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# Introduction - Overview Of The Program

## A. Purpose/Philosophy:

1. The Doctor of Ministry (D. Min.) is an advanced professional degree, presupposing a first professional degree (the B.D., M. Div., or their equivalent.) It is usually entered after a period of formal engagement in ministry (normally defined as at least three years), and is designed to prepare men and women for responsible religious leadership in a wide variety of settings.
2. The faculty of Chicago Theological Seminary (CTS) believes that all forms of ministry involve in an interrelated fashion three crucial functions which are present simultaneously in any act of ministering:
  - a. Understanding and Interpreting: Every ministry involves what is technically called hermeneutics. Whether it be a biblical text, an historical event or movement, the person as a living human document or an instance of contemporary social change, ministry involves understanding and interpreting. In this process the minister must have a perspective, a framework for understanding, and the skill to discover meaning.
  - b. Translating and Communicating: Ministry likewise involves making meaning available to others in forms that they can grasp. The forms of meaning discovered by the skilled interpreter may be foreign to those to whom one ministers. Translating and communicating are necessary if meanings are to be shared and appropriated.
  - c. Transforming: Ministry necessarily moves toward personal and social transformation. Ministry is the human attempt to provide conditions in which person and society become responsive to God's transforming presence. The two initial steps of understanding and interpreting and translating and communicating move toward action in which individuals and social groups and communities change.
3. In light of these functions, the Doctor of Ministry program is designed to develop competencies that promote the capacity of students to
  - a. Engage in contextual theology through critical reflection on ministerial practice,
  - b. Invent and design fresh approaches to ministry.
  - c. Test and evaluate the results of these fresh approaches,

- d. Communicate the significant understandings and insights that have been gained to their peers in the profession, in forms easily appropriated and applied in other contexts.
4. The program culminates in the Professional Paper. This document is envisioned as a publishable quality article addressed to the student's peers in ministry. The Professional Paper does more than simply report on a ministry project. It is intended to break new ground and contribute to the development of the practice of ministry in the wider church and society by proposing a new approach or strategy that others are able to apply in their own contexts.

#### B. Facilitating Structures for Completing the D. Min. Degree

1. The Director of the Program coordinates the various components of the program, overseeing the arrangement of the professional components and serving as faculty member and advisor as needed.
2. The Doctor of Ministry Committee has responsibility for overseeing the Program as a whole, including admission of students, and for monitoring the program, and progress of each individual student. Special petitions regarding the student's program of studies should be submitted to this committee.
3. The Director of Studies administers all academic procedures. Students need to register for the courses and the project in ministry components each semester with the Director of Studies (who also serves as the Registrar).

A Faculty Advisor will be assigned to each student during the Orientation Intensive. This advisor will work closely with the student throughout the degree process helping to coordinate the academic course work and approving the Project in Ministry through each stage.

#### C. Options for Completing the D. Min. Program

1. The standard D. Min program is centered on the Project in Ministry and culminates with a Professional Paper. During their D.Min. studies, students complete ten courses, of which four are required intensives and six are electives.
2. Advanced Study in Clinical Pastoral Education (CPE) is a cooperative program in a hospital that provides advanced work in the area of chaplaincy and is a required step for becoming a CPE supervisor.
3. Advanced Study in Spiritual Leadership is a cooperative program that provides training in spiritual direction and leadership through the Institute for Spiritual Leadership (ISL).

4. Students in the cooperative programs complete the four required intensive courses at CTS and four electives. Students' work in the cooperative programs will count as their final two elective credits and may be brought into the D.Min. program without cost. Application must be made separately to each of these programs. Both full-time and part-time programs are available. Additional tuition charges are payable to the individual institutions. Admission to a CTS cooperative D.Min. program is contingent on admission to the cooperating program.

## II. The Program of Study

- A. The D. Min. Program is designed to be completed over three academic years. It begins with the Orientation Intensive and concludes with an oral examination on the Professional Paper. The maximum period of time allowed to complete the program is five years. Each student will work closely with a faculty advisor to select appropriate academic courses and to work on the completion of the Professional Paper (see Appendix C for schedule of advisory meetings).
- B. Ten academic courses are required to complete this degree.
  1. Four required courses are offered in an intensive format (Orientation, Theological Reflection, Research Methods, Professional Paper Seminar).
  2. The student has great flexibility in choosing the six elective courses and can design the program of study that best serves the goal of increased professional competence. At least four of the six elective courses must be taken with resident CTS faculty.
- C. Completion of a Project in Ministry is a required component of the degree. During course work, the student works with the advisor, the Program Director and other faculty to identify and plan a Project in Ministry.
  1. The Project in Ministry should concern a topic, issue or problem central to the practice of ministry, and involve both theological reflection and one or more social science research methods. The goal of the project is to propose, test, and evaluate a new approach to the practice of ministry involved in the topic, issue or problem identified.

2. The candidate may base the Project in Ministry on his/her own ministry or on some aspect of an ongoing historical or contemporary ministry performed by others. In either case, it should depart from the Project Proposal that centers on an explicit underlying theory that informs the design and implementation of the project.
- D. The Professional Paper presents the results of the Project in Ministry, demonstrates theological reflection on the findings from the Project, and proposes a new approach to the practice of ministry being investigated in a format that is helpful to one's professional peers.
1. The Professional Paper is of publishable quality and seeks to enhance excellence in the practice of the profession in the form of a practical study and not an academic dissertation.
  2. It is grounded in the concrete empirical data of ministerial practice that provides a critical study of a practice, yielding results that can be communicated to one's peers as an example of an innovative and effective ministry.
  3. It is not to be confused with an academic paper solely grounded in books and opinion, a research paper that gathers data without relating it to ministerial practice or a paper that describes some aspect of ministry.

### III. Required Sequence for Completion of the Program

A. Issue in Ministry Statement – As a part of the application process, each student will write a two-page statement reflecting on an issue in the practice of ministry that might serve as the practical focus of the D.Min. Program of Study, using the following questions as a guide:

1. What, very specifically, is the issue in the practice of ministry that you want to consider?
2. Why is this issue important to you?
3. If you were to turn this issue into a project, what might it look like?
4. How will such a project enhance and support a fresh approach to ministry?
5. Who is the audience that will benefit most directly by this work?
6. What kinds of data will support your study?

This draft will be discussed in peer groups as the center of dialogue at the Orientation Intensive.

#### B. Orientation Intensive

1. This five-day intensive is intended to orient new students to the program. It will provide a time for students to discuss their project ideas and to gather insights from each other. It will also be a time to receive advice regarding the appropriateness, scope and ethical considerations regarding the project in ministry. By the end of this intensive, students will have a clear draft of the Initial Project Proposal (IPP) and will have received instructions on creating an Annotated Bibliography.
2. During the first semester, students must meet with their advisor to further clarify the IPP in preparation for the Theological Reflection Intensive. A revised IPP should be approved by November 1<sup>st</sup>.

#### C. Theological Reflection Intensive

1. In this five-day intensive, students engage in theological reflection in relation to the practice, problem or issue in ministry that they have identified in their IPP. The goal is to better understand both the resources and the context through a process of dialogue and mutual interrogation. To help students develop as more skillful and sensitive practitioners, we will examine methods and examples of such reflection and relate them to students' current interests in the practice of ministry. The IPP will have a central role in the Theological Reflection Intensive.

2. During the fall semester following the Theological Reflection Intensive, each student must construct a 15-page Revised Project Proposal (RPP), which incorporates theological insights from the Theological Reflection Intensive into the IPP, and also includes preliminary ideas regarding what research methods will be appropriate given the student's proposed project. The student will meet with her or his advisor by October 1<sup>st</sup> to discuss the student's RPP in preparation for the Research Methods Intensive. (See Appendix A for guidelines for constructing the RPP.)

#### D. Research Methods Intensive

1. With an approved RPP in hand, the student will attend this five-day intensive. During this intensive, students will explore and discuss several research methods and help identify the method or methods that will best serve in gathering data for the Project in Ministry. It will provide a time for students work in peer groups to discuss their selected method, gather insights from each other, and reflect on any ethical implications of the method/s to be used.
2. At the end of this intensive, students will consult with the instructor on ways to include a clear description of their methodology in the Project Proposal before it is reviewed by the D.Min Committee during its March meeting.

#### E. Conducting the Project

After the Research Methods Intensive, students must submit their Revised Project Proposals, which should now incorporate a full section on research methods, to the D.Min. Committee by March 1. The Committee's approval of the Revised Project Proposal after the Methods Intensive is required for the student to begin the collection of data with the ongoing advice of the advisor. Additionally, if the student intends to conduct research with human subjects, the student must follow the steps outlines in the Guidelines and Procedures for Review of Research Involving Human Subjects document (to be distributed and discussed during the Research Methods Intensive).

#### F. Draft of Professional Paper

Following the collection and analysis of the data, the student writes an initial draft of the Professional Paper. The collected data and initial draft must be submitted to the student's advisor by October 1<sup>st</sup>. This 25-page draft must be approved as a "credible draft" by the advisor by November 15<sup>th</sup> in order for the student to register for the Professional Paper Seminar. If the draft has not been approved as credible by November 15<sup>th</sup>, the student will

continue to work with the advisor to make it credible for the following year's Professional Paper Seminar. Each semester until the draft has been approved as credible, the student will be charged a Continuation Fee.

#### G. Candidacy Evaluation

1. For a student to enter candidacy, the registrar must confirm the following:
  - a. The advisor has approved the student's draft Professional Paper as credible;
  - b. The student has completed eight out of the required ten courses with a 3.0 or higher GPA;
  - c. The student's progress in the degree has been reported to the D.Min. Committee for assessment.
2. The candidacy evaluation is conducted by the D. Min. Committee and includes a review of admissions records, with particular note of the student's reasons for entry into the D. Min. Program, and an academic course evaluation that examines the printed transcript and comments from professors involved. Once a student has entered Candidacy, he/she may enroll in the Professional Paper Seminar.

#### H. Professional Paper Seminar

1. During this 5-day intensive, students will engage in peer review of each others' Papers and rewriting their own papers. At the end of this intensive, the instructor will provide final comments toward the revision of a final draft.
2. The final draft will be submitted to the student's advisor to be approved as examinable.

#### I. The Oral Examination

1. In the year the student expects to graduate, the Professional Paper will be examined by May 1. By April 1 the student will ask two faculty to serve as examiners , and together, they will schedule the exam.
2. Copies of the final Professional Paper must be in the hands of the examining team two weeks before the scheduled exam.

- J. Library Copy -- The passing of the Professional Paper exam (with/without stipulations) and the deposit of a clean copy with the librarian is the final step toward completion of the D. Min. requirements. All D. Min. candidates must present a copy of their Professional Paper to the Hammond Library for binding (See Appendix B for details).

## Appendices

### A. Revised Project Proposal

1. A one-page statement of a researchable project aimed at exploring an issue in the practice of ministry. This statement should describe the who, what, where and when of the project and essentially be a revision of the IPP.
2. Six to eight pages setting forth the theological interpretative framework for the project. The following questions should be considered and addressed either explicitly or implicitly in this section:
  - What theological issues are most central to your study, and what is your position on them: for example: ecclesiology, sin and evil, eschatology? Within that frame what sub themes are most essential for your view?
  - How does your context illuminate the theological issues?
  - Who are your primary theological dialogue partners or resources?
  - How do you plan to integrate or correlate your theological resources with the resources from the human sciences or other cultural resources?
  - How would you describe the balance between theological resources and those resources from the human sciences and other cultural resources?
3. Five to six pages describing the context of the ministry project, detailing the process of the project, describing the specific methods of evaluation and raising any ethical issues that might arise as an outcome of this process.

## B. Professional Paper

1. Do not exceed 25 double-spaced pages. Avoid verbosity and excessive reliance on secondary sources. Strive for clarity and readability. Use case materials, illustrations, and documentation effectively.
2. Please observe the following guidelines for submission of the library copy:
  - a. Margins
    - (1) Left margin: 1.5 inches.
    - (2) Right margin: 1 inch.
    - (3) Top and bottom margins: 1.25 inches, except for the first page, which should begin 1.5 inches from the top of the page.
  - b. Footnotes
    - (1) Footnotes are acceptable either at the bottom of each page as cited, or in a list at the end of the paper.
    - (2) Use the most current edition of *Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian for footnote and bibliographic citations. Select one footnote format from Turabian and use it consistently.
  - c. Paper and Copy Quality
    - (1) Original typing, laser/letter quality computer printout or good photocopy of these are acceptable.
    - (2) Use bond paper with a cotton content of at least 25%; 100% cotton is preferred. Such paper may be called Resume or Dissertation bond.
  - d. Presentation: Submit the paper in a folder or an envelope. Do not weaken the paper with staples or punch holes.

### C. Sequence of Advisory Meetings

1. Year 1, Fall Semester – Meet with advisor to discuss Initial Project Proposal and Annotated Bibliography by October 1
2. Year 2, Fall Semester – Meet with advisor to discuss Revised Project Proposal by October 1
3. Year 3, Fall Semester – Meet with advisor to discuss Professional Paper draft by October 1