special registration status, further registration or graduation will be delayed. Please be mindful of due dates and return books on time.

If you need to return materials through the mail, books need to be properly packaged for their safe return. We ask that you not send materials back in “bubble mailers. To ensure that books return undamaged they must be packed snugly in a box in order to prevent the books from sliding.

The mailing address for materials is: O’Brien Library Circulation Desk, United Theological Seminary, 4501 Denlinger Road, Dayton, OH, 45426. Any questions or concerns regarding any of these policies, or proper mailing of books can be directed to the library circulation desk at 937-529-2234.

**Binding Final Documents**

The library is responsible for binding final documents submitted to the DMin Office. Requirements for properly formatting documents for binding are published as part of the format control process. When students submit their final documents to the DMin Office, library staff will examine them and the DMin Office will notify students of corrections necessary for proper binding. Students will have approximately thirty days (no later than June 30 for spring graduates or January 30 for fall graduates) to submit corrected items. If corrections are not received by the deadline the document will be bound as is. Students who request corrections after the deadline will incur additional bindery and processing fees.
CHAPTER II
STUDENT LEARNING OUTCOMES, CORE VALUES, AND KEY COMPONENTS OF THE UNITED DOCTOR OF MINISTRY PROGRAM

Student Learning Outcomes of the Doctor of Ministry Program

The mission of United Theological Seminary is to train dynamic leaders for the ministry of Jesus Christ. The Doctor of Ministry (DMin) Program at United Theological Seminary (United) is an advanced professional degree in the practice of ministry. In seeking to fulfill its mission to train dynamic leaders for the ministry of Jesus Christ, United’s doctoral graduates will demonstrate:

1. Demonstrate an enhanced ability to reflect on the personal dynamics of religious life and vocation.
2. Demonstrate an enhanced ability to reflect on the social, economic, political, and religious dynamics of the context or setting for ministry.

The students will achieve these goals through a dynamic and systematic interaction with their Faculty Mentor(s), Faculty Consultant, and peers. In United’s program, religious leaders will guide you through the development of various models of ministry that have the potential to not only transform your ministry context, but also may transform you! Be ready and open to experience the Holy Spirit in profound and provocative ways.

The program fosters a spiritual and intellectual synthesis while strengthening prophetic and pastoral competence through Action Research Methods (ARM). In this contextual mode of learning, you will engage in a collaborative approach to self-directed learning and critical reflection through participation in a Focus Group which is guided by a Faculty Mentor(s) and a Faculty Consultant. You will assess your ministerial strengths and interests, study your context, and determine the point at which your strengths and a particular need in the context intersect. Then you will develop a model of ministry (project) with measurable outcomes. Your goal in creating the model is that it may be replicated by others. In this way it has the potential to revitalize an area of ministry that can motivate other leaders to follow your transformative design.
Core Values of the Doctor of Ministry Program

In keeping with United’s mission statement, a set of core values has been identified that undergird the Doctor of Ministry program:

- Studies in the biblical tradition
- Participation in the practice of ministry
- Integration of faith and academic inquiry
- Global vision of inclusivity, reconciliation and peace

Key Components of the Doctor of Ministry Program

Introduction

The Doctor of Ministry program at United engages the student in a variety of ways through two synchronized and integrated curriculum components. The first of these components is known as the Intensive Week and the second is the Focus Group Seminar.

All students are required to attend all the meetings of both of these components as directed by the DMin Office and the Mentor(s) of the Focus Group. Two syllabi—one covering the Core Curriculum, and one covering the Focus Group Seminar, will direct the students through each semester of their work. The assignments and Student Learning Outcomes of each of these syllabi for each semester will be the same, but certain activities, reading assignments, and meeting times will be specific to each component. Activities for the Intensive Weeks—general worship, open plenaries, and semester specific modules—are intended to support all students in each semester of their DMin program. Activities for the Focus Group Seminars are concentrated on a specific area of ministry which is unique to a particular cohort of students. Both components of the curriculum lead each individual student to the development and application of a unique ministry project aimed at positively impacting both the DMin student and the ministry context of the student through the creation of a new model of ministry.

The core curriculum is common to all students in the DMin program. It includes all activities of the Intensive Seminar, including foundational courses in designated theological disciplines, training in some aspects of academic writing, and the methodology of research. This curriculum is taught by the United faculty and invited speakers during the weeklong Intensives. Papers written in response to these classes are submitted to and graded by the Faculty Mentors for each focus group. The grades are recorded via the class shell on United Online. In addition to writing the required papers, every student is expected to purchase all required books, do the readings, and engage in the dialogue that is contained in the core curriculum. United’s faculty develops the core curriculum and continuously updates it to keep the required readings current. The course materials listed in this Manual are required primarily for the core curriculum classes.
**Intensive Seminars**

Each semester of the Doctor of Ministry program follows the regular semester as posted on the United website and official calendar. The first face-to-face meeting of each semester of the Doctor of Ministry program is the Intensive Seminar (colloquially called, “the Intensive”) held in August or January. The five-day Intensives introduce students to methods and resources that will be useful in each succeeding step of their DMin process. The Intensive weeks include the following:

- Worship
- Plenary Sessions
- Focus Group Sessions
- Courses of Core Curriculum

**Semester I:**
- Introduction to the DMin Discipline
- Introduction to Action Research
- Basic Electronic and Computer Resources

**Semester II**
- Introduction to Research Methodology
- Biblical Foundations
- Historical Foundations
- Research Techniques

**Semester III:**
- Theological Foundations
- Theoretical Foundations
- Candidacy Review Preparation
- Citations and Abstract

**Semester IV:**
- Quantitative and Qualitative Research
- Data Analysis Planning
- Religious Leadership in a Pluralistic World

**Semester V**
- Final Document Preparation
- Final Exam Preparation
- Getting Published

**Semester VI:**
- Final Document Management
- Final Exams as Scheduled
Focus Group

Each DMin Focus Group examines a particular area of ministry as indicated by the title of the group. Groups in United’s DMin program cover a wide area of topics, such as, “Collaborative Leadership in the 21st Century,” “The Missional Church,” and, “Preaching Prophetically in a Postmodern Culture,” to name a few. The Faculty Mentor(s) working with the group will provide the details of the curriculum for the subject area through the use of the common course syllabus as posted on United Online in the class shell. In addition to developing the particular curriculum, the Faculty Mentor of each group will support the core curriculum and grade the common papers required of all students.

The primary function of all Focus Group sessions is learning through collegial relationships, review and discussion of instructional material, and the application of the action research model. Students in a particular Focus Group may be in the same or different semesters of the program. The agenda of the meetings consists of: instructional time, led by the Faculty Mentor(s) or Faculty Consultant; presentations by students, generally of written material; and discussion of these presentations with the Focus Group, the Faculty Mentor, and the Faculty Consultant. Other selected experts may also be invited to the discussion as determined by the Faculty Mentor.

These meetings are the appropriate settings for biblical, theological and spiritual reflection as each person works to hone his or her final project. Here, questions may be raised, pertinent issues may be discussed, and ideas may be clarified through sharing. Participants work in a collegial manner, which enables them to be simultaneously critical and supportive, challenging and affirming. They can provide correctives to subjective judgments about events happening in the local context and help discern growth needs and opportunities for each student and context. Although the Focus Group Session is an important evaluation opportunity, the primary purpose of the group is theological reflection on every phase of the work.

Because such investigation, discussion, and introspection can be of a sensitive nature, confidentiality is required of all participants in the Focus Group; breach of confidentiality may be cause for dismissal from the program.

Interim Focus Group

In addition to the face-to-face Focus Group sessions held during the Intensive weeks, doctoral students meet regularly with their Focus Groups between Intensives. These Interim Focus Group sessions meet for a minimum of thirty-two (32) contact hours. During the Focus Groups, members will discuss and approve works-in-progress, as well as issues relevant to the core curriculum, the focus group curriculum. Candidacy reviews and final exams may also be scheduled during these Interim Focus Group meetings. The location and time of the Interim Focus Group sessions are determined by the Faculty Mentor(s), in consultation with the students and Faculty Consultant, at the immediately preceding Intensive. March and October tend to be the appropriate months for the Interim Focus Group sessions. Additionally, a minimum of one Interim Focus Group Session per academic year will be held in Dayton, Ohio on the United campus.
Regular participation in Focus Group sessions is required of members throughout all semesters of the program. Given the import of your contribution to your peers, as well as their feedback on your work, your attendance at these Focus Group sessions is critical. Failure to attend compromises the integrity of the Focus Group. Any absence requires notice in advance to the Faculty Mentor(s), who then notifies the Associate Dean of Doctoral Studies. Please be in communication with your Faculty Mentor(s) regarding absences, as excessive absences may result in involuntary withdrawal from the DMin program. You would have to retake, at your own expense, the semester from which you were withdrawn. United’s program is intensely collaborative and your peers rely on your gifts and discernment to facilitate their work. And the reverse is also true; you do not want to forgo your peers’ input concerning your work. When all students fully participate in the stimulating conversations of the Focus Group sessions, the maximum potential of the group is realized.

Context Curriculum

This part of the curriculum depends largely upon you learning about your context in a dynamic way. You first learn about yourself by writing a spiritual autobiography in order to discover more about your own strengths, weaknesses, and areas of interest in ministry. In addition, you will research and write an analysis of the context in which you are located. This contextual analysis will help you determine the needs in your context which the DMin project might address. When these documents, the “Spiritual Autobiography,” and “The Contextual Analysis” have been completed, you will write a third paper, called “The Synergy” paper in which you will identify how the needs of the context and your ministerial strengths and weaknesses, and personal interests and concerns converge.

This third document, “The Synergy” paper will be the first step toward determining the exact nature of the final project. While the specific methodology, time frame, and content of the project are not identified in this paper, you will offer a statement of the general nature and content of your project through the development of a theme, hypothesis, and general plan of implementation for the Doctor of Ministry project.
Doctor of Ministry Program Leadership

Faculty Mentor(s)
United’s Faculty Mentors are a select group of pastors and scholars who hold terminal degrees in academic and professional fields. These Faculty Mentors have the most direct contact with you as they lead the Focus Groups and serve as your primary consultant in the DMin process. They will assist you in identifying your strengths and areas of growth, as well as enable you to discern your divinely given gifts. Your Faculty Mentor(s) will guide you to use your special gifts in productive ways that benefit God’s people.

The Faculty Mentor(s) also helps lead the team of people that will contribute to your learning and growth through the doctoral program. In addition to the Faculty Mentor(s), this team consists of a Faculty Consultant, Context Associates, Professional Associates, and Peer Associates (see Collegial Partners below for further information on these individuals and groups).

Faculty Consultant(s)
Faculty Consultants are members of United’s residential and adjunct faculty who are appointed by the Associate Dean of the Doctoral Studies program to each Focus Group. Faculty Consultants lead the Focus Groups in partnership with the Faculty Mentor(s). Faculty Consultants will attend some of the Focus Group sessions, read papers, and participate in review and exam committees. Because of their academic credentials, they can be especially beneficial in the development of your “Foundations” papers.

Doctoral Studies Committee (DSC)
This is a standing committee at the seminary that oversees every portion of the DMin program. A tenured faculty member of United serves as Chair of the Doctoral Studies Committee and leads the committee to review all aspects of the program. Members of the DSC include the Associate Dean of Doctoral Studies and members of his staff, Senior Mentors, librarians, recruiters, registrar, and students.

Associate Dean of Doctoral Studies
Currently, Dr. Harold Hudson holds this position and directs the daily operations of the DMin program. He is responsible for hiring the Faculty Mentors and organizing the Intensive in collaboration with the Doctoral Studies Committee and Academic Dean.

Academic Dean
The Academic Dean of United, Dr. David Watson, has oversight of all academic affairs concerning the seminary.
Collegial Partners

During the course of your DMin program at United you will recruit individuals in three categories who will partner with you in the development and implementation of your DMin project. A Peer Associate, Context Associates, and Professional Associates comprise these three groups.

Peer Associate

Your Peer Associate is generally one member of your Focus Group chosen during your first semester in the DMin program, because one of the most rewarding and beneficial aspects of your Doctor of Ministry program is the relationship with the other participants in your Focus Group. As colleagues in both ministry and the DMin program, you each have an understanding and commitment to a common goal that results in a sincere desire to develop and execute the most effective project possible. This is the very heart of collaborative learning and the mission of United to actively engage in bringing about God’s good will for the betterment of all people. The feedback, suggestions, and observations of colleagues quickly become some of the most valuable resources for your DMin work. In addition, the support of and fellowship with, like-minded colleagues in Christ often produces treasured experiences and life-long friendships.

Context Associates

Context Associates are members of a team of four to six persons chosen by you to assist in planning and implementing the ministry model within the local context. Usually persons are chosen so that the team is a representative sampling of the context (for example laity in a local church or students in a collegiate setting). The involvement of the Context Associates can help insure that the project is appropriate to the local situation.

Context Associates are chosen very early in the program (by the beginning of the second semester intensive) in order to allow for a high degree of ownership and commitment to the ministry model, as well as a strong impact on the direction of the project. These team members work with you to determine the design of the ministry model. They contribute particularly in helping you to hone your understanding of the needs of the context. They also evaluate your ability to lead your sessions and respond to the group process and agreements. They evaluate the enterprise they are engaging in together and propose changes of direction as needed.

You will generally lead at least ten sessions, more if necessary, with the Context Associates while the ministry model/project is being designed. It is strongly suggested that one of the earliest tasks asked of the Context Associates is reading the Synergy Paper you have written. It is your responsibility to introduce Context Associates to the whole program, as it is customary for because you are asking your Context Associates to make a personal investment of time and energy in your doctoral educational work.
The establishment of the group of Context Associates can be an opportunity to sharpen your leadership skills because it is important to develop a common commitment, open communication, and patient understanding between not only you and the group members, but between the group members themselves. Occasionally, the group may develop its own concerns different from your original intention. This can provide an opportunity for you to balance your individual perspective while enabling the contributions of others.

The Associate Dean of Doctoral Studies or a representative from the Doctoral Studies Office may be available, upon request, to visit your context and help ensure your Context Associates get off to a good start. It is also important to keep communication lines open between Context Associates and other groups within the context. The Context Associates will become a bridging group to the total context so the development of your skills in group process and supervision will help to provide effective guidance. It is important to not only the success of your DMin project, but to your ministry that you and your Context Associates always keep in mind that they are representatives of your context, but the project will be implanted within the context as a whole.

Professional Associates

The student, in consultation with the Faculty Mentor(s), selects at least three Professional Associates. These individuals have terminal degrees (Ph.D., D.Min., Ed.D., etc.) in disciplines which can contribute to the development of the student and the DMin project. Inclusiveness and ecumenicity are important criteria for overall selection of Professional Associates.

Professional Associates provide an important function by sharing information and advice, by asking probing questions, and by communicating their own commitment to excellence. Students are responsible for making clear to potential Professional Associates the nature of the Doctor of Ministry program, expectations, financial arrangements, and the time involved. Professional Associates should be kept aware of the components of the program and how they are functioning.

Financial arrangements for Professional Associates are the student’s responsibility. Students should be prepared to compensate Professional Associates appropriately for their work. The recommended amount for consulting will be suggested by the Doctoral Studies Committee and communicated to the students annually. It should be possible to work, via electronic media, with Professional Associates at a distance.

When it is necessary, however, for a Professional Associate to travel in order to fulfill the functions of the position, the student will be responsible for the cost of travel, lodging, and food for the Professional Associate.

Students are responsible for developing clear goals for the Professional Associates’ contributions to the program and clear expectations of the time commitment. Signed agreements should be explicit about how the Professional Associate will contribute to
the effective implementation of the program. The certification form (provided later in this manual) is one means of making expectations and goals clear. This form must be completed for each Professional Associate and included in the Candidacy Review Packet.

It is expected that Professional Associates will function in several ways. They will:

- Suggest important resources to the student
- Assist in the process of analysis and reflection for each paper and for the project by questioning and probing to assure depth of understanding in academic and experiential learning
- Assure that the disciplines they represent are treated with faithfulness and integrity
- Be available to serve on the final examination committee, if needed.

One Professional Associate will be selected by the student to serve in this capacity.

Document Professionals

The documents for the DMin program at United are expected to meet some very exacting standards of content and format. In order to maintain these high standards, students are encouraged to retain the services of an editor. Documents are also submitted to United for Format Review at designated points in the program. The following are descriptions of the work done by editors and those who undertake Format Review.

Editor

Editors are retained and compensated by the student. Their primary responsibilities and payment details will be negotiated by the student with the editor. However, editing usually includes ensuring that the paper: is free from grammatical errors and has proper sentence structure; is presented in the most professional manner possible; and meets the seminary’s formatting requirements. It is the responsibility of the student to ensure that both the editing and formatting of the paper meets the seminary’s professional and academic standards for Doctor of Ministry work. Students are strongly encouraged to retain an editor early in the program (optimal would be to begin work with an editor for the Synergy Paper at the end of semester one).

Format Reviewer

The Format Reviewers are retained by the seminary. One format review is paid through fees for Candidacy Review and graduation. Additional reviews will be paid by the student at $100 per review. Their primary responsibility is to insure that the student’s papers meet the formatting requirements of the seminary. A successful format review does not mean the paper is error free or has been properly edited. Papers are submitted to format review prior to the Candidacy Review and the Final Exam. Neither of these can be scheduled until format review has been passed.
ONLINE CLASS AND RESOURCES

As mentioned on page 7, you will submit all of your work for the DMin program at United through the online course site at http://online.united.edu/. In addition to being the repository for your work there are numerous tools and guides available inside your class shell to aid you in your progress through the DMin program.

Each time you enter your class shell there are a number of choices for you to make, including a Welcome and the various semesters of the program. Please take special notice of the item titled “Resources.” Here you will be able to easily access all of these tools for your program: Doctoral Manual; Book List: UTS Style Sheet (this is a reference guide for the templates); Format for Papers (these are general instructions for creating all your papers throughout the program); Generic Template; Format Review Guide Candidacy Review Packet; Template for Candidacy Review; Format Review Guide Final Doctoral Project; Template for Final Document; Format Video Tutorials; Synergy Rubric: Biblical Foundations Rubric; Theoretical Foundations Rubric.

The various “templates” are tools which have been created to help you format your papers properly as Microsoft Word documents. Using these templates (after viewing the Format Video Tutorials) should make the process of creating your papers for the DMin program simpler than having to format each paper yourself. The rubrics for the various papers help you understand the expectations for the quality and contents of the individual papers in the DMin program. In addition, they identify the standards by which the papers will be graded. New rubrics will be added as they are created.

All these tools are intended to aid you in your progress toward earning a DMin at United. They will be reviewed and updated as needed. Please contact the DMin office if you have any questions regarding these resources.
CHAPTER III
SEMESTERS OF THE UNITED DOCTOR
OF MINISTRY PROGRAM

Semester Schedule Overview

Each of the first five semesters of the DMin program at United has the following pattern:

- Semester Begins
- Intensive Week
- Interim Focus Group Session (see page 12)
- Semester Ends

The final semester of the DMin program is intended to culminate in the Final Exam and submission of the completed final document. Semester VI follows this pattern:

- Semester Begins
- Intensive Week
- Defend DMin project
- Submit final document and all required forms
- Graduate
Semester I
Advanced Preparation for the Practice of Ministry

Student Learning Outcomes

During Semester I of the United DMin program students will:

1. Demonstrate an enhanced ability to reflect on the personal dynamics of religious life and vocation.
2. Demonstrate an enhanced ability to reflect on the social, economic, political, and religious dynamics of the context or setting for ministry.

Please note: Several of the books required in Semester I are also required in other semesters, and are therefore useful throughout the program.

Required Reading


Strongly Recommended for the Program:

Recommended:


Required and Recommended Reading

The book list for the DMin program is posted on each class shell. Please note:
- Those books which are designated required should be purchased by the student
- Reading assignments are included in the schedule of assignments in this manual
- Those books which are designated recommended are optional, but have been identified as potentially very helpful to the DMin student
- Any book on this list may not be included in the bibliography of the final document. If a quote or information from one of the books is used it must be properly cited in a footnote, but it is not then included in the bibliography of the document.
- Books that are required for your Focus Group are identified by your mentor and may be used in the bibliography of your document.
Semester I Assignment Overview

This overview of the general assignments in United’s Doctor of Ministry program will help students manage their time as they plan for the requisite work to complete each semester. Faculty Mentors may add to these assignments. The due dates are suggested and may be adjusted by Faculty Mentors. The first due date is for those who begin Semester I in August and the second for those who begin Semester I in January.

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<tr>
<th>ASSIGNMENTS</th>
<th>DUE DATES</th>
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<tr>
<td><strong>#1</strong></td>
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<tr>
<td><strong>Read:</strong> The Dissertation Journey by Carol M. Roberts, chps. 1 and 7</td>
<td>Sep 15/Feb 15</td>
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<tr>
<td><strong>#2</strong></td>
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<tr>
<td><strong>Complete:</strong> Doctor of Ministry Goal Sheet (See chap. IV)</td>
<td>Sep 15/ Feb 15</td>
</tr>
<tr>
<td><strong>#3</strong></td>
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<tr>
<td><strong>Read:</strong> Transformative Learning in Practice by Jack Mezirow and Edward W. Taylor, eds.</td>
<td>Sep 15/ Feb 15</td>
</tr>
<tr>
<td><strong>Write:</strong> Critical review of the book (7-12 pages)</td>
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<tr>
<td><strong>#4</strong></td>
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<tr>
<td><strong>Read:</strong> Spiritual Autobiography: Discovering and Sharing Your Spiritual Story by Richard Peace, pgs. 57-103.</td>
<td>Oct 15/ Mar 15</td>
</tr>
<tr>
<td><strong>Read:</strong> The Substance of Things Hoped For: A Memoir of African-American Faith by Samuel DeWitt Proctor.</td>
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</tr>
<tr>
<td><strong>Write:</strong> “ Spiritual Autobiography” (18-25 pages)</td>
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<td><strong>#5</strong></td>
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<tr>
<td><strong>Present:</strong> Spiritual Autobiography at Focus Group upon approval by the Faculty Mentor</td>
<td>During Interim Focus Group Session or TBD by Mentor</td>
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<tr>
<td>#6</td>
<td><strong>Read:</strong> The Dissertation Journey by Carol M. Roberts, chps. 5 and 6</td>
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<tr>
<td></td>
<td><strong>Task:</strong> Identify and covenant with Peer Associate.</td>
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<tr>
<td>#7</td>
<td><strong>Read:</strong> Studying Congregations: A New Handbook by Nancy T. Ammerman, et. al. eds.</td>
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<tr>
<td></td>
<td>Write: Contextual Analysis (12-18 pages)</td>
</tr>
<tr>
<td>#8</td>
<td><strong>Read:</strong> The Dissertation Journey by Carol M. Roberts, chps. 2 and 4</td>
</tr>
<tr>
<td>#9</td>
<td>Write: Synergy Paper (18-25 pages)</td>
</tr>
<tr>
<td>#10</td>
<td><strong>Submit:</strong> Completed “Summary of Learnings” (see chp. IV)</td>
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</table>

The companion documents to this manual are the Format Review Guide for the Candidacy Review Packet, and the Format Review Guide for the Final Document. These, along with the manual, are to be used to manage the elements of the DMin program at United. Please remember that the templates can be very helpful in creating the proper formatting for your papers throughout the program.
## Semester I  Assignments in Detail

| #1 | **Read:** *The Dissertation Journey* by Carol M. Roberts, chps. 1, 7  
**Due:** Sep 15/Feb 15 |
<table>
<thead>
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<tr>
<td>This book is a guide for doctoral dissertations (that is Ph.D. dissertations, please remember the word dissertation does not apply directly to a DMin project). It will, however, be of help to you throughout the Doctor of Ministry program. Even though the book does not directly address a DMin program, it helps define the overall picture of a doctoral process. It also offers many practical tips from which you may benefit. Chapter 1 discusses what it takes to do a doctoral program and Chapter 7 provides information on how to organize yourself as you begin this program. Combined with the next reading assignment, these readings will stimulate your thinking toward developing a research project.</td>
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| #2 | **Complete:** Doctor of Ministry Goal Sheet (see chp. IV)  
**Due:** September 15/February 15 |
<table>
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<tr>
<td>This document allows you to begin to describe your goals for the Doctor of Ministry program.</td>
<td></td>
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</table>

| #3 | **Read:** Edward W. Taylor, eds  
**Write:** a critical review of the book of **7-12 pages.**  
**Due:** September 15/Feb 15 |
<table>
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<tbody>
<tr>
<td>The two-fold objective in constructing this paper is:</td>
<td></td>
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</tbody>
</table>
| 1. To become familiar with transformational learning and action research as a foundation for United DMin projects.  
2. To practice writing according to the best academic standards which requires critical thinking necessary for developing a project in this Doctor of Ministry program. |
| In this paper each student will: |
| 1. Identify the key concepts presented in the book  
2. Describe the strengths and weaknesses of the book’s presentation  
3. Articulate the ways in which at least two of these concepts may be of use in your DMin project. |

| #4 | **Read:** *Spiritual Autobiography: Discovering and Sharing Your Spiritual Story* by Richard Peace, pgs. 57-103.  
**Read:** *The Substance of Things Hoped For: A Memoir of African-American Faith* by Samuel DeWitt Proctor.  
**Write:** “Spiritual Autobiography” of **18-25 pages.**  
**Due:** October 15/March 15 |
|----|---|
Objectives of the Spiritual Autobiography paper:

- Identify and analyze the life experiences which have contributed to your development as a Christian minister.
- Critically evaluate your present professional strengths.
- Apply Action Research methods by answering questions surrounding your journey in ministry which include the following:
  - How has God used life’s circumstances and important people to shape you?
  - How has God developed your ministry skills?
  - What are your strengths and growing edges in ministry?
  - What new areas of ministry are sought at this stage of your professional development?

Keep these objectives in mind as you explore each of the aspects of your life identified below.

Content of the Spiritual Autobiography paper:

- **Family Background**
  This describes the history of the family, especially of those who raised you. The discussion may include places or nations from which your family came, education levels of important adults in your life; issues of income, race, class, employment.

- **Childhood and Teenage Years**
  This is a description of the formative interactions and relationships of home, school, siblings, and church or other religious foundations.

- **Educational Development**
  This portion of the paper begins with college, unless some highly significant earlier experience in education exists that has not yet been discussed. Here you identify not only the places and kinds of education you have undertaken, but also how these have contributed to your professional development.

- **Adult Life**
  This is a description of the relationships which have been important to you during adulthood.

- **Professional Development**
  This is an examination of how you have developed in your professional life. This section includes an analysis of both professional strengths and areas which still require growth.
**Note:** Because the contents of this paper will remain confidential within the bounds of the Focus Group, students are encouraged to be thorough and honest. In general, it is only the portions of the Spiritual Autobiography designated “Educational Development” and “Professional Development” which will be used in the synergy paper/final project. See description of the Synergy paper for further instructions.

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#5  **Present:** Spiritual Autobiography paper at Focus Group upon approval by the Faculty Mentor.

**Due:** During Interim Focus Group Session or TBD by Mentor

The presentation of the spiritual autobiography allows for the input of peers, mentors and consultants in order to help you reflect on ways to integrate your personal experience with the academic process of the DMin program. At this time others may raise questions and issues for discussion and reflection. Your Focus Group members work in a collegial manner, which enables them simultaneously to be critical and supportive, challenging and affirming. They can provide correctives to subjective judgments about events and often help discern growth needs and opportunities which can help you identify, develop, and clarify the need you will address in your Doctor of Ministry project.

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#6  **Read:** The Dissertation Journey by Carol M. Roberts, chps. 5 and 6

**Task:** Identify and covenant with Peer Associate.

**Due:** during interim Focus Group

The choice of Peer Associate is generally yours to make, but the Faculty Mentor(s), Faculty Consultant, and other members of the Focus Group may offer suggestions and advice concerning this important member of your team. The Peer Associate is usually a member of your Focus Group who began the program with you and with whom you will work for your entire Doctor of Ministry program. The relationship is to be reciprocal, with each of you supporting and encouraging the other through conversation, and reading and critiquing documents as they are developed throughout the program.

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#7  **Read:** Studying Congregations: A New Handbook by Nancy T. Ammerman, et. al.

**Write:** Contextual Analysis. **12-18 pages**

**Due:** November 15/April 15
Objectives of Contextual Analysis Paper

- Analyze the context of your DMin project.
- Identify needs, opportunities, major influences, and challenges facing those in the context.

Content of Contextual Analysis Paper—Your contextual analysis paper should include all of the following information, but the weight you give each section will depend upon your research and the areas which you believe should be investigated most thoroughly.

- **Introduction**
  Name context and describe it in a general fashion. Preview content of the paper.

- **Historical Descriptions**
  This portion of the paper identifies all pertinent historical information concerning the place in which your context is located. This may include the state, county, city, and neighborhood of the context. The specific history of the context is also investigated here by answering such questions as:
  - when was the context established?
  - what significant events have occurred during its existence?
  - who have been important figures in its development?
  - what have been the contributions of these important figures?

- **Geographic Descriptions**
  This portion of the paper examines all pertinent descriptions of the place in which your context is located. These may include the state, county, city, and neighborhood of the context. Additionally, the context itself, such as buildings, meeting areas, and natural setting, must be described.

- **Demographic Descriptions**
  This portion of the paper should analyze all pertinent populations affecting the context. These may include the state, county, city, and neighborhood of the context, as well as the context itself. Categories such as income levels, ages, education levels, race, and employment of the persons involved may be among those things which are examined. A description of the differences and similarities between these factors in the community and in the context should be offered in order to yield information leading to a better understanding of the context.

- **The Present Ministry**
  This final portion of the context paper relies on the observations and conclusions of the DMin student. This should be a discussion of what is happening in the ministry context, and what strengths and weaknesses have been and are being identified by the student. It is imperative—for legal and ethical reasons—that you extract personal names or any other easily identifiable descriptors of individuals.

- **Conclusion**
A brief analysis of the study of the context, which focuses on the needs you have identified that will contribute to the formulation of your theme and hypothesis statement for the DMin program.

- Bibliography

**#8 Read:** *The Dissertation Journey* by Carol M. Roberts, chps. 2 and 4  
**Due:** December 15/May 15

The purpose of this reading is to help you reflect on the process of determining a theme (subject) for your project, and the factors in choosing this topic. You will also reflect on what it means to become a doctor of the church. This increased level of consciousness will:

- Sharpen your ministry focus
- Advance your understanding of the nature and purpose of ministry
- Enhance your competency in pastoral analysis
- Enhance your competency in ministerial skills
- Allow the integration of these skills into:
  - a theologically reflective practice of ministry
  - a new knowledge about the practice of ministry
  - a continued growth in spiritual maturity

Through this process, you can have a beneficial influence in your context and serve as a change agent for a discernible divine cause that you have ascertained through your rigorous analysis of your Spiritual Autobiography and Context Analysis with your Faculty Mentor(s) and your Focus Group.

**#9 Write:** Synergy Paper (18-25 pages)  
**Due:** December 15/May 15

Objectives of Synergy Paper:
- Describe the ways in which your ministry interests and skills relate to the needs of the context
- Determine how the relationship between your ministry interests and skills and the needs of your context can form the basis for a Doctor of Ministry Project
- Develop a theme statement and hypothesis on which you will build your Doctor of Ministry project

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Note: The Synergy Paper will be included in your Candidacy Review Packet and Final Document with the title “Ministry Focus.” It will serve as the first chapter of your Final Document (with appropriate introduction and transitions).

Contents of Synergy Paper:

- **Introduction**
  Review the reasons for writing this paper. This is to be based on the objectives above.

- **Context**
  Review the needs of the context, which you have examined in the Contextual Analysis Paper. Focus on the information and findings which are going to influence the choice of theme/topic of your project and the hypothesis you are beginning to formulate.

- **Ministry Journey**
  Review the skills and interests you bring to ministry which you have identified in the Educational and Professional Development portions of the Spiritual Autobiography. Focus most on the elements that you feel will inform your Doctor of Ministry Project. Other personal life experiences can also be discussed as you feel necessary, but your spiritual autobiography should not be reviewed in its entirety. Again, focus on those things which will influence the choice of theme/topic of your project and the hypothesis you are forming.
• **Develop the Synergy**
  Discuss how your contextual analysis and personal ministerial development converge in the project that you are proposing. In other words, articulate how your spiritual journey and your context when considered together form the basis of your proposed project.
  
  - identify the topic you intend to explore through your Doctor of Ministry project.
  - describe how your ministerial skills and interests can serve the needs of your context through your DMin project.
  - describe the general nature and content of the proposed project.
  - state what you seek to learn through the DMin project.

• **Conclusion**
  
  Draw together the contents of this paper into a statement of a theme which you intend to examine (a need in the context) and the hypothesis by which you will be guided in the development of your DMin project.

• **Bibliography**

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<tr>
<th>#9</th>
<th>Submit: Completed Summary of Learnings Form (see chp. IV)</th>
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<td></td>
<td>Due: December 15/May 15</td>
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</table>

Each semester you will review what you have learned about yourself, your context, and the content and direction of your Doctor of Ministry.
Semester II
Foundations in the Practice of Ministry

Student Learning Outcomes

During Semester II of the United DMin program students will:

3. Demonstrate an enhanced ability to reflect on a specific area of ministry from biblical, historical, theological and theoretical perspectives.

Required Reading


Required and Recommended Reading

The book list for the DMin program is posted on each class shell. Please note:
- Those books which are designated required should be purchased by the student
- Reading assignments are included in the schedule of assignments in this manual
- Those books which are designated recommended are optional, but have been identified as potentially very helpful to the DMin student
- Any book on this list may not be included in the bibliography of the final document. If a quote or information from one of the books is used it must be properly cited in a footnote, but it is not then included in the bibliography of the document.
- Books that are required for your Focus Group are identified by your mentor and may be used in the bibliography of your document.
# Semester II Assignment Overview

This overview of the general assignments in the United Doctor of Ministry program will help students manage their time as they plan for the work necessary to complete each semester. Faculty mentors may add reading or other assignments. The due dates are suggested and may be adjusted by the faculty mentors. The first due date is for those who began Semester I in August and the second for those who began Semester I in January.

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<th>ASSIGNMENTS</th>
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<td><strong>#1</strong></td>
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<tr>
<td>Select: Context Associates</td>
<td>Done near the beginning of Semester II</td>
</tr>
<tr>
<td>Choose and Recruit: Professional Associates</td>
<td></td>
</tr>
<tr>
<td><strong>#2</strong> Read: Carol M. Roberts, <em>The Dissertation Journey</em>, chps. 8-10</td>
<td>Sept 15/Feb 15</td>
</tr>
<tr>
<td><strong>#4</strong> Select: Historical Topic for the Historical Foundations Paper</td>
<td>During Semester II Intensive</td>
</tr>
<tr>
<td><strong>#5</strong> Read: Frederick C. Tiffany and Sharon H. Ringe, <em>Biblical Interpretation: A Road Map</em></td>
<td>Sept15/Feb15</td>
</tr>
<tr>
<td><strong>#6</strong> Write/Submit: Biblical Foundations paper (total pages 28-42)</td>
<td>Nov 1/Apr 1</td>
</tr>
<tr>
<td><strong>#7</strong> Read: Gordon L. Heath, <em>Doing Church History</em></td>
<td>Nov 15/Apr 1</td>
</tr>
<tr>
<td><strong>#8</strong> Write/Submit: Historical Foundations Paper (18-25 pages)</td>
<td>Dec 15/May 15</td>
</tr>
<tr>
<td><strong>#9</strong> Submit: Completed Summary of Learnings Form (see chp. IV)</td>
<td>Dec 15/May 15</td>
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The companion documents to this manual are the Format Review Guide for the Candidacy Review Packet, and the Format Review Guide for the Final Document. These, along with the manual, are to be used to manage the elements of the DMin program at United. Please remember that the templates can be very helpful in creating the proper formatting for your papers throughout the program.

Semester II Assignments in Detail

#1 Select: Context Associates

Choose and Recruit: Professional Associates

Due: done near the beginning of Semester II

Context Associates are described in Chapter One of this manual. When you discuss the work with possible Context Associates it is important to be honest and clear about expectations involved should an individual agree to participate in your DMin project as a Context Associate.

Professional Associates are described in Chapter One of this manual. The following is a suggested pattern for choosing and working with your Professional Associate:

- Talk with potential Professional Associates about their willingness to serve prior to the beginning of Semester II
- Prepare the certification forms (See Chapter Four) so expectations are clear. The student and the Professional Associate both sign this form and it is included with the Candidacy Review Packet
- Meet with Professional Associates individual and/or as a group as negotiated. A group meeting with all the Professional Associates and including the Faculty Mentor(s) should be scheduled at least one month prior to the Candidacy Review and Final Exam

#2

Read: Carol M. Roberts, The Dissertation Journey, chps. 8-10

Due: Sept 15/Feb 15

Each of these readings will help you prepare to do the research and writing necessary to complete the foundations papers, and other writing, you will be required to prepare over the next several semesters.
Chapters eight through ten of The Dissertation Journey focus on acquiring the skills and understanding of the material you will be dealing with for your foundations papers. Chapter eight focuses on use of the Internet and technology in your research. Chapter nine identifies the significance of “Reviewing the Literature” as you do your research because in each of your four foundations papers you will be expected to identify and analyze numerous sources that help you understand the topic you are studying at any given time. This semester, II, you will only focus on the biblical and historical foundations, and semester III on the theological and theoretical foundations.

Finally, Chapter ten emphasizes tips and techniques for mastering scholarly writing.

**#3 Select:** New Testament and Old Testament Scriptures for the Biblical Foundations Paper

**Due:** During Semester II Intensive

In conversation with the Faculty Mentor(s), Faculty Consultant, and peer colleagues in the Focus Group Sessions you will examine possible Old Testament and New Testament pericopes which may be studied in order to create a biblical foundation for your DMin project. After these discussions you will choose, with the approval of the Faculty Mentor(s), one Old Testament and one New Testament passage. The scripture passages chosen are to be related to the project theme, short enough to be exegeted in the allotted number of pages, and comprise a single portion of scripture (one story or teaching which is generally a few verses, not a chapter). Once these passages have been chosen and approved, any changes will require approval by the Faculty Mentor(s).

**#4 Select:** Topic for the Historical Foundations Paper

**Due:** During Semester II Intensive

In conversation with the Faculty Mentor(s), Faculty Consultant, and peer colleagues in your Focus Group Sessions you will explore possible topics which may be studied in order to create a historical foundation for the DMin project. The topic could be a person, era, or movement, but must relate to the theme and hypothesis of your DMin project. In addition, the scope of the historical research should generally be no earlier than third century C.E. and no later than the beginning of the twentieth century. After these discussions you will choose, with the approval of the Faculty Mentor(s), a historical topic to research in depth for this paper. Once this topic has been chosen and approved, any changes will require approval by Faculty Mentor(s).

**#5 Read:** Frederick C. Tiffany and Sharon H Ringe, Biblical Interpretation: A Road Map

**Due:** Oct11/March1
This book will assist you in your approach to Biblical texts and will be useful for engaging in your research for the Biblical Foundations paper. Once you have oriented yourself to the ways in which the Bible can be interpreted, this book will serve as a resource during the process of researching the Old and New Testament pericopes.

### #6 Write: Biblical Foundations paper (28-44 pages)

**Due:** November 1/April 1

**Contents of Biblical Foundations Paper:**
- Introduction (2-4 pages)
- Old Testament Exegesis (12-18 pages)
- New Testament Exegesis (12-18 pages)
- Summary (2-4 pages)
- Bibliography

Using the techniques taught in the Biblical Foundations core module, as well as the information found in *Biblical Interpretation: A Road Map*, the student will complete a two part paper of between twenty-eight and forty-four pages. The paper will begin with an introduction that briefly describes the two passages which have been chosen and a description of the organization of the paper. Next, each pericope will be exegeted separately according to the organizational pattern laid out in the introduction. The paper will end with a conclusion that describes how the study of these two passages is foundational to the anticipated DMin project.

### #7 Read: Gordon L. Heath, *Doing Church History*

**Due:** November 1/March 1

This book will assist you with engaging in the research for your Historical Foundations paper. Once you have oriented yourself to the ways in which the subject of Church History can be done, this book will serve as a resource during the process of researching and writing your Historical Foundations paper.

### #8 Write: Historical Foundations Paper (18-25 pages)

**Due:** December 15/May 15

Using the techniques taught in the Historical Foundations core module, as well as, the information found in the required book *Doing Church History*, the student will complete an analysis of a historical figure, era, or movement in a paper of between eighteen and twenty-five pages. The paper will begin with an introduction of two to four pages that describes the topic and an overview of the way in which the topic will be presented. The body of the paper, then, should be organized according to this overview, followed by a conclusion of
from two to four pages describing how the study of this historical topic is foundational to the anticipated D. Min. project.

Contents of Historical Foundations Paper

Introduction (2-4 pages)
Main Body (14-17 pages)
Conclusion (2-4 pages)
Bibliography

Please keep in mind that the contents of this paper begins after Biblical times (approximately 200 C.E.) and ends approximately one hundred years ago (beginning of the twentieth century). Discussion of people, or other details, connected to the Bible do not appropriately belong in this document. This document therefore will not address issues such as levirate marriage, Paul’s opinion about women, the construction of the Temple, etc. Such topics only befit the Biblical Foundations paper.

#9  **Complete:** Summary of Learnings Form (see chp. IV)
    **Due:** December 15/May 15

Each semester you will review what you have learned about yourself, your context, and the content and direction of your Doctor of Ministry.
Semester III
Foundations and Research Design in the Practice of Ministry

Student Learning Outcomes

During Semester III of the United DMin program students will:

3. Demonstrate an enhanced ability to reflect on a specific area of ministry from biblical, historical, theological and theoretical perspectives.
4. Demonstrate an enhanced ability to design and implement a strategy for addressing a specific problem or challenge in ministry.

Required Reading


Required and Recommended Reading

The book list for the DMin program is posted on each class shell. Please note:

- Those books which are designated required should be purchased by the student
- Reading assignments are included in the schedule of assignments in this manual
- Those books which are designated recommended are optional, but have been identified as potentially very helpful to the DMin student
- Any book on this list may not be included in the bibliography of the final document. If a quote or information from one of the books is used it must be properly cited in a footnote, but it is not then included in the bibliography of the document.
- Books that are required for your Focus Group are identified by your mentor and may be used in the bibliography of your document.
Semester III Assignment Overview

This overview of the general assignments in the United Doctor of Ministry program will help students manage their time as they plan for the work necessary to complete each semester. Faculty mentors may add reading or other assignments. The due dates are suggested and may be adjusted by the faculty mentors. The first due date is for those who began Semester I in August and the second for those who began Semester I in January.

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<tr>
<th>ASSIGNMENTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>#1 Read: Nancy Jean Vyhmeister, <em>Quality Research Papers</em>, 35-44</td>
<td>Sept 15/Feb 15</td>
</tr>
<tr>
<td>#2 Write: Project Proposal (First Draft)</td>
<td>Oct 1/Mar 1</td>
</tr>
<tr>
<td>#3 Read: Owen Thomas and Ellen Wondra, <em>Introduction to Theology</em>.</td>
<td>Oct 1/Mar 1</td>
</tr>
<tr>
<td>#4 Write: Theological Foundations Paper</td>
<td>Nov 1/Apr 1</td>
</tr>
<tr>
<td>#5 Write: Second Draft of Project Proposal</td>
<td>Nov 15/Apr15</td>
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<tr>
<td>#6 Write: Theoretical Foundations Paper</td>
<td>Dec. 1/May 1</td>
</tr>
<tr>
<td>#7 Write: Integration Paper</td>
<td>Dec 15/May 15</td>
</tr>
<tr>
<td>#8 Submit: Candidacy Review Packet</td>
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</tr>
<tr>
<td>#9 Submit: Summary of Learnings (see chp. IV)</td>
<td>Dec 15/May 15</td>
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</table>

These, along with the manual, are to be used to manage the elements of the DMin program at United. Please remember that the templates can be very helpful in creating the proper formatting for your papers throughout the program.

**Semester III Assignments in Detail**

| #1 | **Read:** Nancy Jean Vyhmeister, *Quality Research Papers* (Grand Rapids, MI: Zondervan, 2001, 2008), 35-44  
|    | **Read:** C. M. Roberts, *The Dissertation Journey*, chps. 11-12  
|    | **(Optional) Write:** Research Plan Outline for Project Proposal (4-6 pages).  
|    | **Due:** Sept 15/Feb 15. |

The readings will be helpful in developing the research plan, selecting methodology, and writing the project proposal. It may be useful for you to write a research plan outline of four to six pages for your proposed project. This outline would serve as a springboard for further development of ideas.

| #2 | **Write:** Project Proposal (First Draft)  
|    | **Due:** October 1/March 1 |

As you begin to prepare for your Candidacy Review you will need to write a project proposal document to be included in the Candidacy Review Packet. It is not expected that every detail of your project will be constructed at Candidacy Review (for example, you are only asked to provide some possible questions for surveys). Nevertheless, the project proposal is to provide a well-designed strategy for addressing your theme and hypothesis through the implementation of a project within your ministry context.

The contents of the Project Proposal are as follows:

1. Abstract *(250 words)*
2. A statement of the theme and hypothesis *(1-2 pages)*
3. Overview of Project *(5-7 pages)*
4. Project calendar/Timeline *(1-2 pages)*

**Contents of Project Proposal in detail:**

1. Abstract of the Project Proposal (no more than 250 words) is intended to provide a succinct overview of the proposed theme, hypothesis and implementation of the project. This statement should be written in future tense.

2. Statement of the theme and hypothesis (one to two pages)—What area of ministry are you addressing and how?
a. define the theme/statement of the project
b. explain the hypothesis which is the basis for the project
c. formulate the project/model for ministry
d. propose the expected results of the project

3. Overview of the project – A description of how the project is to be done. (five to seven pages) Elaborate on:

a. who is to be involved and in what capacity (teachers, subjects, students, etc.)
b. expected contributions of context and professional associates
c. some preliminary examples of questions to be asked
d. research methods to be used to test the hypothesis and evaluate the results (surveys, interviews, examinations)

4. Project calendar/Timeline—a detailed plan that includes dates (and if appropriate times) for completing the various aspects of the project. Include:

a. preliminary work yet to be accomplished – may include, but is not limited to meetings with context, peer, or professional associates or others
b. dates and procedures of project implementation
c. follow up work—final interviews, surveys, or other activities necessary to complete the project

#3 Read: Owen Thomas and Ellen Wondra, Introduction to Theology
Due: October 1/March 1

This reading, in conjunction with the module on theology, provides a basis for developing the theology which will be among the foundations of your project.

#4 Write Theological Foundations Paper (18-25 pages)
Due: November 1/April 1

Using the techniques taught in the Theological Foundations core module, as well as, the information found in the required book Introduction to Theology, the student will complete an analysis of a theological theme or movement in a paper of between eighteen and twenty-five pages. The paper will begin with an introduction of two to four pages that describes the theological theme or movement that will be investigated, and an overview of the way in which the topic will be presented. The body of the paper, then, should be organized according to this overview, followed by a conclusion of from two to four pages describing how this theological study is foundational to the anticipated DMin project.

This paper builds on your Biblical and Historical foundations papers, in order to construct your own theological view for your ministry context and DMin project.
Questions to consider in light of classical and current theological discussions include:

- What are the theological themes related to the project?
- What are the theological issues related to the project?
- What is the theological relevance of the subject and of the project?
- How are you engaging with classical and modern theologians?

Contents of Theological Foundations Paper

- Introduction (2-4 pages)
- Main Body (14-17 pages)
- Conclusion (2-4 pages)

#5 Write: Second Draft of Project Proposal  
Due: November 15/April 15

Through consultation with your Faculty mentor(s) and Faculty consultant you should hone the first draft of the project proposal, particularly the abstract, so it is in a format that will make it a solid guide for implementing your project. This draft should be as nearly complete (format and contents) as possible.

#6 Write: Theoretical Foundations Paper (18-25 pages)  
Due: December 1/May 1

In this paper you will examine contemporary theories relevant to the theme and hypothesis you have defined in your project. In addition, you will examine assumptions, biases, and generalizations which have been made about your topic. Beginning with models for ministry which have been developed by others, the paper will go on to investigate another discipline not previously addressed in the Biblical, Historical, and Theological Foundations papers. These disciplines, may include, such areas as psychology, education, sociology, law, etc. This paper, therefore, is developed from relevant and recent literature not contained in the Biblical, Historical, and Theological Foundations papers. The length of this paper should be between eighteen and twenty-five pages.

Contents of Theoretical Foundations Paper:

- Introduction (1-2 pages)
- Theoretical Foundations in Ministry Practice (6-9 pages)
- Theoretical Foundations from another disciplines (10-12 pages)
- Conclusion (1-2 pages)
- Bibliography
Guiding Questions for Theoretical Foundations Paper

1. What resources best facilitate you in determining the approach or methodology you will use to address the issues in your project?
2. What assumptions have you made concerning your topic and how do others support or oppose these assumptions?
3. Are the resources helping to bring the theme and hypothesis of the project into sharper focus?
4. What have others done in the past to address your need you have identified?
5. What has worked and what has not?
6. In what new manner will you address the need? What new insights, theories, or methodologies will you use in your approach to your subject?

Structuring and Writing the Theoretical Foundations Paper

- Introduction (1-2 pages): Here you identify the resources and disciplines you will examine in this paper. Offer an overview of the way in which these will be presented in the paper.

- Theoretical Foundations in Ministry Practice (6-9 pages)
  - discuss recent or relevant work done in the church to deal with the issues addressed by your project (e.g., theologians, pastors, practitioners who have implemented models or practices related to your thesis).
  - apply the "Guiding Questions for Theoretical Foundations Paper" to these models and practices

- Theoretical Foundations from another discipline (10-12 pages)
  - determine what other discipline informs your project thesis. Areas of discipline could include sociology, leadership, business, anthropology, psychology, to name a few.
  - apply questions found in "Guiding Questions for Theoretical Foundations" to these other areas of discipline that bear on the project.

- Conclusion (1-2 pages)—Describe how this theoretical study is foundational to the anticipated DMin project.

- Bibliography

Note: Because the theoretical paper is generally to address contemporary approaches to the need you have identified, the bibliography for this
paper should mainly consist of sources written in the last ten to fifteen years. This bibliography, then, will be one major source of the contemporary citations required in your final document. (The Final Document is to have a minimum of 100 sources, one third of which are to have been written within the last ten years.

#7 Write: Integration Paper (five to seven pages)
Due: December 15/May 15

This paper gives you the opportunity to discuss how each of your foundations papers will impact the project you are designing. Each of your foundations papers was to end with a conclusion which suggested how your investigation has pointed to something integral to your project. This integration paper, then, allows you to synthesize these conclusions into a single statement about the ways in which your academic exploration into the four foundations undergirds your project. The integration paper is not submitted separately, but is a fundamental part of your Candidacy Review Packet.

#8 Submit: Candidacy Review Packet
Due: December 15/May 15

Candidacy Review is an important juncture in the doctoral journey. Approval by the Candidacy Review Team indicates the student’s readiness to become an official "doctoral candidate" who will move into implementation of the Final Project itself. Participants not meeting doctoral standards may have their program terminated at this point or be required to take additional work.

Consider Issues of Human Subject Research
In preparation for application to doctoral candidacy, students are expected to be aware of issues concerning Human Subject Research, and to take appropriate steps in their research. Care should be taken not to include personal names in the Candidacy Review Packet or Final Document. Information should be kept strictly confidential. Where required, obtain appropriate permissions. Discuss questions with your Faculty Mentor(s).

The Candidacy Review Packet will be divided into three major sections:
1) Project Proposal; 2) Papers and Bibliography; and 3) Candidacy Review Forms. (See Format Review Guide for additional information about contents and formatting requirements.)
Process for Candidacy Review
This process begins in Semester III and is completed in Semester IV

FIRST STEPS: FORMAT CONTROL
Note: You must pass Format Control (FC) before officially scheduling your Candidacy Review (CR)

1. Students will place their Candidacy Review Packet (CRP) in the Course Shell on/or before deadline: Dec. 15/ May 15. Packet contents: Part I—Project Proposal; Part II—Synergy Paper, four Foundations papers (Historical, Biblical, Theological, Theoretical), Integration Paper, Bibliography; Part III—Candidacy Review Application Form and Professional Associates Certifications (see Chapter Four)

2. Your mentor will automatically be notified via email that the CRP is on the Course Shell.

3. Your mentor will notify you if any changes, additions, or corrections are to be made to your CRP.

4. When all changes, additions, and corrections are finished, and approved by your mentor, the mentor will complete a “Ready for Format Control” form (see Chapter Four) for you to submit to the Doctoral Studies Office.

5. Submit your CRP in a Microsoft Word document to the Doctoral Studies Office via format.review@united.edu.

6. Format Control will notify the Doctoral Studies Office and you if the document passes or has formatting edits yet to be made (allow up to four weeks for this process). If edits are required, you will re-submit your edited CRP as in step 5.

7. Because Format Control is one measure of your readiness to be a doctoral candidate, the academic dean will be notified if you fail to pass your Format Control Review a third time.

NEXT STEPS: AFTER FORMAT CONTROL APPROVES DOCUMENT

1. You will work with your mentor to schedule the Candidacy Review. CRs are to be scheduled during your Interim Focus Group meeting (or other time) between intensives—not while you are in Dayton for the intensive.

2. You will distribute copies (electronic or paper per the mentor’s instructions) of your CRP to the mentor, the faculty consultant, and your peer associate (or another peer of your choice if peer associate is unavailable). These copies are to be in the hands of the readers no less than TWO weeks prior to the scheduled CR. Failure to comply will require rescheduling of the CR.
3. Complete the CR. You are to make edits per the examining committee’s instructions.

4. If you are required to make edits, you will submit your revised document to your mentor(s) for final approval. The Faculty Mentor will determine if the revisions have been submitted as required. When the document is approved, the Faculty Mentor(s) will note the approval by completing and signing the “Candidacy Review Team Evaluation,” (see chp. IV), and submitting it to the Doctoral Studies Office. This will indicate you have completed the necessary requirements to continue in the program.

5. Upon approval of the Candidacy Review Packet, you will submit your final CRP, hard copy—spiral-bound, to the Doctoral Studies Office for permanent keeping in your file.

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<tr>
<th>#9</th>
<th>Submit: Completed Summary of Learnings (see chp. IV)</th>
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<td>Due: Dec. 15/May 15</td>
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Each semester you will review what you have learned about yourself, your context, and the content and direction of your Doctor of Ministry.
Student Learning Outcomes

During Semester IV of the United DMin program students will:

4. Demonstrate an enhanced ability to design and implement a strategy for addressing a specific problem or challenge in ministry.

Required Reading


Recommended Reading


Required and Recommended Reading

The book list for the DMin program is posted on each class shell. Please note:

- Those books which are designated required should be purchased by the student
- Reading assignments are included in the schedule of assignments in this manual
- Those books which are designated recommended are optional, but have been identified as potentially very helpful to the DMin student
- Any book on this list may not be included in the bibliography of the final document. If a quote or information from one of the books is used it must be properly cited in a footnote, but it is not then included in the bibliography of the document.
- Books that are required for your Focus Group are identified by your mentor and may be used in the bibliography of your document.
Semester IV Assignment Overview

This overview of the general assignments in the United Doctor of Ministry program is offered in order to help students manage their time as they plan for the work necessary to complete each semester. Faculty mentors may add reading or other assignments. Due dates are suggested and may be adjusted by the faculty mentors. The first due date is for those who began Semester I in August and the second for those who began Semester I in January.

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<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tr>
<td>#2 Update: Candidacy review document as instructed by mentor(s) and format control reviewer</td>
<td>Sept 15/Feb 15</td>
</tr>
<tr>
<td>#3 Submit: Application for Candidacy Review to DMin Office</td>
<td>Upon approval of Candidacy Review Packet</td>
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<tr>
<td>Schedule: Candidacy Review</td>
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</tr>
<tr>
<td>#4 Distribute: Candidacy Review Packets to Candidacy Review Team Members</td>
<td>Two weeks prior to your scheduled Candidacy Review</td>
</tr>
<tr>
<td>#5 Present: Candidacy Review Document to the Candidacy Review Team</td>
<td>During Interim Focus Group or other scheduled time</td>
</tr>
<tr>
<td>#6 Submit: Final Candidacy Review Packet (with corrections as required) to DMin Office</td>
<td>Nov 15/ April 15</td>
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<tr>
<td>#7 Complete: Project preparation</td>
<td>According to your planned schedule</td>
</tr>
<tr>
<td>#8 Implement: DMin Project</td>
<td>According to your planned schedule (late Sem. IV or early Sem. V)</td>
</tr>
<tr>
<td>#9 Complete: Summary of Learnings Form (see chp. IV)</td>
<td>Dec. 15/May 15</td>
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The companion documents to this manual are the Format Review Guide for the Candidacy Review Packet, and the Format Review Guide for the Final Document. These, along with the manual, are to be used to manage the elements of the DMin program at United. Please remember that the templates can be very helpful in creating the proper formatting for your papers throughout the program.

**Semester IV Assignments in Detail**

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Each of these books will help you determine the best method for collecting the data in your Action Research design as you finish the preparations for your DMin project.

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<th><strong>Update:</strong> Candidacy review document as instructed by mentor(s) and format control reviewer</th>
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See: Process for Candidacy Review in Semester III

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<td><strong>Due:</strong> Upon approval of Candidacy Review Packet</td>
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See: Process for Candidacy Review in Semester III

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See: Process for Candidacy Review in Semester III

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<tr>
<th>#5</th>
<th><strong>Present:</strong> Your Candidacy Review Packet to the Candidacy Review Team</th>
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<tr>
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<td><strong>Due:</strong> During Interim Focus Group or other scheduled time</td>
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</table>

See: Process for Candidacy Review in Semester III
#6 Submit: Final Candidacy Review Packet (with corrections as required) to DMin Office  
**Due:** Nov 15/ April 15

See: Process for Candidacy Review in Semester III

#7 Complete: Project preparation  
**Due:** According to your planned schedule

Once you have passed your Candidacy Review and submitted your document to the DMin Office, you will begin the final preparations for your project according to the plan you outlined in the project proposal portion of your packet.

#8 Implement: DMin Project  
**Due:** According to your planned schedule (late Sem. IV or early Sem. V)

Your project is implemented according to your project proposal. For some students that will be at the end of Semester IV and for some it will be early in Semester V. Grading for your project will be in the semester you designated for its completion.

#9 Submit: Completed Summary of Learnings Form (see chp. IV)  
**Due:** Dec. 15/May 15

Each semester you will have the opportunity to review what you have learned about yourself, your context, and the content and direction of your Doctor of Ministry.

**Transitioning from Semester IV to Semester V**

Once the Candidacy Review Packet (including Project Proposal) has been approved, Project Implementation can begin according to your projected calendar. For the remainder of Semester IV and in Semester V, you will collect data, analyze it, and carry out fieldwork using the project design that you have developed. Then, you will summarize the results of the Final Project in a formal paper (Chapter Six of your final document). The Focus Group Meetings will be the setting for continued reflection on this process.
Semester V
Project Management and Final Doctoral Project Preparation

Student Learning Outcomes

During Semester V of the United DMin program students will:

4. Demonstrate an enhanced ability to design and implement a strategy for addressing a specific problem or challenge in ministry.
5. Demonstrate an enhanced ability to evaluate the results of a carefully designed and implemented strategy for addressing a specific problem or challenge in ministry.

Required Reading


Required and Recommended Reading

The book list for the DMin program is posted on each class shell. Please note:

- Those books which are designated required should be purchased by the student
- Reading assignments are included in the schedule of assignments in this manual
- Those books which are designated recommended are optional, but have been identified as potentially very helpful to the DMin student
- Any book on this list may not be included in the bibliography of the final document. If a quote or information from one of the books is used it must be properly cited in a footnote, but it is not then included in the bibliography of the document.
- Books that are required for your Focus Group are identified by your mentor and may be used in the bibliography of your document.
Semester V Assignment Overview

This overview of the general assignments in the United Doctor of Ministry program is offered in order to help students manage their time as they plan for the work necessary to complete each semester. Faculty mentors may add reading or other assignments. Due dates are suggested and may be adjusted by the faculty mentors. The first due date is for those who began Semester I in August and the second for those who began Semester I in January.

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<tbody>
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<td>#1 Implement: Project</td>
<td>According to your Project Proposal</td>
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<tr>
<td>#2 Read: The Craft of Research by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams</td>
<td>Oct 1/March 1</td>
</tr>
<tr>
<td>#3 Evaluate: Project Results with your Focus Group</td>
<td>As scheduled</td>
</tr>
<tr>
<td>#4 Write: First draft of Final document</td>
<td>Nov 1/Apr 1</td>
</tr>
<tr>
<td>#5 Submit: FinalDocument for Format Review</td>
<td>Dec 15/May 15</td>
</tr>
<tr>
<td>#6 Submit: Completed “Summary of Learnings” (see chp. IV)</td>
<td>Dec 15/May 15</td>
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The companion documents to this manual are the Format Review Guide for the Candidacy Review Packet, and the Format Review Guide for the Final Document. These, along with the manual, are to be used to manage the elements of the DMin program at United. Please remember that the templates can be very helpful in creating the proper formatting for your papers throughout the program.
Semester V Assignments in Detail

#1 Implement: Project
Due: According to your Project Proposal

At this point in your program, you have developed a plan of action to be implemented in your context. This action research will help you determine whether you have made an accurate assessment of the need, and whether your hypothesis about how best to address the need is sound.

#2 Read: The Craft of Research by Wayne C. Gooth, Gregory G. Colomb, and Joseph M. Williams
Due: Oct. 1/March 1

#3 Evaluate: Project Results with your Focus Group
Due: As scheduled

Once you have implemented your project, you will begin to assess its usefulness and effectiveness. During your focus group you will discuss the statistics and responses you have been able to gather, what you understand from these to have been successful, what did not work, and what could work better in the future.

#4 Write: First Draft of Final Document
Due: Nov. 1/Apr. 1

The work of your DMin program has brought you to the point where you can begin to compile your final document. Your Synergy Paper and each of the four foundations papers will comprise the core of the first five chapters of your final document. The following is the order of your final document (See the Format Review Guide for further details):

Front Matter
- Title page
- Copyright page
- Contents page(s)
- Abstract page
- Optional Items (in this order) placed before the Introduction:
  - Acknowledgments
  - Dedication
  - List of Illustrations
  - List of Tables
  - List of Abbreviations
  - Epigraph
Body

The final document includes several previous papers written for the DMin program. Each of these, however, should be adjusted to make the document read smoothly, and as a unified document. These adjustments will include (but are not necessarily limited to) removing wording which is repetitive, and adding appropriate introductions, transitions, and conclusions to each paper in order to create a fully integrated document.

- Introduction (3-5 pages)
- Chapter 1: Ministry Focus (re-title of Synergy paper, 18-25 pages)
- Chapter 2: Biblical Foundations (28-42 pages)
- Chapter 3: Historical Foundations (18-25 pages)
- Chapter 4: Theological Foundations (18-25 pages)
- Chapter 5: Theoretical Foundations (18-25 pages)
- Chapter 6: Project Analysis (25 - 40 pages)

  - Introduction: Review the conclusion of your Synergy Paper and the contents of your Integration Paper in order to craft the introduction to this final chapter. Here you should show how your final project and document resulted from the work you have done during your DMin program.
  
  - Methodology: This portion of the paper will address what approach you took to gather the data, i.e. bible study, preaching, other kinds of classes or workshops—preceded and followed by interviews, questionnaires, etc. It will also address your reasons for choosing this approach.
  
  - Implementation: This portion of the chapter will address how you actually did the project. In other words, what you did and when. You should be able to base this section of the chapter on the project proposal portion of your Candidacy Review Packet. If there are significant deviations from this document you should explain why.
  
  - Summary of Learning: This portion of the chapter should address what you and your participants learned from the project. This will include a summary of the data you gathered (tables and graphs as necessary). It will also discuss the ways in which your hypothesis was supported or negated.
  
  - Conclusion: This portion of the chapter should draw all your work together for your reader. In particular, you will answer the question of how well the project worked. It is not necessary for every project to be a complete success (that is to fully support your hypothesis), but it is important that you are able to share what you have learned. In this conclusion you will express what is valuable for future work, and what you would do differently, and how.
Back Matter
- Appendices (if necessary)
- Bibliography

When you have completed your writing and your editor has examined the work, you will review your final document with the Faculty Mentor(s) of your group. Upon approval, the document will be submitted for Format Control review.

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To ensure the quality of the Final Doctoral Project, every document must pass a Format Control (FC) Review before you may schedule your project defense (final exam). You are to submit a single, bound—three ring binder only—copy of your Final Doctoral Project to the DMin Office for Format Control.

Your final document will be free of errors, including typographical, printing, and copying errors. An editor can be an invaluable help in proofreading, correcting grammar and spelling, and organizing the contents of your final document.

Format Control examines the style of the document to ensure that it conforms to the standards of the United Theological Seminary Doctoral Program. The examination will review the entire document for conformance to the United Format Guide and Turabian (8th edition): the margins, Front Matter, Title Page, Table of Contents, Copyright, Appendices, Bibliography, footnotes, and page numbers, etc.

Corrections noted by your Format Control reviewer will be sent to you by email attachment from the Doctoral Studies Office. If you failed FC it will be noted on the list of corrections from the reviewer. Failure means you must resubmit the document for another FC review. The first FC review is made for through you graduation fees, each additional round is $100. Checks are to be made out to Untied Theological Seminary. If you passed FC with minor errors, that will be noted on the list of corrections. You will be expected to correct these errors, but do not have to resubmit the document to FC.

Format Control does not edit your Final Document for grammar, sentence structure, or coherence. If the document does not adhere to the formatting standards as found in this Manual and the Format Review Guide, it will be returned to you for correction and resubmission to Format Control. A fee of $100 is required from students for each new round in Format Control after the initial review. Upon successful completion of Format Control the student will begin to prepare for Final Defense. Because Format Control is one measure of your readiness to be a doctor of the church, the academic dean will be notified if you fail to pass your Format Control Review a third time.
#6  **Submit:** Completed Summary of Learnings Form (see chp. IV)
    **Due:** Dec. 15/May 15

Each semester you will have the opportunity to review what you have learned about yourself, your context, and the content and direction of your Doctor of Ministry.
Semester VI
Completion of the Doctoral Project and the Defense

Student Learning Outcomes

During Semester VI of the United DMin program students will:

5. Demonstrate an enhanced ability to evaluate the results of a carefully designed and implemented strategy for addressing a specific problem or challenge in ministry.

Semester VI Assignment Overview

This overview of the general assignments in the United Doctor of Ministry program is offered in order to help students manage their time as they plan for the work necessary to complete each semester. Faculty mentors may add reading or other assignments. Due dates are suggested and may be adjusted by the faculty mentors. The first due date is for those who began Semester I in August and the second for those who began Semester I in January.

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<tr>
<th>ASSIGNMENTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>#1 <strong>Complete:</strong> Intent to Graduate Form online at United.edu</td>
<td>Aug 15/Feb 15</td>
</tr>
<tr>
<td>#2 <strong>Prepare:</strong> For Final Defense</td>
<td>Complete 2 weeks prior to scheduled defense</td>
</tr>
<tr>
<td>#3 <strong>Complete:</strong> Final Exam Application Form and submit to Doctoral Office</td>
<td>Prior to exam</td>
</tr>
<tr>
<td>#4 <strong>Defend:</strong> Final Document</td>
<td>Intensive Week or as scheduled (but no later than Oct 31/March 31)</td>
</tr>
<tr>
<td>#5 <strong>Prepare and submit:</strong> Final Document</td>
<td>Nov 15/Apr 15</td>
</tr>
<tr>
<td>#6 <strong>Complete:</strong> Graduation Procedures</td>
<td>As notified by United officials</td>
</tr>
<tr>
<td>#7 <strong>Submit:</strong> Completed Summary of Learnings (see chp. IV)</td>
<td>Dec 15/May 15</td>
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The companion documents to this manual are the Format Review Guide for the Candidacy Review Packet, and the Format Review Guide for the Final Document. These, along with the manual, are to be used to manage the elements of the DMin program at United. Please remember that the templates can be very helpful in creating the proper formatting for your papers throughout the program.
Semester VI Assignments in Detail

| #1 | **Complete:** Intent to Graduate Form online at United.edu  
**Due:** Aug 15/Feb 15 |
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<td><strong>Form located on the Registrar's page:</strong> <a href="http://united.edu/registrar-faq-and-forms/">http://united.edu/registrar-faq-and-forms/</a></td>
<td></td>
</tr>
</tbody>
</table>

| #2 | **Prepare:** For Final Defense  
**Due:** Two weeks prior to scheduled defense |
|---|---|
| **Upon successful completion of Format Control you will begin to prepare for Final Defense**  
- Submit Final Exam Application Form to DMin Office (see chp. IV)  
- Ask Faculty Mentor to submit Faculty Mentor’s Request for Final Examination form to DMin Office (see chp. IV)  
- Provide individual bound copies (**three ring binders only**) for each member of the final exam team (submission can be through the DMin office or directly to team members, but a minimum of one copy must go to the DMin office)  
- Provide each team member with a copy of Examining Committee Individual Evaluation form (see chp. IV). The Final Exam team includes your: Faculty Mentor(s), Faculty Consultant, Professional Associate, Context Associate, Peer Associate, and Outside Examiner (assigned by DMin office or your Mentor) |

| #3 | **Complete:** Final Exam Application Form and submit to Doctoral Office (see chp. IV) |

| #4 | **Defend:** Final Document (Final Exam)  
**Due:** Intensive Week or as scheduled (but no later than Oct 31/March 31) |
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<tr>
<td><strong>In conjunction with your mentor and the DMin Office you will determine the time and place of your Final Exam (defense). You must also make arrangements for any special technology for power point, conference calls, or Skype-like calls. Final exams may be scheduled at any time during Semester VI, but no later than Oct 31/March 31.</strong></td>
<td></td>
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<tr>
<td><strong>Members of the Examination Committee may be allowed to participate remotely. If this is necessary, you must submit a request in writing to the Doctoral Studies office, including the participant’s name, contact information and the reason for the request. If the request is approved, the office will notify you. The member(s) participating remotely must complete the Examining Committee Member’s</strong></td>
<td></td>
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</tbody>
</table>
Individual Evaluation (it is your responsibility to be sure they have the form). Any technology required, including power-point equipment, conference calls or Skype, etc., is the student’s responsibility.

The Final Examination Committee will agree upon a recommended status for the student. The Faculty Mentor(s) will submit the recommendation along with an evaluation summary of the student’s final document and performance in the DMin program. (see chp. IV).

The Final Examination Committee may recommend the following:
1. Conferral of the degree
2. Conferral of degree upon completion of required revisions
3. Further work and a second evaluation committee meeting.
4. Conferral of degree is denied with a certificate of participation being the terminal documentation.

If status is number 2—requires revisions—the student must make any changes in the Final Doctoral Project as required by the Examining Committee. The Faculty Mentor will determine if the revisions have been submitted as required. When the document is complete, the Faculty Mentor(s) will sign the Completion of the Final Exam Committee Recommendations, signifying approval of the content as revised (see chp. IV).

#5 Prepare and submit: Final Document
Due: after defense

When the document has been fully approved the student will submit it to the DMin office. You are responsible for accurate printing of the final document. Three unbound, paper copies of the document are to be submitted to the DMin Office on white, 20 or 24 lb., 25% cotton content, watermarked paper. Each hard copy should be reviewed for margins, page numbering, etc. In addition, an electronic copy of the document must be submitted on a flash drive with the paper copies.

The three copies of your document are distributed as follows:
- One copy is bound as-is for the Library shelves on campus
- One copy is bound as-is for the DMin archive
  One copy is sent to ProQuest, but only if you fill in the paperwork requesting and paying for copywriting. ProQuest will also print personal copies, but only if you order and pay for them. United Theological Seminary does not furnish you a bound copy of your document—personal bound copies can only be received by ordering and paying for copies through ProQuest.

#6 Complete: Graduation Procedures

Graduation at United Theological Seminary takes place in May and December in Dayton.
Graduation procedures are coordinated with the Doctoral Studies Office’s Administrative Assistant. Robes and hoods can be ordered through the bookstore or approved vendor. The United policy regarding the academic costume code for the doctoral degree is taken from the “Academic Costume Code and Academic Ceremony Guide” (AAC/ACG) of the American Council on Education. The graduation costume will be as follows:

**Gown**
The United gown will be the traditional doctor’s gown as defined by the ACC/ACG. The color of the gown can be midnight blue to represent the colors of the school, or black. The gown is to be faced down the front with velvet; three bars of velvet are used across the sleeves. The facing and crossbars must be of the color distinctive of the discipline to which the degree pertains thus agreeing in color with the binding or edge of the hood. The color of the facing and crossbars for United will be scarlet, symbolic of the theology discipline. In the case of a rented gown, the color of the gown can be blue or black with black panels and crossbars.

**Hood**
The hood for United’s doctor’s degree is to be four feet and shall have panels at the sides. The color of the hood should be black. It should be lined with the colors of the school, which are midnight blue and scarlet. The robe and hood should be made of the same material. The binding or edge of the hood is to be velvet and five inches wide. The color of the velvet will be scarlet, denoting theology. The hood must conform to this standard, whether rented or purchased.

**Cap**
The cap for the United’s doctoral degree shall be velvet and black. The form is to be the eight-point tam. The tassel should be fastened to the middle point of the top of the cap. The color of the tassel is gold. A rented cap may be a black mortarboard with a gold detachable tassel.

<table>
<thead>
<tr>
<th>#7</th>
<th>Submit: Completed Summary of Learnings Form (see chp. IV)</th>
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<tbody>
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<td>Due: Dec. 15/May 15</td>
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</table>
CHAPTER IV
REQUIRED FORMS

The following pages contain all forms necessary for the completion of the DMin program at United Theological Seminary. At the appropriate times in the program the student will make the required number of copies of each item and distribute them as described in the manual. All such forms, and any accompanying documents are to be submitted on or before stated due dates.
DOCTOR OF MINISTRY GOAL SHEET

Student Name: _____________________________________________________

Focus Group: _________________________________________________________

Faculty Mentor(s): _____________________________________________________

Faculty Consultant: ____________________________________________________

List below the personal goals you hope to achieve during your doctoral program.

List below the program goals you hope to achieve during your doctoral program.
SUMMARY OF LEARNINGS

Student Name: ________________________________________________________

Focus Group: __________________________________________________________

Faculty Mentor(s): _____________________________________________________

Faculty Consultant: ____________________________________________________

What new insights have you gained about yourself during this semester?

What new perceptions about your context have you gained during this semester?

What new information have you gained this semester that will be important to your doctoral work?
APPLICATION FOR CANDIDACY REVIEW

Name___________________________________________________________

Ministry Context __________________________________________________
(Church/hospital/prison/etc.) Address City State

Faculty Mentor(s)__________________________________________________

Working title for project (no more than eighteen words):

____________________________________________________________________

____________________________________________________________________

I have examined this material and find it complete and acceptable. Therefore, I
approve this student’s Application for Candidacy.

Faculty Mentor(s)
Signature____________________________________________________________

Faculty Consultant’s Signature _________________________________________

__________________________

Community of Inquiry

Professional Associates: (List each Professional Associate and the purpose for
consulting them.)
FACULTY MENTOR (S) APPROVAL FOR FORMAT CONTROL
And REQUEST FOR CANDIDACY REVIEW EXAMINATION

The work of the student listed below has been examined by myself as Faculty Mentor(s). I concur that this work has met the requirements as stated in the United DMIN Student Manual and as I understand them. I am therefore recommending this student for based on the document(s) submitted with this form:

_________________ Candidacy Review

I understand that the date for the examination will be at least two weeks after this form is received.

Please be advised, an examination will not be scheduled without this completed form and received in the Doctoral Office at least two weeks in advance, or the exam will not be valid and must be rescheduled and retaken.

Student Name

_____________________________________________________

Title of Project _____________________________________________

_____________________________________________________

_____________________________________________________

Signed by:

Faculty Mentor(s)

_____________________________________________________
date________________

Associate Dean of Doctoral Studies

_____________________________________________________
date________________
Participant______________________________________________________________

Description of proposed program:____________________________________________

Professional Associate_____________________________________________________________________

Address______________________________________________________________________________

Phone__________________________________________________________________________________

Proposed Associate’s qualifications to furnish resources to the participant

**Education:**

<table>
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<tr>
<th>School and Location</th>
<th>Dates Attended</th>
<th>Course</th>
<th>Degree Rec’d.</th>
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<td>3. ____________________</td>
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<td>4. ____________________</td>
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</table>

Chief resources the Professional Associate will provide for the proposed program:

________________________________________________________________________________________

How do you propose to work with the Professional Associate?

________________________________________________________________________________________

Endorsements:

Participant___________________________________________________(Signature)

Professional Associate________________________________________(Signature)

Date___________________________
CANDIDACY REVIEW TEAM EVALUATION

Participant_______________________________________Date____________________

(1 represents inadequate; 5 represents excellent)

1. Does the program focus adequately reflect an intersecting of the needs of the context and the interests of the participant? 1 2 3 4 5

2. Is the ministry focus well developed? 1 2 3 4 5

3. Is the theological foundation of sufficient scope and depth to reflect a mature understanding of the relation of the focus to Christian ministry? 1 2 3 4 5

4. Is the summary of learnings needed by the participant and persons in the context adequate to achieve the goals of the participant and the context? 1 2 3 4 5

5. Does the resource review demonstrate adequate knowledge of what is being done within the participant’s specialization? 1 2 3 4 5

6. Is the writing clear, consistent and in Turabian style? 1 2 3 4 5

7. Are the goals clear? 1 2 3 4 5

Written comments (Use back of page for additional comments):
Recommendation:

_____Candidacy be granted

_____Candidacy be granted with conditions (*)

_____Additional work needed prior to another candidacy review

_____Candidacy be denied

Faculty Mentor(s)____________________________________________________________

Faculty Consultant___________________________________________________________

Peer Seminar Representative__________________________________________________

(*) I have reviewed the document, and conditions have been met for the Candidacy Review

__________________________________  ________________________________
Date                                   Faculty Mentor(s)
FACULTY MENTOR (S) APPROVAL FOR FORMAT CONTROL

And REQUEST FOR FINAL EXAMINATION

The work of the student listed below has been examined by myself as Faculty Mentor(s). I concur that this work has met the requirements as stated in the United DMIN Student Manual and as I understand them. I am therefore recommending this student for based on the document(s) submitted with this form:

______________ Final Examination

I understand that the date for the examination will be at least two weeks after this form is received.

Please be advised, an examination will not be scheduled without this completed form and received in the Doctoral Office at least two weeks in advance, or the exam will not be valid and must be rescheduled and retaken.

Student Name

____________________________________________________

Title of Project _____________________________________________________________

____________________________________________________________________________

________________________________

Signed by:

Faculty Mentor(s)

____________________________________________________________________________

Associate Dean of Doctoral Studies

____________________________________________________________________________
Final Exam Application Form

Please type or print the information requested on the form below or duplicate the form on another sheet, making sure to supply all the information requested. This form MUST accompany the Faculty Mentor(s) Request for Final Examination and the copies of the Final Project or the exam will not be scheduled.

Student Name: ____________________________________________________________
[Full name exactly as you wish it to read on your diploma]

Home Address: ____________________________________________________________

City, State, Zip: ____________________________________________________________

Birth Year: ________ Began Program: ________ Exam Date: __________

Project and Present Ministry Information

Project Context Location: ______________________________________________________
(address)

Present Ministry Position if different from above: ________________________________
(name of location and address)

Denominational Affiliation: __________________________________________________

Educational Information

<table>
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<tr>
<th>Schools and Location</th>
<th>Years Attended</th>
<th>Degree Awarded</th>
<th>Year</th>
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Final Exam Information

Final Project Title (maximum of 18 words):

________________________________________________________________________

________________________________________________________________________
Faculty Mentor(s): _____________________________________________________

Faculty Consultant: _____________________________________________________

Professional Associate Name          Degree          Title/Position/Qualifications
__________________________________  __________  _________________________
__________________________________  __________  _________________________
__________________________________  __________  _________________________

(list degrees of all persons, e.g., Wendy Deichmann, Ph.D.)

Outside Examiner: _______________________________________________________

Context Associate: _____________________________________________________

Peer: _________________________________________________________________
FACULTY MENTOR(S) REQUEST FOR FINAL EXAM

The work of the student listed below has been examined by myself as Faculty Mentor(s). I concur that this work has met the requirements as stated in the United DMIN Handbook and as I understand them. I am therefore recommending this student for the Final Examination based on the document(s) submitted with this form. I understand that the date for the final exam will be at least two weeks after this form is received. Please be advised, a final examination will not be scheduled without this completed form and received in the Doctoral Office at least two weeks in advance, or the exam will not be valid and must be rescheduled and retaken.

Student Name ________________________________________________________________

Title of Final Project (maximum of 18 words):
___________________________________________________________________________
___________________________________________________________________________

Signed by:
Faculty Mentor(s)
___________________________________________________________date_____________

Associate Dean of Doctoral Studies
___________________________________________________________date_____________
EXAMINING COMMITTEE EVALUATION GUIDE

To be given to all Examining Committee Members by the Student with his/her document.

The United Theological Seminary Doctoral Studies Committee requests that you evaluate the work of the candidate on whose committee you are sitting. Please prepare and bring to the examination an evaluation that will go into the permanent file. You should feel free to evaluate the candidate by whatever format you consider appropriate. However, the following comments and questions will suggest the areas in which the participant should be evaluated. An evaluation form is attached to assist you. If you have any questions, do not hesitate to contact either the Doctoral Studies Office or the chairperson of the Examining Committee.

PLEASE BRING THIS FORM TO THE FINAL EXAM.

I. Participant Growth

   A. What evidence is present that the participant has reached personal growth goals?

   B. Is the participant able to articulate a personal theological position and apply theological insight to particular issues?

   C. Does the participant display openness to evaluation and to differing views? Has the participant grown adequately in the ability to evaluate?

   D. Does the participant show evidence of being able to: 1) define a problem, 2) work with people in the definition of that problem, and 3) develop strategies toward a solution to the problem?

   E. What do you judge to be the level of competence of the participant’s own particular specialization in ministry?
F. Does the participant show evidence of growing in understanding of the nature of ministry and in ability to take responsibility for one’s own ministry?

G. Has the participant moved to a style of ministry that represents the degree?

II. Comprehensiveness and Depth of Program

A. To what degree did the participant actually reach program goals as defined in the Final Project?

B. To what degree were the Context Associates moved to a new kind of ministry?

C. What changes happened in the context?

D. What will happen next in the context as a result of this program?

E. What evidence is present that the candidate made adequate use of the biblical, theological and historical resources appropriate to the program?

F. Is evidence present of extended, disciplined involvement in peer learning?
G. Was the engagement with the consultants sufficient to insure a quality program?

H. To what degree did ecumenical involvement occur?

I. To what degree was the program related to the larger community and society?

J. What do you judge to be the level of this program’s contribution to ministry?

K. Has adequate evaluation of the program been maintained to insure a quality program?

III. The Final Project

A. Does the Final Project meet acceptable standards for professional and formal writings?

B. Will the larger church community be able to read the document with understanding?

C. Does the document adequately describe what took place in the program and the contribution to ministry which was made?

D. What, if anything, is present in the Final Project which is new (instruments of evaluation, resources for ministry, etc.)?

E. In your judgment, is the document acceptable? What, if anything, is necessary to make it acceptable?
The United Theological Seminary Doctoral Studies Committee requests that you evaluate the work of the candidate on whose committee you are sitting. Please prepare and bring to the examination an evaluation that will go into the permanent file. However, the following comments and questions will suggest the areas in which the participant should be evaluated. If you have any questions, do not hesitate to contact either the Doctoral Studies Office or the chairperson of the Examining Committee.

NAME OF CANDIDATE:________________________________________________

NAME OF PROJECT (maximum of 18 words):________________________________________

DATE OF FINAL EXAM: ________________________________________________________

Please evaluate the progress and achievement of the participant in the following aspects by checking the appropriate category; leave blank if you have no judgment.

I. Participant Growth

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
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</table>

1. Personal Growth - What evidence is present that the participant has reached personal growth goals?

2. Theological Growth - Is the participant able to articulate a personal theological position and apply theological insight to particular issues?

3. Ability to Evaluate - Does the participant display openness to evaluation and to differing views?

4. Problem Solving Ability - Does the participant show evidence of being able to: 1) define a problem, 2) work with people in the definition of that problem, and 3) develop strategies toward a solution to the problem?
5. Competence in Area of Specialization - What do you judge to be the level of competence of the participant’s own particular specialization in ministry? 

( ) ( ) ( ) ( )

6. Understanding of Ministry - Does the participant show evidence of growing in understanding of the nature of ministry and in ability to take responsibility for his/her own ministry? 

( ) ( ) ( ) ( )

7. Ability to Perform Ministry - Has the participant moved to a style of ministry that represents the degree? 

( ) ( ) ( ) ( )

II. Comprehensiveness and Depth of Program

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

1. Achievement of Program Goals - To what degree did the participant actually reach program goals as defined in the Final Project? 

( ) ( ) ( ) ( )

2. Growth Achieved by Context Associates - To what degree were the Context Associates moved to a new kind of ministry? 

( ) ( ) ( ) ( )

3. Positive Effects of Program on Context - What changes happened in the context? 

( ) ( ) ( ) ( )

4. Likely Future Effects of Program - What will happen next in the context as a result of this program? 

( ) ( ) ( ) ( )

5. Use of Biblical, Theological, and Historical Resources - What evidence is present that the candidate made adequate use of the biblical, theological and historical resources appropriate to the program? 

( ) ( ) ( ) ( )

6. Involvement in Peer Learning - Is evidence present of extended, disciplined involvement in peer learning? 

( ) ( ) ( ) ( )
7. Engagement with Consultants - Was the engagement with the consultants sufficient to insure a quality program? ( ) ( ) ( ) ( )

8. Ecumenical Involvement - To what degree did ecumenical involvement occur? ( ) ( ) ( ) ( )

9. Relationship to Larger Community – To what degree was the program related to the larger community and society? ( ) ( ) ( ) ( )

10. Overall Contribution of Program – What do you judge to be the level of this program’s contribution to ministry? ( ) ( ) ( ) ( )

11. Effectiveness of Evaluation Process – Has adequate evaluation of the program been maintained to insure a quality program? ( ) ( ) ( ) ( )

III. The Final Project

1. Literary Style - Does the Final Project meet acceptable standards for professional and formal writings? ( ) ( ) ( ) ( )

2. Clarity of Writing - Will the larger church community be able to read the document with understanding? ( ) ( ) ( ) ( )

3. Completeness in Description of Program & Contribution - Does the document adequately describe what took place in the program and the contribution to ministry which was made? ( ) ( ) ( ) ( )

4. Distinctiveness of Contribution - What, if anything, is there in the Final Project which is new (instruments of evaluation, resources for ministry, etc.)? ( ) ( ) ( ) ( )
5. Overall Acceptability - In your judgment, is the document acceptable? ( ) ( ) ( ) ( )

IV. Assuming that evidence of growth was present in the participant through the program, do you judge that growth to be adequate for the granting of the degree? Please explain your judgment. Should any particular strengths or weaknesses be noted?

V. Did the participant's program have sufficient wholeness, comprehensiveness and depth to merit the granting of the degree? What were the most noteworthy strengths and weaknesses? Do any of the weaknesses require additional work before the program is regarded as completed adequately?

VI. Is the Final Project adequate for its purpose? What are its strengths and weaknesses as a document? Are any revisions necessary to make it acceptable?

VII. Further comments? Feel free to comment on the aspects noted on the previous page, or to state a summary evaluation or emphasis.

Signed: ____________________________________________________________

Role on Examining Committee: _______________________________________

Date____________________

Please: Take this COMPLETED form to the examination to assist the discussion and submit it at the close of the meeting.
Faculty Mentor(s): Please write summary paragraphs for this candidate which should include: growth seen in the student since entering the program; assessment of the final project; value of the project for the church at large; other pertinent information.

THIS REPORT IS TO BE COMPLETED AND SUBMITTED BY THE FACULTY MENTOR(S) IMMEDIATELY FOLLOWING THE EXAM.

NAME OF CANDIDATE_________________________ DATE_______________________

NAME OF PROJECT (maximum of words)_______________________________________

I. The personal growth and development of the candidate has been duly examined. The judgment of the committee is that:

II. The research methodology of the candidate has been examined. The judgment of the committee is that:

III. The Final Project has been examined. The judgment of the committee is that:
The committee recommends (check one):

1. _______ Conferral of the degree

2. _______ Conferral of degree upon completion of required revision(s)
   List of required revisions (*)

3. _______ Further work and a second evaluation committee meeting.

4. _______ Conferral of degree be denied with a certificate of participation
   being the terminal documentation.

Signatures of committee members:

Faculty Mentor(s)___________________________________________________________

United Faculty Consultant____________________________________________________

Professional Associate________________________________________________________

Contextual Associate _________________________________________________________

Peer Associate ______________________________________________________________

Outside Examiner _____________________________________________________________

(*) NOTE: Upon completion of revisions, the Faculty Mentor(s) submits the Completion
of the Final Exam Committee Recommendations form.
COMPLETION OF THE FINAL EXAM COMMITTEE RECOMMENDATIONS

STUDENT’S NAME______________________________________________________

TITLE OF PROJECT ______________________________________________________

________________________________________________________________________

DATE OF FINAL EXAM____________________________________________________

FACULTY MENTOR(S)’ NAME(S)___________________________________________

My (our) review indicates:

□ The document has been corrected per the Final Exam Committee’s
  Recommendations and is now ready for Format Control.

SIGNED _________________________________ DATE ________