

**THE LUTHERAN THEOLOGICAL SEMINARY
at PHILADELPHIA**

**DOCTOR OF MINISTRY MANUAL
POLICIES AND PROCEDURES**

Revised 2011

Accredited by the Association of Theological Schools (ATS)
in the United States and Canada

The Commission on Accrediting

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THE PROGRAM

The Doctor of Ministry (DMin) is an advanced professional degree that is designed to enhance the practice of ministry. Participants are normally men and women in the ordained ministry of the Church. Admission requires both the completion of a Master of Divinity degree or its equivalent, and at least three years of experience in ministry subsequent to the first graduate theological degree. Enrolled students are primarily parish pastors of Lutheran and other Christian denominations, but persons ministering in non-parish situations may be admitted. They must show evidence of capacity for an advanced level of competence and reflection.

This Manual describes policies and procedures currently in effect* in the Doctor of Ministry program sponsored by The Lutheran Theological Seminary at Philadelphia.

The program of studies takes place "in-ministry" rather than "in sequence," that is, in the course of the practice of ministry rather than as a "post graduate" sequence of advanced studies in residence at a theological school.

Professional in intent, this program should not be confused with other doctoral programs designed primarily to prepare graduates for scholarship and research or as teacher/scholars in schools of higher education.

*Later revisions of the Manual may affect your program so be sure to check with the Director of Graduate Studies if any changes have been made since you entered the program.

In addition to this Manual, please check the <i>LTSP Catalog</i> for all other seminary policies and procedures.
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BRIEF HISTORY

The Doctor of Ministry program at Philadelphia began as the product of program planning by the faculties of two schools, Lutheran Theological Seminary at Philadelphia and Lutheran Theological Seminary at Gettysburg, in conjunction with the American Association of Theological Schools in the United States and Canada (January, 1972) and with the Council for Lutheran Theological Education in the Northeast (March, 1973).

Fourteen students were admitted in the first class in spring, 1974, and began their studies in June, 1974. First conferrals of degrees took place in May, 1977.

The program initially involved mainly Lutheran students but now includes a good number of pastors from other traditions. Students are engaged in a wide variety of ministry situations. Some take advantage of the opportunity to transfer up to three course credits from other accredited graduate programs, or four course credits from the Lutheran Theological Seminary at Gettysburg or the Lutheran Theological Southern Seminary which, together with the Lutheran Theological Seminary at Philadelphia, comprise the Eastern Cluster of Lutheran Seminaries.

This Manual reflects compliance with all standards originally adopted by the Association of Theological Schools (ATS) in 1972 and revised by ATS in 1976 and, most recently, in 1996. "Preliminary approval" of the DMin program was granted by the Pennsylvania State Department of Education in 1974. "Full approval" by the State, Middle States and ATS occurred in 1979-80. The most recent re-accreditation review took place in 2002.

CLUSTER

While, in the Eastern Cluster of Theological Schools, the DMin degree is awarded only through the Lutheran Theological Seminary at Philadelphia, nevertheless the cluster has a cooperative program in ministry through which students from LTSS and LTSG are encouraged to enroll in the LTSP degree, and in which students may take four courses from LTSS or LTSG and transfer them to LTSP. Faculty members at LTSS or LTSG may also mentor students. In recognition of this cooperative program in ministry, DMin diplomas will include the phrase "for students who have completed a cooperative program in ministry with the Lutheran Theological Seminary at Gettysburg and the Lutheran Theological Southern Seminary". In addition, while DMin degrees will be awarded only at the LTSP commencement ceremony, students who have a close connection with LTSS or LTSG are encouraged to work with their committee to see in what way their achievement may also be acknowledged by LTSS or LTSG.

NOTE: Students accepted into the DMin Program prior to July 1, 2009 may transfer in up to four courses from any accredited graduate institution. Students accepted into the DMin Program after July 1, 2009 may only transfer in three courses from any accredited graduate institutions, with the exception of courses from the Eastern Cluster seminaries, where up to four courses will still be accepted.

PURPOSE AND GOALS

This program provides a discipline through which the active minister can reflect critically on his or her ministry and further develop his or her professional skills. The general purpose is to provide ministers greater competence and effectiveness in ministry.

As a professional degree, its primary focus is on the practice of ministry for which a thorough biblical, historical, and theological understanding is of prime importance, together with functional theory. Candidates for the DMin degree are to exceed the expectations of first professional degree programs with respect to four goals:

1. To develop an advanced understanding and integration of ministry in relation to theological disciplines;
2. To formulate a comprehensive and critical understanding of ministry in which theory and practice inform and enhance each other;
3. To develop skills and competencies and appropriate research methods that are required for pastoral leadership at the most mature and effective level;
4. To contribute to the understanding and practice of ministry through the completion of a doctoral-level project in ministry.

ADMINISTRATION AND CONTROL

Authorization to confer the Doctor of Ministry degree is granted by the Commonwealth of Pennsylvania Department of Higher Education. Periodic evaluation and accreditation is the province of the Association of Theological Schools and the Middle States Association of Colleges and Secondary Schools.

At Philadelphia, the DMin program functions under the direction of the Faculty Education Council. The Dean and the Director of Graduate Studies exercise administrative responsibility.

Registration and management of student files are handled by the Office of the Registrar. The business office is responsible for the administration of fiscal matters.

The Faculty reserves for itself such prerogatives as (1) admissions, (2) admission to candidacy, (3) approval of learning contracts, (4) appointment of supervisory committees, and (5) final evaluation of candidate's work and recommendation to Board of Trustees for the conferral of the degree.

ADMISSION TO THE DMIN PROGRAM

Admission to the Doctor of Ministry program, according to ATS standards, requires “evidence for an advanced level of competence and reflection” in the practice of ministry. Requirements for admission “include at least three years of experience in ministry subsequent to the first theological degree.” Because peer learning and evaluation are important, therefore the program provides for substantial periods of interaction on the LTSP campus to provide sustained involvement with regular full-time faculty and appropriate visiting professors, as well as involvement in peer learning. Specific admission requirements (policy and procedures) are outlined below.

This program distinguishes between admission to the program and admission to candidacy. (See section in this manual on "Degree Candidacy.")

Admission is on a “rolling admissions” basis, with admissions committee meetings being held at several times during each year. Successful applicants are then notified, given preliminary assignments, assigned an Advisor and committee, and informed of the dates, location, format and costs of Colloquium I, the first formal session of studies for many candidates. The Colloquium will normally be held in June and requires residence. If an admission is made in the latter part of a year (that is, after June), an applicant may enroll for one or more courses under the guidance of his or her Advisor/committee before Colloquium I, but should register for the Colloquium at the earliest possible date.

General admission requirements are outlined below.

Admission Requirements

Prerequisites for admission into the program shall include the following:

1. The completion of the first professional degree—MDiv, or the equivalent--at a fully accredited theological school;
2. Normally, graduation with a grade-point average of 3.0 (B) or better in the MDiv;
3. A minimum of three years of experience in the professional ministry of the church following receipt of the MDiv degree (or MDiv equivalency),*
4. Normally, the completion of a Bachelors degree or equivalent from a fully accredited college.

Other requirements for admission include Graduate School application form, transcripts, references, and a statement of ministry.

ENGLISH LANGUAGE TESTS

That, for admission to the advanced degree programs, applicants whose language of origin is not English and/or previous instruction is not in English must take the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE), administered by the Educational Testing Service and given regularly at many centers throughout the world, or they must provide other evidence of competence in English. In either case, the student must also submit a letter from a professor (or other person who knows the student’s academic writing) that vouches for the quality of the student’s ability to read technical material and to write in English at a level suited for study in advanced level degrees. Note: TOEFL and TWE tests must have been taken within two years of the student’s application to LTSP.

* The Association of Theological Schools (ATS) allows as many as 10 percent of the cohort in the DMin degree program to be “admitted without the requisite three years of ministry experience.”

THE DMIN PROGRAM AN OVERVIEW

The DMin program has three chief components:

(1) colloquia, (2) Supervised instruction, and (3) an independent Project in Ministry.

1) Colloquia

Colloquium I is an intensive residential program held in the month of June. Lectures, seminars, tutorials, and workshops by a variety of Faculty members help introduce prospective candidates to the program. Special assistance is given in preparing students to the Learning Contract, and meeting candidacy requirements. (See “Degree Candidacy.”)

Colloquium II is an intensive residential program held in the month of June and focuses on the development of the prospectus for the project in ministry. Detailed attention is given to developing tools for designing the proposal and carrying out the project.

2) Supervised Instruction In addition to the colloquia, students in the DMin program complete the equivalent of at least eight course units. At least four course units of this work shall be courses offered by LTSP. A course unit means one full course (3 or more hours). If a student transfers courses from other institutions, it is the student’s responsibility to ensure that the courses are of (or add up to a total of) 3 hours.

Four course units of academic credit are normally completed during the “first year” of enrollment following Colloquium I;* these courses may be in the Fall, January, Spring, and/or Summer terms. The Learning Contract, normally passed out during Colloquium I, will help to map out a student’s selection of courses.

It is recommended that students register for course SDM500G “DMin Collegial Seminar” in the “first year.” This course utilizes a case study approach to the students’ own contexts of ministry, where faculty and peer reflection/theological analysis are central. Students might also consider registering for an independent study (usually with their Advisor) which will help them study issues that later will be taken up in the Project in Ministry.

Up to three course units of academic credit may be taken through advanced level courses offered by any accredited theological school or graduate department of an accredited college or university; or up to four course units from either LTSG or LTSS (see “Course Transfer Policy”). The specific nature and scope of these courses are designated in the Learning Contract negotiated between the student and the Advisor. Such studies focus on the candidate’s area of special interest and are related to the future Project in Ministry.

3) Project in Ministry Candidates select an issue or task related to their ministries for intensive independent study. A tentative focus for such study is selected at the time of admission to the DMin program. It is revised and refined, with Advisor approval, at various stages in the candidate’s progress toward the degree, including during Colloquia II. The area of investigation shall be sufficiently limited to allow the candidate to gain mastery of it.

In its final form, the project is a major piece of writing (a critical study or series of studies) coming out of systematic observation and actual operation of some issue in one’s own ministerial setting. The candidate may draw upon the resources of one of the areas of the practice of ministry. Or, the candidate may focus attention on a specific problem of ministry, treating it within a general theological frame. In either case, the project in ministry seeks to integrate the theory and practice of ministry such that both are illumined in the interest of better understanding and more effective ministry. For award of the DMin degree,

* “First Year” simply relates to the time in the program up through the first four course units, while “Second Year” relates to the time through last four course units.

the complete review copy (3 copies of final draft) of the project document must be submitted to the Registrar by the February 1 at the latest, prior to the expected May graduation. (See further material in this manual, entitled "Detailed Guide to Preparation of the Project.")

Duration of the Program

The duration of the program will vary with each candidate, depending on the scope of the candidate's professional responsibilities and the pace of progress toward the stated goals of the program. However, the program shall be completed in no less than three years and no more than six.

Focus

Each student in the DMin program will be exposed to various disciplines but will also choose one Focus within a field of ministry. The Focus will include at least two designated courses in one chosen area of ministry, as well as the final Project in Ministry. The Focus should be designated at Colloquium I and indicated on the student's Learning Contract.

Foci include: Black Church Studies, Biblical Studies, Christian Education, Church Administration, Church & Society, Evangelism, Interfaith Studies, Metropolitan Ministry, Military Chaplaincy, Mission and Cultures, Pastoral Care, Preaching, Spirituality, and Worship

In addition, the LTSP DMin program allows for special Foci that may include resources at other institutions. For example, the **Town and Country Church Ministry** and **Stewardship** through graduate course credits earned at the Lutheran Theological Seminary at Gettysburg; the **Spirituality** from the Center for Spirituality at Chestnut Hill College, and **Church Management** through distance education graduate courses at Villanova University. Other accredited graduate institutions in the Delaware Valley vicinity offer courses in pastoral care in addition to our own offerings. Up to three courses may be transferred from these institutions; the other five courses must be taken through LTSP.

In addition to the Foci courses, normally the other would include: one course in Bible, one course in Theology, one course in Preaching or Christian Education, and the Collegial Seminar. These will help the student to better complete the Candidacy requirements as outlined in this Manual.

A Suggested Course Load for the DMin Program might be:

- Foci Course #1
- Foci Course #2
- Bible Course
- Theology Course
- Preaching Course or Christian Education Course
- Collegial Seminar (or other Practical Area Course)
- Elective
- Elective

Please note: Courses do not need to be taken in this order.

DMIN FOLLOWED IMMEDIATELY BY STM

Students who know from the beginning or early in their program that they want to do both an DMin and a STM at LTSP should bear in mind the following so that they can proceed as smoothly as possible from one degree to the next.

1. A student who wishes to pursue both DMin and STM degrees should indicate this desire to the Director of Graduate Studies and to the Registrar so that they may work with the student to ensure that the requirements for both degrees are met as expeditiously as possible. While the student will first be registered for one degree and then the next, nevertheless guidance can be given that will help in planning the second degree while working on the first. (The degrees will be done sequentially, not concurrently, so that the student can take advantage of the 6-year limit on each degree.)
2. Students may begin a second advanced level Academic degree (STM) at LTSP as soon as all requirements are met for the first advanced level Professional degree (DMin) at LTSP. That is, they may begin work towards the second degree even if graduation and the conferring of the first advanced degree have not yet formally taken place.
3. The student will be required to submit the requisite STM application (including 2 academic and one ecclesiastical references). No application fee will be required, however. It is important that in the “statement of purpose” the student articulate why he/she wishes to pursue an advanced academic degree, in addition to the previous advanced professional degree.
4. Up to three courses of a conferred DMin (or equivalent advanced level) degree count towards a STM. No further transfer of courses from other non Eastern Cluster institutions or Advanced Standing credit will be granted towards the second degree. In other words, in the second degree the number of courses from a previously conferred degree, and/or from transfer credits, and/or from Advanced Standing can total no more than three. This means that the student who first completes the DMin must take at LTSP at least five courses and a thesis (STM thesis track) or seven courses and an oral exam (STM non-thesis track), in order to complete the STM. (However, up to four courses will be transferable from previous graduate coursework at one of the Eastern Cluster Seminaries, leaving only four courses to be taken for the DMin Program.)
5. DMin students may take the STM Research Methods course (offered regularly), which will count as fulfilling the requirement for DMin Colloquium 2. (I.e., attendance at DMin Colloquium 2 will be waived if this course has been taken in either degree program; however, tuition for Colloquium 2 will be assessed to the student.)
6. Normally, courses taken during the DMin and transferred over to the STM program will be considered as “electives” and will not count toward the STM Major. Since such students will need five (thesis track) or seven (non-thesis track) courses to complete the STM, students should chose their courses carefully in order to fulfill their major requirements. (Students, however, may petition the Graduate Studies Committee to accept previous DMin courses as part of their STM major.)

Graduate Studies Committee, Nov. 15, 2010

ADVANCED GRADUATE CERTIFICATE

The Advanced Graduate Certificate is designed to follow the first theological degree (MAR or MDiv), and to enable the candidate to engage in serious study at an advanced level. It may be undertaken as a step toward either the Master of Sacred Theology or the Doctor of Ministry degrees, or on its own accord.

Description

1. The certificate requires completion of 8 STM/DMin level courses with a GPA of at least 2.75 in a 4.0 scale.
2. Courses are in such areas as worship/liturgy, preaching, education, ethics, public theology, world religions, administration, evangelism, pastoral care, communication, collegial ministry, church and society, and stewardship.

Length

3. Courses may be taken over a six-year period.

Admission Requirements

4. AGC applicants must have a baccalaureate degree from a fully accredited college and either a Master of Divinity degree (generally, 90 semester hours of graduate credit) or a Master of Arts in Religion degree or equivalent (at least 60 semester hours of graduate credit) from a fully accredited seminary or divinity school. The GPA on the MDiv or MAR degrees must be 3.0 or higher.

Relation to Doctor of Ministry (DMin) and Master of Sacred Theology (STM) Degrees

5. Persons may apply either to the DMin or STM programs upon the conclusion of their Advanced Graduate Certificate Program. (The student should bear in mind that the maximum length of the DMin and of the STM programs is six years per degree program, which includes the additional degree work, outlined below. Annual extensions beyond six years require permission of the faculty and payment of an extension fee.)
6. Only students with a GPA of 3.0 in the AGC are able to apply for the DMin or STM program.

Those students who intend to apply to the DMin Program following the AGC should keep the following in mind:

1. Since the DMin requires three years in ministry following completion of the first theological degree, courses from the AGC may only count for the DMin degree if they are done after three years in ministry following completion of the first theological degree.
2. AGC courses may count toward the DMin Foci. Since the DMin requires two courses in a Focus area, it is wise to plan ahead and to take those Focus courses as part of the eight courses of the AGC. Otherwise, the focus courses will need to be taken after the completion of the AGC.
3. Students are encouraged to keep graded AGC course papers in the fields of exegesis, theology, case study, and sermon/teaching, for use as possible Candidacy papers in the DMin degree program.

4. Students enrolled in the AGC will not be eligible to attend the DMin Colloquia or DMin Collegial seminar until they officially enroll in the DMin program.
5. AGC/DMin students may take STM/DMin courses. They are not permitted to take PhD seminars or PhD/STM courses.
6. Students who first do the AGC and then the DMin will have a total of six years to complete each program. However, it should be remembered that only courses that are not ten years old can be applied to the DMin. This means that it is wise to apply for the DMin program before completing four years in the AGC program, so that all of the AGC courses can count for both programs. By the same token, students who apply to both programs simultaneously will need to complete requirements for both programs within six years. Annual extensions beyond six years require permission of the faculty and payment of an extension fee.

Transfer of course credits

1. Up to three courses toward the AGC may be transferred from other schools that are accredited to offer STM/DMin degree. (However, up to four courses will be transferable from previous graduate coursework at one of the Eastern Cluster Seminaries.)
2. Such courses must be completed at the STM, DMin or similar advanced level with a grade of B or higher. (i.e. no MDiv or other basic level courses will be accepted.) Courses completed over 10 years ago will not be able to be applied to the certificate without approval of the faculty.

DMIN MILITARY CHAPLAINCY OPTIONS

LTSP is a recognized DMin site by the U.S. Army and Navy. LTSP provides special opportunities to help both active and reserve U.S. military chaplains achieve their DMin. A prospectus of DMin Military Chaplain requirements can be obtained through the Graduate Studies Office.

THE ADVISOR AND SUPERVISORY COMMITTEE

1. Purpose and Composition

Guidance of the DMin student in his or her entire program of studies rests with a supervisory committee.

The Director of Graduate Studies shall nominate to the faculty the proposed faculty Advisor in consultation with the DMin registrant and the proposed faculty Advisor. The faculty then provides notice of approval of the Advisor no later than the end of the semester in which the student enrolls.

The faculty will then appoint a supervisory committee of at least two other persons, normally another faculty member, and a practitioner who has demonstrated a special competence in the candidate's proposed area of independent study. The second faculty member may be from a field of study other than the area of specialization selected by the candidate. Other faculty members may be added to the committee as necessary. It will be the committee's task to supervise the prospective candidate's work in the program.

2. Functions of the Committee

- a. During the student's "first year", the Advisor assists the student in drafting the preliminary Learning Contract.
- b. The Advisor should monitor whether the student has submitted candidacy documents to the Director of Graduate Studies who will route them to appropriate faculty member(s) for evaluation. Evaluations, with original materials, will be filed by the Director of Graduate Studies in the student's dossier in the Office of the Registrar. The student will have access to his/her dossier and may request review of negative evaluations within a reasonable time after an evaluation is filed.
- c. Normally, there will be an on-site visit in the "first year" by the Advisor (or representative), to observe, support and evaluate the prospective candidate in his/her integrating theology and theory with professional activities. The prospective candidate will take the initiative in scheduling the visit. The visitor will share the written evaluation with the student and file the report in the student's dossier. (See "On-Site Visit" under Degree Candidacy.)
- d. Should the student have taken any courses for credit in the LTSP graduate school (which have not been used to meet the requirements of another degree) before being admitted to the DMin program, it is the supervisory committee's right to approve or disallow such courses for credit in the DMin program. The student should indicate to the committee any particular courses for which credit is sought. If the committee grants approval, the Advisor will inform the Director of Graduate Studies and LTSP Registrar of the courses so approved.

NOTE: such courses may not have been used for another degree, and only courses done in the last ten years are considered acceptable in the program, whether taken prior to or during the program. If a student wishes to count for credit any course older than ten years, a petition must be made to the LTSP faculty for that purpose.

- e. Until candidacy is granted, a student's participation in the program is provisional. Candidacy may be granted upon completion of four courses (exclusive of transfer credit) with a 3.0 average and upon satisfaction of the other candidacy requirements (see "Degree Candidacy" below.) In preparation for candidacy, the supervisory committee will meet to review and evaluate performance (e.g., in

colloquia, course work, professional practice, and materials submitted) with respect to the goals stated under "Purpose" and recommend to the faculty (1) that degree candidacy be granted, or (2) that degree candidacy be granted, with notations, or (3) that degree candidacy be denied. (See "Check List" below.)

NOTE: At the time of candidacy, the faculty may impose the requirement of "remedial" work in one or more field/s. Ordinarily, such work will carry no credit.

- f. Advanced standing is normally given for academic work completed for credit at another accredited institution (not counted toward a degree), but it may also be granted for structured study without formal academic credit, usually augmented by documentation. The maximum number of courses given by Advanced Standing credit is two. Recommendations regarding Advanced Standing are presented to the faculty for action. (See "Criteria for Granting Advanced Standing.")

NOTE: The total of Advanced Standing and courses taken in institutions other than LTSP may not together exceed three units.

- g. In the "second year" of the program, the supervisory committee monitors the student's progress, especially as the candidate develops his or her independent project in ministry. Initiative for consultation will always rest with the candidate, and should begin in consultation with the Advisor.
- h. If a member of a supervisory committee is "on leave," "on sabbatical leave", or leaves the faculty of the school, the need for replacement should be discussed by the candidate with the Director of Graduate Studies. In the event of any change in the plans for the project in ministry, the candidate or Advisor may initiate substitute or additional appointment(s) to the committee, which shall be approved by the faculty.
- i. The Review Copy of the Project in Ministry must be submitted to the Registrar by February 1 at the latest, prior to the May in which the candidate wishes to graduate. The supervisory committee will then meet with the candidate for an oral evaluation of the candidate's work no later than three weeks prior to the date when the faculty meets to make recommendations to the Board of Trustees for the awarding of the degree in any given year. (Normally this would mean the oral evaluation would be before mid-March, but may be as early as mid-February in some years. Contact the Director of Graduate Studies for the date in any given year.) Additional faculty members may be invited to participate in this final evaluation. A recommendation from the supervisory committee will go before the faculty for consideration, approval and recommendation to the Board of Trustees for awarding of the degree.
- j. Two completed library Archival Copies of the Project in Ministry must be deposited with the Registrar by May 1 of the year in which the degree will be awarded.

COURSEWORK

Candidates and prospective candidates may enroll in courses, seminars, tutorials, independent studies (normally, maximum two), and advanced CPE programs (maximum two). A candidate should expect to enroll in eight such courses of instruction at the graduate level.

At least five courses of this work must be done in DMin level courses offered by LTSP (with the exception of those students transferring four courses from one of the Eastern Cluster seminaries). “Course units” are three credit hours and include independent studies (see “Independent Studies”), seminars, and courses. For full listing of Advanced Degree course offerings in any year, consult the LTSP catalogue and Advanced Level Degrees web pages for each specific semester or year.

Other courses may include:

1. STM courses at Lutheran Theological Seminary at Gettysburg and Lutheran Theological Southern Seminary;
2. Advanced level courses (STM, DMin, ThD, or PhD) at other fully accredited seminaries, colleges, or universities;
3. Certified advanced CPE programs;
4. Work submitted for Advanced Standing (See “Criteria for Granting Advanced Standing” below).

Normally, only two advanced units of CPE (i.e., units beyond the first basic unit) may be counted for credit upon approval by the student’s Advisor/supervisory committee, and any advanced units of CPE will be counted as part of the total of three transfer/Advanced Standing credits that can be applied toward the degree. (See “Criteria for Granting Advanced Standing” below.)

NOTE: Such courses above may not have been used for another degree, and only courses done in the last ten years are considered acceptable in the program, whether taken prior to or during the program. If a student wishes to count for credit any course older than ten years, a petition must be made to the LTSP faculty for that purpose.

Non-Matriculants

A prospective applicant may register as a non-matriculant and complete up to two courses for credit before being admitted to the graduate school. The number of courses taken by a student who has not matriculated will be limited to two, except in the case of persons who have been admitted to advanced level degree programs in other accredited institutions. Non-Matriculants must follow the procedures as outlined on the [“Non-Matriculant or Auditor Registration Page”](#) of the website.

Proposals for Supervised Instruction at other Institutions

The student shall initiate all proposals for coursework at institutions other than LTSP. They must be approved in advance by the Advisor, and written into the Learning Contract.

Course Dates: Beginning and Concluding

Each course within the eight course units of coursework shall have designated beginning and concluding dates. In the case of independent study courses such dates shall normally coincide with LTSP semester dates and will be designated by the student in a proposal to the Director of Graduate Studies, submitted in advance of undertaking the course. (See “Independent Studies” below.) After approval of the course as proposed the dates provided shall constitute boundaries for the calculation of fee refunds in the case of early withdrawal as outlined in the LTSP Catalog.

CPE

Normally, only two advanced units of CPE (i.e., units beyond the first basic unit) may be counted for credit upon approval by the student's advisor/supervisory committee, and any advanced units of CPE will be counted as part of the total of three transfer/advanced standing credits that can be applied toward the degree.

Extensions for Coursework

At LTSP, each instructor is entitled to formulate his/her own policy regarding whether or not extensions will be granted, under what conditions, and for how long. In no event should the extended deadline for completion of coursework be more than six months beyond the end of the term or semester for which the course is registered. After six months approval to complete the courses must be submitted in writing to the Dean and will be approved in consultation with the Director of Graduate Studies only in extreme circumstances where clear need is demonstrated.

<p>NOTE: Other institutions will have their own policies on extensions. Students who take courses for transfer should check policies at each institution.</p>
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Failing Grade

In the advanced level programs (STM, DMin and General Studies) F designates failure, which requires the taking of equivalent course work. However, any F continues to remain part of the transcript and will be counted in the GPA.

Grade Requirements for the Degree

For successful completion of the DMin degree students shall maintain a cumulative grade average of B (3.0) or above in all coursework.

Intensive Courses

Most intensive courses require work to be submitted prior to the Intensive Week (e.g. book reviews, or submission of material through the course web based "Blackboard" site). These expectations will be laid out on the Course Prospectus available online on the [Registrar's web page](#). It is a student's responsibility to follow all instructions and be fully prepared for the intensive week.

On rare occasions where students have completed residency during the Intensive Course, but failed to complete the final course requirements, students may be granted a Retro-active Withdrawal from the course. The student's transcript will note the Withdrawal, and there will be no right of refund of tuition or other fees.

Distance Education Courses

The Graduate School aims to offer 3-4 Distance Education courses each year. Students who wish to register for these courses must have access to the appropriate hardware and online capabilities. Please see the "Computer Literacy and Ownership" below.

LTSP is not a Distance Education center and does not offer the DMin degrees as a complete distance education program. Normally, only three LTSP distance education courses will be allowed toward the DMin degree.

POLICIES FOR COURSE PAPERS

Seminary policy for persons who live off-campus or are part-time and do not have a seminary mailbox:

If you want your paper returned with comments and grade on it, then you will need to submit with the paper a self-addressed, stamped envelope. Otherwise, the instructor will submit the grade to the registrar, but is not required to return the paper to you. (Instructors do not keep papers after the grades are submitted.)

Seminary policy for all students:

It is the responsibility of the student to keep a hard copy of all course papers. If a paper gets lost in the mail on the way to the instructor, you will receive an F unless you are able to supply another copy to the instructor. Keeping the paper on the hard drive can be hazardous – all sorts of things happen to papers on hard drives!

Seminary policy for submitting papers online:

The following policy applies to electronically submitted papers at The Lutheran Theological Seminary at Philadelphia: Each faculty member may decide whether or not to accept on-line submissions of course assignments. Students who submit papers by email may receive comments from the instructor by email; it is not the Seminary's responsibility to print hard copies of papers. It is the student's responsibility to submit work on time and in a form readable by the instructor. A paper that arrives late or in unreadable form will be considered late for grading purposes. (Consult the instructor to ensure that you use a platform that will be readable by the instructor.)

INDEPENDENT STUDIES

The DMin program provides opportunity for the student to negotiate an occasional independent study through LTSP in the course of his/her program.

Several rubrics are important.

1. The student shall consult with his/her Advisor prior to negotiating an Independent Study. All Independent Studies require the same registration procedures as other courses, and all rules and deadlines concerning registration, fees, withdrawals, and extensions shall pertain.
2. In addition to registration, the student should consult with the faculty member whom he/she hopes will be the Advisor of the study. (Normally, Independent Studies will be supervised by faculty members from LTSP.)
3. The Following procedures should be followed:
 - The student will then complete an Independent Study form (available at the Registrar's web page: <http://ltsp.edu/advanced-level-graduate-school-registration>).
 - Attach a proposal for the study. A proposal for independent study shall include a statement rationale, objectives, strategies, means of assessment (normally a total of 30-35 double-spaced typed pages) and bibliography (normally no fewer than 10 books).
 - These forms should be submitted to the Registrar at LTSP who, in turn, will submit them to the Director of Graduate Studies and the faculty member concerned for their approval and signatures. The student will receive a copy of the signed form from the Graduate Studies Office.
4. Fees for independent studies shall be remitted as required to LTSP.
5. Independent Studies may occasionally include certain continuing education programs or other forms of instruction. (Negotiate in advance with the Independent Study Advisor in consultation with the Director of Graduate Studies.) Any additional fees or expenses will be responsibility of the student and will be paid directly to the continuing education program or institution responsible for the form of instruction.
6. Should the Director of Graduate Studies assign an Advisor for the study who is not a full-time LTSP faculty member, then reimbursement will be governed by accepted school policies and will be negotiated by the Dean's Office with the instructor concerned. Such an instructor will be considered as LTSP adjunct faculty for the purpose of the independent study.

UPGRADE GUIDELINES

Criteria for upgrades of first professional courses for credit for advanced level degrees such as STM and DMin are as follows.

1. Courses for graduate upgrades should normally be electives.
2. A graduate student should normally not take more than two such courses in a graduate degree program. (In special circumstances more may be allowed provided that “at least one-half of the work required shall be in courses designed for students in advanced programs” [ATS standards, 1996].)
3. Upgraded courses may not have been used for credit towards another degree.
4. The area and the deans must approve such upgrades before the course is taught.
5. Upgrades are appropriate only in courses that are taught by the faculty with a PhD or nearing the completion thereof.
6. Notification of additional requirements must be sent by the faculty member to the Graduate Studies Office: at least ten books in the bibliography and the equivalent of a 30-35 page paper.

<p>NOTE: It is the responsibility of the student to request a faculty member to provide upgrade. Faculty members have the right to refuse if they consider a particular course to be unsuitable for the purpose. Therefore, it is important to make the request before or at the very beginning of the course and, if necessary, to change registration to enroll in another course.</p>

COURSE TRANSFER POLICY

To be eligible for transfer toward the DMin degree, a course completed at another school shall meet the following requirements:

1. The course was taken for credit at a fully accredited institution.
2. The course was taken in an advanced-level degree program.
3. The student had completed the appropriate basic-level theological degree requirement of his/her advanced-level program before taking the course (i.e., MDiv or equivalent).
4. The course is clearly relevant to the student's DMin degree and is approved by the student's DMin committee.
5. The course was taken within ten years prior to the student's admission to the advanced-level LTSP degree program.
6. The course was not previously credited toward another degree, either received or anticipated.
7. The student received a grade of B or better (or a grade of "pass" in the case of a pass/fail course).
8. Transfer courses will normally be considered "electives" and not as part of the DMin Focus.

Note: Not more than three units toward an advanced-level degree may be fulfilled through transfer credits, with the exception of up to four units being transferred from one of the Eastern Cluster seminaries.

Faculty Minutes, Dec. 12, 2000
Faculty Minutes, Dec. 11, 2008
Graduate Studies Committee, Nov. 15, 2010

CRITERIA FOR GRANTING ADVANCED STANDING

"Advanced Standing" for work beyond the first professional degree requirements and carefully supervised training programs done at other institutions may be granted after the completion of four courses at LTSP.

Advanced Standing may be granted by the Faculty at any time after four courses have been completed in the DMin program, provided the student is in good academic standing (i.e., GPA of 3.0 or better in any completed LTSP courses). The Advisor will inform the Director of Graduate Studies of any Advanced Standing granted to the student, who will then present the case to the Faculty. The maximum credit that may be earned through Advanced Standing is two units.

The criteria for granting Advanced Standing include the following:

1. How old are the credits? Credits shall not be more than ten years old. More recent credits should probably have priority.
2. From what institutions? Under what instructors? Some qualitative assessment of the caliber of courses should be made.
3. What grades were earned? Grades below B+ should be scrutinized.
4. If credits were part of a degree program, what was the performance level in the entire program? Was a degree awarded? (Inquire re: thesis, special projects, comprehensive exams, honors, etc.)
5. Are the courses submitted for Advanced Standing related to the candidate's DMin objectives? Courses that merely provided competence to meet DMin candidacy probably are not adequate.
6. Are non-academic supervised instruction experiences offered under certified auspices (or other demonstrably competent leadership)?

Limitations:

1. Not more than one-sixth of the total credits for the degree may be granted by Advanced Standing (ATS standard). Since this DMin program includes 2 colloquia, 8 course units, 4 dossier papers, onsite visit, and project, the faculty has determined that one-sixth of the credits is to be interpreted as two course units.
2. In the entire DMin program, the total of Advanced Standing for credit, credit for conferred STM or equivalent degree, CPE advanced units, and courses transferred from other institutions during the program shall not together exceed three courses. (i.e. the student must take at least five courses offered by LTSP during the DMin program. The one exception to this, however, is that students may transfer up to four course units from one of the Eastern Cluster seminaries.)
3. Supervised instruction. A minimum of Forty-two contact hours in instruction plus 80-100 hours of preparation or practice under supervision may be translated into an equivalence of not more than one course (3 hours) of Advanced Standing.
4. One quarter of advanced CPE (that is, beyond a first basic quarter) may be granted an equivalence of not more than one course (3 semester hours) of Advanced Standing.
5. Miscellaneous course credits from accredited institutions shall normally be translated for Advanced Standing at a ratio of 1/2 (i.e., three semester hours of Advanced Standing for six semester hours presented).

Unusual Requests for Advanced Standing:

When a candidate presents an unusual request for Advanced Standing (e.g., credit for a book written), the faculty will expect that the following will pertain:

- a) The work shall be documented as to precise content with time parameters noted and format described;
- b) The work shall have been supervised by a competent supervisor whose credentials have been provided the Seminary for filing in the candidate's dossier.
- c) The work shall have been evaluated and the evaluation of the supervisor shall be available to the Seminary for filing in the candidate's dossier.

The process is as follows:

1. The student should collect all the appropriate data to describe the nature of the work for which credit is desired.
2. The student should make clear whether the work was supervised and, if so, what credentials are held by the supervisor. Also, was the work evaluated and what was the nature of the evaluation (e.g., a grade, a written statement). Can the student present a copy of the evaluation?
3. The material submitted by the student is considered by his/her committee at the same time as the committee considers candidacy.
4. The committee makes a recommendation to the faculty concerning advanced standing, if any, and candidacy at the same faculty meeting.

CREDIT FOR CONFERRED DEGREES

Up to three courses of a conferred STM (or equivalent advanced level) degree count towards a DMin, provided

1. the candidate receives three courses of credit because of a previously conferred STM, then no further credit may be received for Advanced Standing, CPE, or transfer of courses from other institutions (i.e. three course units of study plus the colloquia must be done at LTSP.);
2. the STM precedes the DMin, and if any or all of it was done within the three years of ministry that followed completion of the DMin degree, then the candidate must petition the faculty through the Director of Graduate Studies to be included in the 10% exemption from the requirement of completion of three years in ministry prior to commencement of DMin studies (ATS).

However, students transferring courses from one of the Eastern Cluster seminaries may transfer up to four courses.

PLAGIARISM POLICY

God's good creation is constituted by richly interdependent diversity (Gen. 1). God's creatures praise their maker precisely in lifting up their diverse voices (Ps. 150). As witness to the eschatological ingathering of all God's people, the church depends upon the diverse gifts that the Spirit apportions to the different members of the community (1 Cor. 12). The recognition and cultivation of these gifts is essential to the health of the community.

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly the unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity and therefore has no place in the Christian community.

On this basis, the seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

A. Quotations = Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

B. Paraphrasing = Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

C. Ideas = Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

D. Bibliography = All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community.

- 1) Multiple submission: Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.
- 2) False citation: The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.
- 3) Submission of work done by someone else, either with or without that person's knowledge.

Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism.

Should an instructor ascertain that plagiarism has been committed, the instructor will first consult with the student and the Dean before making a determination of the penalty. The first offense of plagiarism will be penalized either by the failure of the assignment (in the case of a

minor assignment) or by the failure of the course (in the case of a major assignment). In addition, in the case of plagiarism on a major assignment, the failure of the course will also lead to the student being placed on academic probation for the next semester of study. A second offense will normally be penalized by dismissal from the seminary.

[Adopted June 1999, revised April 2004, LTSP Faculty. Significant portions of the above descriptions of aspects of plagiarism and related offenses against the community are taken from Princeton University Rights, Rules, Responsibilities 1990 Edition (Princeton University, Princeton, New Jersey). The final paragraph is taken from the Wartburg Theological Seminary Student Handbook. Acknowledgment is gratefully made to Princeton University and Wartburg Theological Seminary for permission to use this material.]

STUDENT COMPLAINT AND GRIEVANCE PROCEDURE

The following procedure is to be followed by a student who wishes to formally pursue a complaint against a member of the faculty regarding any matter that adversely affects academic course work or conditions conducive to learning, unless the complaint is one of sexual harassment, in which case the procedure described in the Seminary's "Policy Concerning Sexual Harassment" shall be followed.

1. It is the intention of the Seminary to resolve grievances informally by consultation, if possible. Therefore the aggrieved student shall first approach the faculty member directly, explain the disagreement, and try to resolve it in a mutually satisfactory way. If the student wishes, he/she may ask another faculty member or the Director of Student Services for assistance in arranging such a meeting and facilitating discussion with the faculty member with whom he/she has a complaint. Such assistance may be sought from his/her faculty Advisor, unless the faculty Advisor is a party to the grievance. However, the student or the faculty member may resort to any other faculty member that he/she may deem helpful.
2. If the dispute cannot be resolved by such informal consultation, the aggrieved student may take the second step of filing a formal written complaint with the Dean. The complaint shall describe both the incident(s) that precipitated the grievance and the unsuccessful attempt to resolve it informally, and shall be filed no later than thirty days after the incident that precipitated the grievance with a copy to the faculty member concerned. If the faculty member in question is the Dean, the complaint shall be filed with the President. The Dean/President shall promptly refer the matter to the Area Chair of the faculty member involved in the dispute (or to a senior professor of the Area, if the Area Chair is involved) to arrange a meeting of both parties to review the complaint and examine the relevant information. Such a meeting shall be arranged within ten days of the filing of the formal complaint. The Area Chair/Professor shall attempt to reconcile the dispute in a mutually satisfactory way, or may decide the case in accord with any of the policies stated in the Faculty Handbook/Student Handbook or any customary practice that may apply.
3. If no mutually satisfactory resolution is reached, or if the Area Chair/Professor has made a decision, to which either party objects, the student or the faculty member may take the third step of requesting a hearing from the Dean. If the faculty member in question is the Dean, the request shall be filed with the President. The request shall be made in writing and addressed to the Dean/President. The Dean/President shall conduct a hearing involving both parties to resolve the issue or render a decision. The Dean/President may solicit the assistance of professional counselors, mediators or appropriate faculty members in arriving at a decision on the dispute. The decision of the Dean/President, which shall be rendered within ten days of the formal hearing, is final.

IMPORTANT GRADUATE SCHOOL POLICIES

Computer Literacy and Ownership

In order to ensure that all students are capable of utilizing the enhanced technologies that are incorporated into all of the seminary's courses, as well as to facilitate communications with students through email communications and course Web sites, it is a requirement of students matriculating at LTSP that they have regular access to appropriately equipped computers and that they utilize their LTSP email account. (See: <http://ltsp.edu/computer-policies>.)

Continuation Fees

Students will be charged a Continuation Fee in any academic year the student does not complete a course, submit a candidacy document or Project in Ministry. The seminary will assume that students wish to continue in the DMin Program and will automatically be charged Continuation Fees in a year in which there is no program activity up until the six year time limit.

Program Extensions

The maximum period within which the degree may be earned is six years from inception of study. The date of Admission to the DMin degree program will start the six-year clock for the program. Requests for extension of the six-year limit are addressed to the faculty through the Director of Graduate Studies. Extensions must be requested annually, and if granted, require payment of the annual Program Extension Fee. The seminary will assume that a student wishes to remain in the program up till the sixth year.

Financial Hold

DMin students on financial hold who have not taken courses or otherwise been active in the program for two full academic years will be removed from the roll. They may reapply for admission after clearing their student account.

Leave of Absence

Students may petition for a Leave of Absence for a full academic year in which they will not be liable for Continuation or Program Extension Fees, and is renewable for a second year. The Leave of Absence year will not count toward the six-year limit for the degree. The petition must be in writing and submitted to the Director of Graduate Studies. The Faculty has the right to grant or refuse such petitions.

LTSP Email Account, Henry Student Database, and Blackboard,

Upon matriculation into the DMin Program students will be given a username and password for their LTSP email, Henry Student Database, and Blackboard. These interfaces will be the primary method of communication between the seminary and the student, which will include notification of seminary policies, news, student registration information, course grades, and course modules. It is the student's responsibility to maintain these accounts. (To route the LTSP email account into an already existing email server please go to: <http://ltsp.edu/emailaccounts>.)

THE LEARNING CONTRACT

(The Learning Contract is located in the Appendices of this Manual.)

A Learning Contract is established initially when an applicant is accepted into the Doctor of Ministry program. When the prospective candidate achieves candidacy, this contract is subject to review and revision by the supervisory committee and the candidate.

Each learning contract will be a unique document specifying the goals and expectations of each candidate and designating the requirements which the Seminary will place upon the candidate in fulfillment of those goals. Individual programs will vary according to specific projects of study, the context of the candidate's ministry, and the educational resources available to the candidate.

The individualized program, projected in the learning contract, will include four components:

- 1) Colloquium I, Colloquium II;
- 2) Eight course units;
- 3) Four papers and an onsite visit (candidacy requirements);
- 4) Project in Ministry.

Directions for Preparing Preliminary Draft of Learning Contract

1. Specify the goals (specific objectives in terms of your ministry) of your DMin Program.
2. List, by title of course and school, course credits you submit for Advanced Standing, if any. Advanced Standing shall not be granted prior to completion of 4 courses at LTSP.
3. Submit schedule for completion of basic requirements for candidacy: exegetical paper, evidence of communication competency, theological essay, and case study and onsite visit.
4. List projected courses offered by LTSP for the "first year" of study. (The "first year" indicates up to the first four units taken. The "second year" indicates at least four units have already been taken.)
5. Tentatively list any projected courses (if known) to be selected from offerings by LTSP or to be taken elsewhere in the "second year" of studies. (If you are not certain such courses will be available, describe type of course anticipated.)
6. Write a preliminary statement describing a possible topic for your project in ministry.

Stages, with Deadlines, for Preparation of Learning Contract

1. First draft to be completed soon after the end of Colloquium I. After approval by the Advisor, the student will submit the contract to the Director of Graduate Studies for inclusion in the student's dossier.
2. The contract subsequently may be revised at the initiative of the candidate, Advisor or Supervisory committee. After Advisor's approval of any revision, the student will submit the revised contract to the Director of Graduate Studies for inclusion in the dossier.
3. An up-to-date contract shall be a part of the student's dossier submitted to the supervisory committee at the time of candidacy review.

<p>NOTE: The candidate bears responsibility for insuring that his or her dossier is current at all times.</p>
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THE COLLOQUIA

Colloquium I is an intensive period of residence conducted on the campus. Selected faculty members comprise the staff.

This colloquium has several general and specific objectives.

1. In general, the colloquium experience seeks:
 - a. To develop further the theological and biblical understanding of the students;
 - b. To relate that theological perspective to the actual issues or tasks of ministry which candidates propose to investigate further in Doctor of Ministry studies; and
 - c. To provide students with guidance and evaluation for their performance in the various areas of ministry.

2. More specifically, the colloquium experience seeks:
 - a. To help students develop a sense of collegiality such that they become capable both of engaging in peer support and mutual criticism;
 - b. To provide opportunity to share with peer and staff their goals, interests, strengths, and weaknesses in ministry, such that a learning plan may be developed;
 - c. To engage under staff guidance, in the process of moving from responsible biblical exegesis, to theological reflection, to one or more modes of effective communication;
 - d. To relate to ministry the current issues in pertinent theological and biblical studies;
 - e. To begin the process of identifying a focus for theological reflection and resources for continuing theological reflection on aspects of the practice of ministry;
 - f. To help students in developing individualized learning contracts, which shall include proposals for the first academic year of supervised instruction and a possible topic for a future project in ministry.

Colloquium II is a residency period for students preparing for their Project in Ministry. The candidates engage with faculty members to deal with issues of research methodology; make plans to develop the project proposal in the contextual setting of the candidate's own ministry; and engage in peer review and evaluation of proposed topics.

<p>NOTE: A graduate Research Methods course will also fill requirements of Colloquium II. However the student will be assessed the fee for Colloquium II.</p>
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DEGREE CANDIDACY (Requirements)

A. It is understood that the first year of enrollment in the program is a provisional period of study. At the end of that period, the supervisory committee will review and evaluate performance with respect to the goals stated under “Purpose” and make recommendations with regard to candidacy for the degree according to the following procedures:

1. Course grades of the prospective candidate's performance in Colloquium I (pass) and in four course units of instruction with a minimum GPA of 3.0, exclusive of transfer credit;

The evaluations shall be based upon:

- a. Competence in particular ministerial skills and their undergirding theories;
 - b. Competence in the methodologies of biblical, historical and theological studies;
 - c. The ability to integrate theology and practice.
2. The prospective candidate shall present the following items to the Director of Graduate Studies for evaluation by appropriate faculty members. The Director of Graduate Studies will notify the student's Advisor and the student concerning the outcome of the evaluation of each item.
 - a. One exegetical study of 1,500 to 2,500 words that interprets a biblical text and demonstrates the prospective candidate's ability to use historical-critical and other methods and also shows familiarity with current exegetical problems and literature;
 - b. One communications exhibit (either sermon or teaching exhibit—see below), based on an exegetical study, which demonstrates the prospective candidate's ability as a communicator of the Gospel;
 - c. One theological essay of approximately 2,500 words on a subject which grows out of the context of the prospective candidate's ministry and which reflects the candidate's experience as a practicing minister as well as demonstrates the ability to articulate a problem historically and theologically within a particular context of ministry;
 - d. One paper or case study of approximately 2,500 words dealing with some aspect of ministry which demonstrates the prospective candidate's competence in that area (e.g., pastoral care, group leadership, community organization, education, worship, administration);
 - e. An on-site visit report (normally from the Advisor) which will further enable the supervisory committee to evaluate professional performance.

B. The papers required for completion and evaluation (e.g., exegetical/communication exhibits, the theological essay, and the case study) may be presented by the prospective candidate to the Director of Graduate Studies at any time during the first provisional year of study but no later than two weeks prior to his/her candidacy hearing. No formal consideration of candidacy will occur if the student's dossier is incomplete. (See “Check List.”)

D. Amplification of expectations vis-a-vis items specified in 2a, b, c above follows (see below).

- F. If deficiencies are noted when candidacy is granted, the candidate's learning contract may be modified to include additional course work. Such mandatory "remedial work" or work to develop new skills may constitute required credits beyond the normal post-candidacy requirement of four course units.
- G. A student who has not achieved candidacy after receiving credit for nine courses in the DMin program will be dismissed from the program (or will receive an Advanced Graduate Certificate if the student has fulfilled the requirements.)
- H. Submission of Candidacy papers is construed as progress in the DMin Program. Students who do submit Candidacy papers will not be charged Continuation Fees, even if they have not completed a course unit in the same academic year.

NOTE: Normally, candidacy review will take place at the conclusion of the "first year" (meaning after the first four courses). By action of the Advisor, students who have not achieved candidacy may be permitted to participate in Colloquium II. It is expected that such students will include in their learning contracts specific plans for completing candidacy requirements on a schedule negotiated with the student's supervisory committee/Advisor.

There is a risk in beginning the "second year" of four courses before approval for candidacy, since, if candidacy is denied, the program is terminated. The student should consult with the Advisor about the wisdom of proceeding with coursework under these circumstances and should take the risk factor into account.

THE EXEGETICAL STUDY

The specific tasks of analytical exegesis carried out in the pastor's study (and pericope study group) are but part of the larger discipline of scriptural study, the intent of which is to inform the proclamation of the *Word of God*, both in the church and in the wider world. While the candidate is expected in the exegetical study to demonstrate ability to "use historical-critical and other methods and also show familiarity with current exegetical problems and literature," the Seminary will not grade the material solely on the basis of academic scholarship but also in terms of the usefulness of the exercise for professional ministry. To this end, the faculties will prescribe exegetical work pertinent to the actual preaching of the Word in the parish situation.

Normally a paper of 2500 words will be expected.

THE PROCESS OF EXEGESIS

Step One: Direct Reading

Once the text has been chosen, the process of exegesis begins through a *direct reading* of your pericope.

Step Two: Critical Reading of the Text

The purpose of a critical reading of the text is to move beyond the initial *direct reading* by means of an application of the tools and methods of biblical scholarship.

I. The Language of the Text (*Grammatical Criticism*).

- a. *Text Criticism*
- b. *Vocabulary*
- c. *Grammar*

II. The World Within the Text (*Literary Criticism*).

Once one has worked through the Greek of the text, one needs to ask how this pericope relates to the larger designs of the literary unit(s) within which it is embedded.

III. The World Behind the Text (*Historical - Critical Criticism*).

At this level the investigation moves out of a focus on language and literary issues to deal with specific historical-critical questions, i.e., its "history of religion" parallels, the role of the "author" of the text, its date of composition, its original intended audience of the text, the text's pre-history (if any) before it found its present canonical home, etc.

IV. The World in Front of the Text (Cultural and Theological Interpretation, i.e., *Reader-Response Criticism*).

This portion of the exegetical project addresses the question of to what extent one's own social location and confessional understanding influences the interpretation of the text.

Step Three: Focused exposition of the text.

You will have gathered a great many insights about the text if you have followed the above outline. In a sense, you have been seeking as complete an understanding of the text as possible. You need now to identify those issues which strike you as the most central to the text *and* would be most useful for the task of Bible study or sermon preparation in the context of Christian ministry.

<p>NOTE: An appropriate exegetical paper (grade B or better) from an advanced level course taken after matriculation into the DMin program will fulfill this requirement.</p>
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COMMUNICATIONS EXHIBIT - SERMON

An exhibit of the student's communication skills, based on his/her exegetical study, shall be evaluated prior to candidacy. Criteria, such as follows, will be used to evaluate "communications exhibits." Normally, a video, audio tape, or link to the url of the sermon will be presented as part of the exhibit.

A. Content

1. Biblical fidelity
 - a. accuracy with which text was interpreted
 - b. soundness of homiletical connections to exegetical material
 - c. does the sermon's content honor the biblical text
2. Theological integrity
 - a. soundness of doctrinal, theological assumptions
 - b. adherence to theology of denomination or tradition
3. Existential reality
 - a. degree to which the sermon is in touch with daily life
 - b. use of congregational, cultural examples that are contextually appropriate
4. Imaginative power
 - a. adequacy and authenticity of images and illustrations
 - b. use of creative elements which engage the senses of the listeners

B. Structure

1. Introduction
 - a. introduction invites hearers to listen
 - b. clarity of topic, theme, focus of the sermon in the intro
 - c. initial engagement with the congregation is evident
2. Focus
 - a. clarity of major idea or themes in the sermon
 - b. is the sermon one cohesive unit or several sermons in one
3. Progression
 - a. transitions help sermon's sections/moves flow from one to the other
 - b. there is an orderliness to the movement within the sermon
4. Language
 - a. the language used in the sermon is appropriate and accessible
 - b. secular and colloquial terms are used aptly
 - c. theological terms, if used, are well defined and used effectively
 - d. use of language fits the emotive feel or tone of the sermon
5. Conclusion
 - a. sermon ends in a way appropriate to the content of the sermon
 - b. sermon leaves the listeners with something to think about
 - c. conclusion brings topic, theme to a logical end

C. **Delivery**

1. Voice
 - a. volume of the sermon is appropriate for the space
 - b. quality of the vocal patterns including pitch and range are effective
2. Vocal Style
 - a. inflectional pattern of the sermon is well done
 - b. pace of the sermon and variations of pace are appropriate
 - c. enunciation is effectively done in the preached moment
 - d. phrasing and vocal expression (modulation of tone, pitch and quality) enhances performance
 - e. effective use of pauses throughout
3. "Body Language"
 - a. posture and movement are expressive and appropriate to content
 - b. preacher exudes confidence, preparedness and interest
 - c. preacher utilizes space to create appropriate distance/ closeness with hearers
 - d. gestures enhance the content of the sermon
 - e. suitable variety of gestures used
 - f. facial expressions generate strong interest and enthusiasm
4. Eye Contact
 - a. eye contact is established with each hearer
 - b. eye contact is comfortably engaging and sustained during the sermon
 - c. preacher uses eye contact to obtain needed emotional connections
 - d. eye movement covers the room/space in a natural manner
5. Other

D. **General**

1. Is the aim of the sermon clear?
2. Is the purpose/function of the sermon clear?
3. In keeping with the Lutheran tradition, is there balance between "Law" and "Gospel" in this sermon?
4. For other traditions and denominations, is there a clear sense of the theological and homiletical foundations within the sermon.

E. **From Exegesis to Proclamation**

Accompanying the sermon shall be a two-to-three page paper, which shows the actual development of the sermon. This descriptive statement shall indicate the steps taken and the movement made by the preacher from the exegesis to the actual sermon preached.

<p>NOTE: An appropriate recorded sermon and evaluation from an advanced level course (grade B or better) taken after matriculation into the DMin program will fulfill this requirement, if accompanied by a two-to-three page explanation of movement from exegesis to sermon.</p>

COMUNICATIONS EXHIBIT - TEACHING

An exhibit of the student's communication skills, shall be evaluated prior to candidacy. Following are points to keep in mind when developing the teaching communications exhibit.

A. Content

1. Biblical accuracy/theological integrity.
2. Ability to relate to the age-level taught (especially important are concepts appropriate to the developmental level of children and early adolescents, but also to be taken into account are social and emotional factors and the stages of adulthood; this might be considered as the background 'exegesis' of the learners' situation).

B. Methods

Use methods suitable for small groups or individualizing within groups. If all classes in the parish are large (over thirty persons), gather a special group for this teaching exhibit. The best size would be from ten to fifteen participants. A small group will enable the use of a variety of methods much more easily. The important thing is to have a variety. And have them evenly spaced. (Verbal presentation should take no more than one-quarter of the entire lesson plan. This is not the occasion for a long lecture!)

C. Lesson Plan

The plan should include:

1. Objective/s.
2. Background research, including books consulted.
3. Description of group you will be teaching.
4. Materials required, including any notes as to alternate preferred—e.g., “I would have preferred the fifteen minute video Herod, but it was not available on the date I taught.”
5. Step-by-step session plan (including time-slots). Each step should be complete enough so that the reader could reproduce the session without difficulty. (E.g. do not list 'discussion' without including a description of what will be discussed, why discussion is the most appropriate method by which to achieve the goal at that point in the lesson, how to guide the discussion, and so on.)
6. Evaluation. This should be done after the lesson has been taught, obviously. Include ways built into the lesson plan by which to judge whether the objective/s were fulfilled. Then say whether, in fact, the objectives, were fulfilled. If they were not fulfilled, say how to adapt the lesson plan for future teaching so that the objectives could more readily be met.

NOTE: It is not necessary to include a video or audiotape with the exhibit. In fact, taping can have a negative effect since there may be an inclination to choose methods that put the teacher 'center stage'. These may not be the best methods for the topic. Also, a videotape may inhibit the students' participation and prevent objectives being met.

LIST OF METHODS

Following are some methods that might be used. The list is by no means exhaustive, and other methods may be deemed more appropriate for particular lessons.

For Small Groups

Discussion	Drama	Student media presentation
Brainstorming	Simulations	Observation
Group tasks or projects	Role play	Buzz groups
Student presentations	Practice of skill	Brief interview of visitor
Case studies	Field trip	Games
Question-answer	Brief verbal or	Cooperative techniques
Reacting to music, tapes, posters, art, etc.	media presentation	(e.g., bookends, jigsaw, drill partners, reading buddies, etc.)

Individualizing within Group

Individual projects/crafts	Contracts	Task cards	
Multiple simultaneous projects games	Interest centers	Stations	Computer
	Self-marking books/packets		

In case large group techniques are necessary, the following are included.

Lecture	Colloquy	Panel
Film or media presentation	Debate	Forum
Resource person	Symposium	Interview

Tools

Textbooks and teaching aids may be used. For this purpose, the Bible is considered a major textbook. If resource sheets are developed and duplicated, include a copy with the exhibit.

<p>NOTE: An appropriate lesson plan or a course paper (grade B or better) from an advanced level course in Christian Education taken after matriculation into the DMin program will fulfill this requirement.</p>
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THE THEOLOGICAL ESSAY

The prospective candidate will submit prior to candidacy an essay of approximately 2,500 words on a theological subject that grows out of the context of the candidate's experience as a practicing minister, as well as demonstrates the ability to articulate a problem historically and theologically within a particular context of ministry. The paper will be evaluated by one or more members of the LTSP Historical/Theological Area faculty. The paper will be evaluated "Strong," "Satisfactory," or "Weak/Deficient."

Criteria for Evaluation are as follows:

1. The theological issue is shown to arise from experience as a practicing minister.
2. The concerns involved in this issue are sorted out according to priorities.
3. An order of relative priorities should be clear.
4. The order of priorities should have clear connection with the church's theological tradition.
5. The writer should be aware of and deal with some of the critical theological questions raised and issues at stake.

The prospective candidate should consult with his/her Advisor for further directions on developing this essay.

<p>NOTE: An appropriate theological paper (grade B or better) from an advanced level course taken after matriculation into the DMin program will fulfill this requirement. The paper for the DMin Collegial Seminar is also designed to fulfill this requirement.</p>
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THE CASE STUDY

The prospective candidate shall submit a paper or case study of approximately 2,500 words dealing with some aspect of ministry, which demonstrates the prospective candidate's competence in that area (e.g., pastoral care, group leadership, community organization, education, worship, administration).

1. **Clarifications.** "Case-study" shall be understood to mean the report of an actual incident or event (or series of related incidents or events) in which the student has been or presently is involved. It has happened and is thus neither hypothetical nor fictitious (even though the reporting may change identifiable names and places to preserve confidentiality). The case chosen shall deal with a problematic situation; that is, an aspect of the candidate's ministry that poses ambiguities and alternative resolutions. While every case is unique, the case should contain the potential for generalization to analogous or replicable cases.
2. **Case-studies may be of different types**, e.g.
 - a. Medical/therapeutic model - the presentation of a verbatim (or series of abstracted verbatims) record of counseling interview(s) or an objective case-history of a client/parishioner in his/her relationship with a counselor/minister.
 - b. Social case-work model - the presentation of a comprehensive report which includes all pertinent information about the genesis, history and dimensions of a client/parishioner problem together with a record of previous or current dealings with it.
 - c. Cultural anthropology model - the presentation of the record of "participant-observation" in a cultural, societal or group setting, with special emphasis on group and social structural/functional aspects of a problem.
 - d. Management model - the presentation of a problematic administrative situation which involves the candidate in such tasks as goal-setting, institutional maintenance, "change-agentry," conflict resolution, etc.
 - e. Pedagogical model - the presentation of documentary material in such a fashion as to promote self and peer analysis and evaluation.
3. **Criteria for evaluation.**
 - a. The case-study is an objectively written, descriptive narrative with sufficient data to provide clarity and sufficient discrimination to avoid redundancy and irrelevance.
 - b. The case has a focus on a "representative" aspect of ministry.
 - c. The reporter engages in an analysis of what the narrative means--why things happen as they did, what issues are explicit or implicit and what relationships or strategies are critical to the problem's possible resolution, what theological issues are at stake.
 - d. An evaluation of what happened, especially to the candidate and the person(s) as a consequence of the event(s), is included together with a discussion of the consequences of alternative ways of dealing with such a case.
 - e. That report includes a summary discussion of how the case illustrates the candidate's own competence and/or the candidate's learnings which could lead to improved competence in the practice of his/her ministry.

<p>NOTE: An appropriate case study (grade B or better) from an advanced level course taken after matriculation into the DMin program will fulfill this requirement. The paper for the DMin Collegial Seminar is also designed to fulfill this requirement.</p>

SUBMISSION OF PAPERS FOR COURSES AND CANDIDACY

1. Papers required in partial fulfillment of requirements for courses shall be presented at announced due dates to professor(s) assigned to courses. The professor(s) shall evaluate and grade and forward grades to the Registrar. Papers shall be returned to students, with comments, within a reasonable time following submission.
2. Papers submitted to meet candidacy requirements shall be forwarded to the Director of Graduate Studies. They should be clearly marked "for candidacy."
 - a. Such "candidacy" papers may be modifications, revisions or elaborations of papers submitted for course requirements if they meet the criteria specified for candidacy.
 - b. The seminary has developed its own procedure for evaluation of "candidacy" papers, which may include utilization of the professor's evaluation of a paper previously submitted for course requirement. (If a student desires, he/she may include the professor's evaluation with the paper when submitted for candidacy review.)
 - c. The Director of Graduate Studies may submit a "candidacy" paper to other members of the faculty for further evaluation prior to the granting of candidacy.
3. In order that the faculty knows for what purpose a particular paper is submitted, the student shall be responsible for submission of papers to the proper person(s) and for identifying on the cover page whether the paper is for course credit or candidacy.
4. The student shall take the initiative in consulting with his/her Advisor who will schedule his/her candidacy review session. The student will first check that all necessary materials have been deposited in his/her file in the Registrar's office.

GUIDELINES FOR ON-SITE VISIT(S)

The purpose of the on-site visit is to observe, support and evaluate the prospective candidate in his/her integration of theology and theory with professional activities, and is a requirement for the review of Candidacy.

1. Normally, the visit should be on Sunday and include a worship service. If necessary, it can be on a weekday when private conferences, attendance at group sessions, and/or interviews with congregational members may be arranged.
2. The visit may take the following form:
 - Observe worship/educational/fellowship activities.
 - Meet with the Parish Advisory Committee (see below), Mutual Ministry Committee or other “ad hoc” group of members.
 - Speak with members of the congregation.
3. Areas of diagnosis, expected growth, and the evaluation criteria should be mutually understood by both the Advisor (or representative making the visit) and the prospective candidate from the outset of the visitation program. The areas of the Project in Ministry and of preaching should have priority. Suggested areas of mutual concern might well be:
 - a. Preaching, teaching and leadership in worship. Is the sermon or presentation exegetically accurate and theologically coherent? Did what you hear correspond with what he/she intended to say? Are communication skills, e.g., use of voice, choice of language, style, pastoral concern, etc., appropriate and effective? Does the pastor conduct the worship with effective leadership skills, mature understanding of worship, and appropriate use of voice and style?
 - b. Ability to reflect theologically. Is ministry informed by and consistent with the theological tradition to which the prospective candidate is publicly committed? Are pastoral work and activities interpreted theologically? Is there competence in the delivery of theology?
 - c. Style of Ministry. Is it authoritative or collegial, flexible or rigid; with what balance and appropriateness? Able to delegate responsibility and train lay leaders? What is the relation of ability to listen with the providing of answers? Is there evidence of participation in the life of the synod, denomination, secular community? With what rationale and effectiveness?
 - d. Professional identity. Self-assured, confident role, or insecure and fearful? Defensive, or open to discussion and learning? Self-concerned, or free to care and exercise concern -- with what balance?
 - e. Professional development. Effective management of time? Able to set goals and establish priorities? Self-disciplined? What do recent library acquisitions and/or information materials reveal?
4. It is the Advisor’s prerogative to make the visit or to recommend another person to do so. In the latter case, the student should inform the Director of Graduate Studies who will invite the designated visitor and send guidelines.

5. When the visitor has been determined, the prospective candidate should take the initiative in arranging for the visit.
6. The Advisor (or other visitor) will prepare a written report on the visit, the report to be shared with the prospective candidate and sent to the Director of Graduate Studies for filing in the student's dossier.
7. Following candidacy, if the supervisory committee deems advisable, additional on-site visits may be made according to a schedule negotiated between the student and the supervisory committee in the light of individual needs.
8. Since visits form an ongoing opportunity for evaluation both by the Seminary and the student, any subsequent on-site visitation by the Advisor or his/her representative shall be informed by previous evaluations which are a part of the student's dossier.

Enrollees in the DMin program are strongly encouraged to develop a Parish Advisory Committee or Mutual Ministry Committee. No structure is prescribed. Its function, however, shall be (a) to provide lay support to the minister in his/her professional growth, (b) to evaluate the minister's professional practice, and (c) to provide the Seminary with periodic reports, especially on the occasion of on-site visit/s, or parishioner perception of a minister's growing effectiveness in ministry. It is not intended that elaborate structure be developed to accomplish these functions, but some regularity of consultation between the minister and his/her PAC would seem to be indicated.

**CHECK LIST FOR NECESSARY DMIN DOSSIER DOCUMENTS
for Admission to Candidacy**

- ❑ The Learning Contract

- ❑ Course grades and evaluations for four courses (12 credit hours)

- ❑ Colloquium I evaluation

- ❑ Exegetical study with evaluations and grades

- ❑ Communication exhibit, either a) a sermon or b) a teaching situation

- ❑ Theological essay with evaluation and grade

- ❑ Case study evaluation and grade

- ❑ On-site visit evaluation

COSTS

See the current LTSP Seminary Catalog for the fees applicable to the following items:

Application Fee (non-refundable)
Seminary Services Fee
Fee per course unit
Colloquium I Fee
Colloquium II Fee
Graduation Fee
Continuation Fee (if no work for credit, or submission of Candidacy Papers or the Project in Ministry for the preceding year. The seminary will assume that you wish to remain in the program up to the six year limit regarding your Continuation Fees, unless you indicate otherwise.)
Reinstatement Fee (if dropped from the seminary roll due inactivity)
Extension Fee (should faculty grant extension of program beyond six years)
Project Fee.

<p>NOTE: Fees for courses taken at other institutions for transfer credit or as part of an independent study are the responsibility of the student and are paid directly to the institutions at which the courses are taken.</p>

Additional Advisory costs for projects extending beyond the learning contract (if any) are the responsibility of the student.

Room and Board during any periods in residence, travel, books, supplies, etc., are additional. "Housing and Meals" requests for Intensives Courses are due into the Registrar's Office one month prior to the start of your course. Room and Board requests submitted later than this cannot be guaranteed. These forms can be found on the Registrar's web page at: <http://ltsp.edu/advanced-level-graduate-school-registration>.

Student health insurance fees, which are mandatory for any student enrolled more than half time, are additional unless a waiver is granted for coverage under another group plan.

FINANCIAL AID STATUS DURING THE WRITING PHASE

Advanced-level students engaged in the writing of projects, theses, and dissertations may elect to declare themselves as either part-time or full-time for purposes of deferring loans or obtaining loans, grants or scholarships while not enrolled in course units. Students are eligible to declare themselves as active part-time or full-time based on the following criteria:

- a) Students must have completed all their program-required course units.
- b) Students must have registered with the Registrar their project, thesis, or dissertation
- c) Students must be in academic good standing and may not be on financial hold.
- d) Students must submit this form during each academic year of eligibility.
- e) Forms must be filed before the end of the Add/Drop period of the semester.
- f) Students in “Writing Status” remain liable for all mandatory program fees (e.g., program continuation, program extension, seminary services fees, etc.).
- g) Students may not have reached the maximum time limit on eligibility for part-time or full-time writing status (see limits below).

Maximum time limits for active writing status:

DMin Project One full academic year, listed as half time.

Contact the Graduate Studies Office for a request form.

<p>PLEASE NOTE: Students who are writing full-time will need to take responsibility for contacting the seminary to enroll for healthcare insurance, if they desire it.</p>

PROJECT IN MINISTRY - INTRODUCTION

Candidates will select an issue or task related to their ministries for intensive independent study. The area of investigation shall be sufficiently limited to allow the candidate to gain some mastery of it within the design of the Doctor of Ministry program. Each candidate will be guided in this phase of the program by an Advisor, appointed by the faculty. In developing these projects, the candidates may either draw upon the resources of one of the areas of the contemporary theological curriculum appropriating in depth the insights of that area for the practice of ministry or focus attention on a specific problem of ministry treating it within a general theological frame. Candidates will be expected to submit to their supervisory committee, through their Advisor, a critical study or series of studies demonstrating the ability to reflect analytically on a particular issue or task, to use research and communication skills, and to integrate findings with a developing competence in ministry.

As a guide to the candidate, the following suggestions are offered:

1. The student should develop a project in ministry proposal in close consultation with the Advisor and other professionals on the supervisory committee. This proposal should be related to other components of the student's learning contract.
2. Attention will be given to developing the project proposal at Colloquium II.
3. Types of projects in ministry include:
 - a. Action/reflection model--a presentation of the results growing out of some direct engagement within a context of ministry.
 - b. Program planning model--the presentation or description of program possibilities (educational, homiletical, liturgical, pastoral, etc.) designed by the candidate for his/her work.
 - c. Thesis/essay model--a study of some topic related to the integration of one's academic and professional work.
 - d. Research model -- an empirical testing of hypotheses with respect to an aspect of ministry (preferably one's own).
4. Illustrative of appropriate projects are such topics as:
 - Analysis of a congregation's evangelism program;
 - A pedagogical model for innovative instruction prior to first communion/confirmation;
 - A proposed ministry to the unchurched;
 - In-service training for staff and elected church leaders;
 - Analysis of how a congregation has dealt with internal conflict;
 - Study of parishioners' perceptions of preaching;
 - Parish stewardship: a study of the success/failure of innovation;
 - Professional socialization in the early years of ministry;
 - Exegesis to proclamation: an analysis of preaching the Advent cycle;
 - Report and analysis of a congregation's experience in utilizing selected liturgical texts;
 - A congregation's involvement in neighborhood organization;

5. The student should negotiate, in consultation with his/her committee, a time schedule for the completion of the project in ministry report.
6. Each candidate is advised to clarify and negotiate with his/her supervisory committee the specific criteria that will be employed in the evaluation of his/her project report. In general, reports of projects in ministry are typically 100-125 pages. Criteria for the evaluation of the project will comprehend the usual tests of academic rigor, intellectual competence, theological/biblical insights, and communication skills. Candidates for this degree are expected to demonstrate achievement at a level significantly in advance of the expectation of first professional programs. They shall also, as candidates for a “professional” doctorate, provide evidence that their specialized intensive studies have materially improved their competence as practicing ministers.
7. For award of the DMin degree, the complete review copy (3 copies of final draft) of the project document must be submitted to the Registrar by the February 1 at the latest, prior to the expected May graduation. Two completed library copies (archival copies) of the project must be deposited with the Registrar by May 1 of the year in which the degree will be awarded.
8. The final evaluation of the candidate's work shall be the responsibility of the full faculty. A recommendation from the candidate's supervisory committee, based on an evaluation of the candidate's entire program of studies at a colloquy (to be held no later than three weeks prior to the date when the faculty meets to make recommendations to the Board of Trustees for the awarding of the degree in any given year) shall go before the faculty for consideration and approval. The candidate may be requested to sit in examination before the faculty prior to the time when the faculty recommends the candidate to the Board of Trustees for the awarding of the degree. In addition to the supervisory committee, other faculty members may also participate in the final evaluation of each candidate.

PROJECT IN MINISTRY AMPLIFIED

(a) Action/Reflection Model

A presentation of the results growing out of some direct engagement within a context of ministry.

A reciprocal relation between action and reflection has been firmly established as a model for many types of learning including theological education.

A project in ministry that follows the action-reflection model starts with an action/program in ministry that the student has designed and carried through. This is followed by a theological/historical/biblical reflection that establishes the appropriate criteria for evaluating the situation, and, if necessary, calls for a revised model of ministry or recommendations for how such a model could be developed.

The “action” should be identifiable as a completed event; yet it should be a significant action manifesting and thus testing underlying Christian convictions and principles. Examples might be: re-locating the congregation or merging with a neighboring congregation, building a new church or making additions to the present structure, establishing a day-care center, living as a homeless person for a specified period of time to help determine the needed ministries, trying door-to-door evangelism, etc. Or, the “action” might be an event which actually originates elsewhere as a community crisis and the congregation is called upon to react. These are harder to schedule!

(b) Program Planning Model

The program planning model is the written report(s) of program possibilities, to be implemented in the future by the writer in the context of the candidate's own ministry. It may center on a specific plan related to pastoral, or other aspects of ministry.

Such a model should incorporate in the written document(s) the following elements:

1. Analysis of a particular issue or task. The writer will provide appropriate empirical data that support the need for the proposed activity or program; these may include relevant social statistics, survey findings, analysis of the parish situation and a brief history of recent efforts related to the goals of the project proposal. The candidate shall also demonstrate how the program design is informed by serious attention to the church's biblical and theological heritage. Some analysis of how the church's total mission might be enhanced by the specific proposal should be included.
2. Use of research and communication skills. The student will demonstrate carefully surveyed previous research or experimental work in the field in which the student is writing and reporting. This implies a careful "review of literature," namely, an exhaustive survey of work done by other researchers or experimenters that will serve to show both the sources of the new design and any difficulties in previous work. The proposal will include such sections as: purpose (including theological rationale), anticipated consequences, steps in the planning process, organization of personnel, time sequence, financial enabling, and provisions for evaluation. The key elements of the proposed program will be detailed.
3. Integration of findings with ministerial competence. Since this model is future-oriented, that is, not yet implemented, "findings" in this case refer to demonstration of feasibility and viability rather than evaluation. A portion of the proposal, however, may be pre-tested to add credibility to the project's implementation. It is anticipated that in most projects of this type the writer will be involved in the program proposal as "change-agent," innovator, leader, enabler or participant. The report, therefore, shall delineate how the minister will combine appropriate theoretical perspectives and professional skills in achieving stated objectives. Where appropriate, the writer may show how such disciplined attention to the issue or task provides a methodology broadly applicable to other tasks of ministry, now and in the future.

(c) Thesis/Essay Model

The "critical study or series of studies" which candidates must submit as an independent project in ministry to demonstrate the ability to reflect analytically, use research and communication skills, and integrate findings with a developing competence in ministry may take the form of developing a thesis and expanding it in an essay (of perhaps 100 pages).

The communication skills here called for would be those particularly of writing; the research methods might be those of historical study or some other discipline appropriate to the topic. A good part of the study would have to do with books and library research, along academic lines.

But what distinguishes this model of DMin project from an STM thesis (or PhD research) would be its professional orientation to the tasks of ministry, so that the individual would seek to integrate theological/biblical/historical material with his/her ministry; and to analyze findings in the light of one's ministry.

Thus, e.g., the study of some figure in past church history might be carried on under the thesis/essay model, not as pure research about the past, but for relationships with church life and situations today, in which the candidate ministers. An investigation of some aspect of the history of liturgy would be carried out because of its pertinence to needs and worship practices today. Exegetical study of the Bible might be directed to current lectionary use or to a parish preaching endeavor. Integration of the thesis research to the candidate's professional ministry is the characteristic feature of the model.

In pursuing this model, the candidate, with guidance from the Advisor and Advisory committee, will want to –

- 1) Develop a general statement of the problem as it grows out of his/her ministry;
- 2) Check into the background of the problem, including previous study materials concerning it;
- 3) Carefully analyze the relevant theological/biblical foundations/issues;
- 4) Formulate the thesis, being careful to delimit the topic to workable proportions, with sources and procedures of investigation made clear;
- 5) In all of this, as well as in research and writing, the candidate will need to keep in mind the task of professional integration and "developing competence in ministry."

In this connection, for church history, biblical studies, and any topic relating to the past, "historical method" of investigation is often involved, in which standard works should be consulted, especially those relevant to the area to which the supervisory committee may direct a candidate.

(d) Research (Hypothesis Testing) Model

To engage in this kind of research first, choose a topic in ministry that holds some interest for you. Ask yourself, "What do I know and suspect about this topic?"

Your answers to this question help to develop a thesis which is simply a concise statement about the topic. That in turn leads to the development of hypotheses.

Hypotheses are testable statements that derive from the thesis; they are specific applications of a general idea. More than one hypothesis may derive from a thesis; however, each hypothesis should point toward evidence supporting the thesis.

An example of a hypothesis which would lead one into the social ministry field would be: "That the majority of the parish members see the church as a place of quiet refuge and retreat." Another hypothesis which might lead one into the parish management field would be: "That the expectations of the lay members of St. Paul's concerning the way a pastor uses her time differ significantly from the actual way such time is used."

The thesis and hypotheses define and direct the research. Some may be tested by library research where one infers answers from books and articles by writers responding to other questions. Most hypotheses are tested by field research where one contacts individuals directly through interviews, questionnaires, or other procedures.

While some library work is necessary to provide a context for the research (establishing the depth and breadth of information available on the topic), in a field project, most of the time is spent organizing and analyzing questionnaires, interviews, or observations. Each of these means requires careful attention to methodology. The methodology should "fit" the purpose of the inquiry. Consider the quantifiable and qualitative procedures that may be appropriate. All instruments used in collecting data must be approved by the Advisor in advance of their use. Specialists in data analysis may need to be consulted in advance and during the process of arriving at "findings."

Although much of the project will involve research, nevertheless serious attention must be given to theological/biblical foundations that undergird the area of ministry being researched.

Lutheran Theological Seminary at Philadelphia Protocols Regarding Human Subject in Research

Lutheran Theological Seminary at Philadelphia, in conformity with "The Common Rule" guidelines established by the U.S. government Office of Human Research Protections and general practice in academic research, requires all research that is formally conducted under Seminary auspices be reviewed to protect human subjects and minimize potential risks or harm.¹ In order to do so the faculty has established an institutional review board and an institutional review process.

Research requiring review includes the following:

- Research involving human subjects in which there is a potential for more than minimal risk of harm to the subject. As defined in the Common Rule, minimal risk "means that the probability and magnitude of harm or discomfort anticipated in the research are *not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.*"² It is up to the review board to determine whether risks involved exceed this definition, and if so, whether sufficient procedures are in place concerning informed consent and referrals in case of harm.
- Research that falls within the content and methods of the social sciences (including pastoral care, psychology, sociology, anthropology), and research investigating human subjects' subjective experiences or feelings about issues normally considered private or confidential, such as sexuality, addiction, boundary violations, conflict, or violence requires review.
- Research involving subjects who are not competent to evaluate the risks and benefits of participation themselves, including minors or people with cognitive disabilities, must be reviewed. All legal requirements for working with such persons, including directives by the Department of Corrections, must be followed.
- Research in which dual roles may be present between the researcher and the subject(s), such as using students, employees, or counseling clients as research participants.

Examples of research requiring review include:

- Faculty assigning a research project to students that requires the students to have interactions (interviews, small group projects in congregations, etc.) involving human subjects' subjective experiences or feelings, as described above, especially when it entails feeding back or incorporating the information gathered into papers, presentations or class discussion.

¹ The Common Rule, formally titled "Protection of Human Subjects" is part 46 of Title 45 of the Code of Federal Regulations ("45 CFR 46"). See also American Association of University Professors, "Protecting Human Beings: Institutional Review Boards and Social Science Research," <http://www.aaup.org/statements/Redbook/repirb.htm>.

² 45 CFR 46.102.h.i, cited in AAUP.

- Holding small group discussion formats for learning in a congregational context that entail disclosure of private information of a sensitive nature, where the subjects could easily or readily be identified
- Research on specific issues of recent conflict in congregational life or in other organizations, when the actors are readily identified or identifiable
- Research that has the potential for causing harm or inciting further conflict in congregations or in the wider community

Research not requiring review includes the following:

- Research solely for internal institutional use (e.g., course evaluations or institutional self-study)
- Research for a classroom project that does not involve outside participants and is not disseminated publicly or part of a permanent data base
- Archival or historical research, as long as the subjects are no longer living, are not identifiable, and/or no living heirs of the subjects would be caused any harm by dissemination of the research.
- Research in education settings on instructional techniques, curricula, or classroom-management methods
- Research involving the use of educational tests, survey procedures, interview procedures, or observation of public behavior, unless the subject can be identified and disclosure of the subjects' responses could put the individual at risk of criminal or civil liability or could damage the subject's financial standing, employability, or reputation
- Research conducted by Doctor of Ministry students in their ministerial sites in conjunction with demonstration projects that does not reveal confidential information, does not identify individual subjects or participants, and does not carry any potential risk of harm
- Research in other settings that would not reasonably created distress or harm and involves only anonymous questionnaires or public observations
- Research involving elected or appointed officials or candidates for public office
- Research using existing data, documents, or records, as long as these resources are publicly available or the human subject cannot be identified
- Research of public benefit or service programs
- Research that does not place participants in a criminal or civil liability or damage their financial standing, employability, or reputation

- Research related to organization effectiveness in organizational settings for which there is no risk to participants' employability

Examples of research where review is not required include:

- Scholarly review of literature, including other published social scientific research and social scientific data that is made available to researchers
- Archival historical research such as church records or public archives. Most archives restrict access to certain materials, and many require permission to cite or use material from persons who have died within the last 50 years. Research must conform to the rules of the particular archive or institutional body.
- Research that is part of a Doctor of Ministry project that engages subjects on a general level, without identification of specific persons and without reasonable potential for harm, such as evaluating responses to a program or project through instruments that maintain anonymity, assessing responses to a new curriculum, or holding a focus-group to evaluate liturgical changes in the church.

Potential risks that must be considered in a review include those of a physical, psychological, social, economic, or legal nature.

The review process must seek to evaluate risks and benefits that result to participants and the wider community from the immediate research

Confidentiality is presumed and must be maintained in all research unless the investigator obtains the express permission of the subject to do otherwise. Risks from breach of confidentiality include invasion of privacy, as well as the social, economic and legal risks outlined above. Loss of confidentiality is the most common type of risk encountered in social and behavioral science research

Deception is generally to be avoided in research and may only be used if there is no other way to reasonably obtain the data, the risk of harm is minimal, the knowledge sought is important enough to justify deception, and an appropriate procedure is proposed for debriefing of subjects after the conclusion of the research.

PROCEDURES:

Any faculty, staff or student who proposes to conduct or oversee research on human subjects under the auspices of the seminary, for a seminary-approved grant, or for seminary course credit, must submit her or his research designs for approval.

- An individual student should apply for review after having sought and received approval for his or her research proposal with the faculty Advisor involved in overseeing the project, and before actually beginning the research project. Doctor of Ministry students must receive approval as part of the overall proposal approval process, prior to beginning the demonstration project.

- A faculty member should submit a research proposal for review before submitting a proposal to a potential funding source, outside agency, or publisher
- A faculty member should submit a proposal on behalf of her or his students in the case of a class assignment or project before distributing the syllabus if the assignment is identical for each student. In the case of such class assignments, the faculty person monitors and maintains responsibility for the potential risks to research subjects. Approval applies to subsequent years of the course assignment, as long as no significant changes were made.
- Any substantive changes in project design or research instruments that are made after initial approval has been granted must be submitted for re-approval

Approval is made in light of the following criteria:

- The value of the research project for the overall advancement of knowledge. Validity of research design, methodology, and sampling is determined by weighing the value of the proposed research against any possible risk to participants.
- Credentials of the investigator or plan for student supervision
- Selection of subjects and competency to consent
- Voluntary informed consent/assent and confidentiality
- Plans for dissemination of the data

Risk/Benefit assessment should include weighing of potential harm, use of deception if any, and steps to be taken to minimize risk and care for subjects.

THE REVIEW BOARD

The review board will be constituted annually by the faculty as one of its regular standing committees, with members of the committee being permitted to serve continuously. The board will normally include representatives from the tenured and non-tenured faculty, administration and student body. At least one shall have documented training and/or documented expertise in research methods involving human subjects.

The review board will meet monthly or as needed to review proposals. Proposals may be submitted in writing or by email in a timely fashion to allow adequate consideration by the board. In the case of Doctor of Ministry proposals that require review, candidates may submit the proposal research components and receive tentative approval prior to completion of the final proposal, but the board must review the final proposal with the research components included.

The review board may approve any proposal as submitted, require revision and re-submission of the proposal, or reject the proposal. Approval must be in writing, and delivered in a timely fashion to the individual proposing to undertake the research. In the case of revisions or

rejections, the board will provide a written statement to the faculty member or student detailing the reasons for rejection.

The review board will maintain records of all its deliberations and will report these to the full faculty at its regular meetings.

The faculty or student conducting the research will be responsible for maintaining all supporting documentation related to the research, including:

- Documented approval of the research proposal
- Signed consent forms
- Any further documentation related to the research of human subjects, including field notes or other reports

In the case where oral interviews are included as a component of research, consent forms must be used. Where possible the researcher is to electronically or otherwise record the conversations and transcribe the interview, and to submit a copy of the transcription to the human subject who was interviewed for her or his signed approval.

In the case of small group discussions or other situations where approval of actual conversations is not possible to obtain following the fact, the researcher is to take notes and sign and date them, and to make them available to faculty Advisor or members of the review board for inspection if requested.

Researchers are expected to maintain supporting documentation for seven years following completion of their research projects.

Faculty Minutes, April 11, 2006

DETAILED GUIDE TO PREPARATION OF THE PROJECT

I. Nature, Purpose, and Scope

The DMin project is a systematic observation of and actual involvement in some area of interest and/or potential growth in one's own ministerial setting which culminates in a definitive document (a critical study or series of studies). The independent project in ministry seeks to integrate the theory and practice of ministry so that both are illumined in the interest of better understanding of ministry and of being more effective in ministry.

A typical DMin project document is 100 to 125 pages in length, but the number of pages alone is not a sufficient measure of adequate scope. It needs to be long enough to provide the specificity and depth appropriate to the study, and short enough to maintain the requisite focus.

II. Supervision and Evaluation

Each candidate is guided in this phase of the program by a faculty Advisor appointed by the Director of Graduate Studies. The Advisor chairs the student's DMin Committee.

The student is to take the initiative in arranging conferences with the Advisor. Conferences may be arranged at any time. This will assure that the student has prepared for and been engaged in adequate consultation at those stages which are especially important in the development of the project.

The final draft (also known as the Review Copy) is presented in three copies to the Graduate Studies Office; in turn, the Graduate Studies Office distributes the copies to the Committee. The Committee reads the document and meets with the candidate for formal discussion and final adjudication of the project.

III. Sequence and Calendar

The sequence of steps in project document preparation is set forth in section IV below; the timing (calendar) of the steps will vary according to the candidate's circumstances. It is helpful in planning for a project document to begin with the end date and consider the steps in reverse order to establish a candidate's individual calendar.

The awarding of degrees occurs at the annual Commencement in mid-May. For award of the DMin degree, the complete review copy (3 copies of final draft) of the project document must be submitted to the Registrar by the February 1 at the latest, prior to the expected May graduation. The timing of the preceding steps will vary according to the time available for study, research, and writing. In all cases, the limit is six years from inception of program until award of degree; program extensions are available only with faculty approval one year at a time and with payment of the annual extension fee. They should plan to have submitted a project proposal (IV.C) one year in advance of the expected date of graduation.

IV. Steps in the Process

A. Selection of Subject

The candidate for the degree is expected to take the initiative in selecting the subject area for the project. The subject is delineated by the student in consultation with the Advisor, with consideration given to the following queries:

1. Is the subject significant? This is a judgment in which the Advisor and the student must concur since the subject should be meaningful to the student.
2. Is the scope of the subject sufficiently limited to allow adequate treatment within the allotted time and with the facilities at the student's command?

B. Selection of Methodology

Read sections above on Project in Ministry - Introduction and Amplified. Choose an approach that is appropriate for your subject. Remember that these models are not totally discrete. Your project may be a mixture of models.

To help in research, consult Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations (Chicago: Univ. Chicago Press, 7th ed., 2007) and Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams: The Craft of Research, 3rd ed. (Chicago: University of Chicago Press, 2008 or later edition).

C. The Proposal

Once the student and Advisor have agreed concerning the subject and provisional title, the student prepares a project proposal according to the guidelines below. Consultation with the Advisor in this stage is crucial. It will be helpful to consult the criteria for evaluation of a project (See V).

1. Writing the proposal.
 - a. State the title. Keep the title short and descriptive of the project.
 - b. Describe the rationale of the project. This involves setting forth the origin and background of the study, its implications, the reason for interest in it, and the need for it.
 - c. Give a general statement of the project. It is from this general statement that the specific formulation of the project will be derived. Define the area and scope of the study, and indicate the basic proposition, situation, question, or technique that the project will examine.
 - d. The formulation and limitation of the project. This involves a precise statement of what the student proposes to do. State clearly the desired goal or outcome of the project. In some instances, it will be helpful for the student to clarify the intentions by adding to the positive statement an explanation of matters that lie beyond the limits of the study.
 - e. Indicate in a preliminary way the theological/biblical issues/foundations that are relevant and will be developed in the project.
 - f. Indicate previous studies relating to the project. The student shall present a brief description of earlier studies that have bearing on the proposed investigation. This description should contain a statement of what earlier studies have revealed and should carry reference to areas of the general problem, which remain unexplored or which have been inadequately explored. In the event the student finds no studies relating to the investigation proposed, note shall be made of that fact. The findings in this step ought to indicate why the student feels justified in carrying out the investigation.

- g. Identify sources and prepare a preliminary bibliography. When sources are contemporaneous with the investigator, a relatively full description is required. The student shall indicate how source materials are to be handled. With the proposal, include the bibliography compiled to this point. No more than 30% of resources may be those available on the web; 70% or more must be printed resources.
- h. State the procedures of investigation. Describe fully the procedure(s) to be followed in making the study. This should include a clear explanation of the steps one expects to follow in carrying out the investigation. This is not a preview of conclusions, but a statement of the processes to be used in the various phases of the project. If there are procedures of questionnaire or experimentation type, the greatest care must be observed to shape the instrument for obtaining data. It is particularly important to work out such matters with the Advisor in advance of presenting the proposal to the committee.
- i. Include a tentative outline of the document. This should show at least the larger sections, such as chapters and major subdivisions. It should indicate how one intends to articulate the work and should reflect careful preliminary investigation and planning.

Expect to revise the draft proposal several times under the guidance of your Advisor/committee before it is developed into the final form. The time spent is worthwhile because the proposal will be used as the yardstick by which you develop the project and by which the committee will eventually evaluate the final product.

2. Submitting the proposal.

Submit one copy of the completed proposal to the Advisor along with a Project Registration Form (APPENDIX B). The proposal deadline is pragmatic, not formal: it is governed by the February 1 deadline for submission of the complete review copy of the project document, and by the time and energy that can be committed by the student in moving from proposal to completed project document. In general, students are well-advised to submit a proposal **one year** in advance of the expected date of graduation.

The Advisor will review the proposal and may request a meeting with the student as part of this review.

- a. If the proposal is accepted, the Advisor will sign the registration form to indicate acceptance and present the form to the Registrar. The Registrar will assess the project fee. The fee is payable within two months of approval of the project proposal, and it is not refundable for any reason, including termination of the student's program.
- b. If not accepted, the proposal will be returned with the registration form to the student for revision and resubmission. When the proposal is accepted, the steps of paragraph (a) above will apply.

D. Drafts

The number and nature of preliminary drafts will depend upon a combination of Committee expectations, student capacities, and the nature of the topic. In some cases, submission of material chapter by chapter may be requested; in others, it may be appropriate to develop a series of complete drafts at varying levels of refinement.

It will be helpful at this stage to have previewed the requirements of style and presentation which apply to the final version of the project document (see sections E and VI following).

E. The Review Copy

(Remember that for submission purposes the “Review Copy” is actually 3 copies of this one document.) This is the complete project document, including abstract, precis, title page, table of contents, chapters, headings, and bibliography. It is prepared according to the style and formatting requirements of the final archival copies (see sections IV.H and VI), except that it is submitted to the Graduate School in three copies on plain photocopier paper. (Students may print on both sides of the paper for the Review Copies, but not the Archival copies.)

If the tentative outline was carefully constructed, it will require few changes. However, there may be places where it will need modification by transposition, extension or omission.

The following considerations regarding the Review Copy should be kept in mind:

1. Write with a view to attractive literary style. Write so that the reader can readily gather clear-cut ideas about the subject. Write for the reader.
2. Pay special attention to accuracy in the choice of words and to variety in both vocabulary and sentence structure. The student is responsible for typographical corrections; copyread meticulously. Use a spell-check and grammar check.
3. The Introduction should contain:
 - a. a statement of the specific issue to be studied;
 - b. a review of previous studies of the subject;
 - c. a brief description of the sources, the materials, and the methods employed in the investigation;
 - d. the limitations of the present study (geographical, chronological, topical, institutional, and the like);
 - e. background information to assist the reader's understanding; and
 - f. an indication of the order in which the main divisions of the subject are to be treated in the body of the document.
4. Pay special attention to logical development and to connections between the divisions. The divisions, subdivisions and subordinate heads must be so chosen and stated that each will lead to an exhaustive treatment of its part of the subject and avoid repetition and overlapping, and at the same time contribute to the progress of thought. Each paragraph will concern itself with one matter only, and each sentence will contribute directly to the major topic. Special care must be taken to indicate the relations of part to part by means of topical and transitional sentences. Each division and subdivision should begin with a paragraph, which will link it to the preceding paragraph and introduce the next stage of the argument, and it should close with a paragraph which will summarize its contents and indicate its bearing on the report thus far.
5. After the data of the document have been presented clearly and logically, the conclusion of the whole should be stated succinctly. The final interpretation, solution, or statement of findings is the fruit of the study.
6. Remember that theological reflection is a required part of all DMin projects. Integration of theology and practice of ministry is to be demonstrated.

F. Review and Defense

When the Committee has read the review copy, a meeting will be scheduled for student and Committee. This is the occasion for a sharing of the Committee's analysis and the student's defense of the project. The Committee may approve the project document as submitted or approve with minor typographical corrections required, or the Committee may require substantive revision prior to a second review (see section G following).

The Project can be submitted and reviewed at any time throughout the academic year. However,

G. Revisions

1. If required revisions are minor, the student will make the corrections and move directly to the final submission copies (see section H following). The Advisor will make a final inspection before ratification.
2. If revisions are to be substantive (matters of organization or argument, or even a large number of typographical errors), the student will be asked to submit a second (revised) review copy, and step (1) above then applies.

Note about timing: Review Copies may be submitted at anytime throughout the year, with approval of the student's Advisor. However, **February 1** is the last possible date for submission for those students wishing to graduate the following May. In addition, students must submit the "Application to Graduate" by **January 3** to the Registrar's Office.

Consult with your Advisor or the Director of Graduate Studies so that you are clear on dates.

H. Final Submission (Archival Copies)

1. To ensure archival quality, the seminary requires that the final copies of your thesis be printed high-quality, white, acid free, 8 ½ x 11-inch paper.
2. The quality of print needs to be clear and dark. (Many students utilize the services of photocopy companies, such as FedEx Kinkos, or Staples.) The second and third copies may be a photocopy of the original.
3. Prepare two copies of the thesis document and submit them to the Registrar by May 1 preceding graduation. (One copy is for library archives and one is for library circulation.) Do not punch holes in the pages or bind them in any way. The Library will bind both copies. Print only on one side of the page. (It is recommended that the student make a personal copy.)
4. With each copy of the project document, provide the following separate documents (same margins, but single-spaced):
 - a. The **Abstract**.
This is a summary document of not more than one-thousand words. It should enable one who does not have time to read the whole project document to take in at a glance the specific issue to be studied, the method, the principal facts and the solution or findings. Single space on separate sheets numbered in Arabic numerals. Numbering is separate from the project itself, since the Abstract is not considered a part of the project.
 - b. The **Precis**.
This is an even briefer summary of not more than 150 words. Single space on separate sheet headed simply "Precis". No page numbering.

5. Assemble in the following order: Precis, Abstract, Project (title page, table of contents, chapters, bibliography, and appendices if any).
6. If you have one or two short Appendices, continue page numbering to the end. If the Appendix/ces are more than a few pages, number separately starting with Appendix A. If you have more than three appendices, include a Table of Appendices before Appendix A.
7. Also, with the archival copies, submit the Release Form for LTSP library circulation.

V. Criteria for Evaluation of the Project Document

1. Accuracy. Have the data, quotations, and references been checked, and are the facts on which the conclusion is based stated clearly and accurately?
2. Objectivity. Do the conclusions largely depend on the writer's own opinions or opinions quoted from others? Where opinions are given, are they supported by factual data? Are the opinions of reputed authorities accepted as fact without further investigation or criticism? Is the significance of the findings judiciously discerned and stated?
3. Impartiality. Is there a sincere search for the truth regardless of whether or not it may require the revision or even the abandonment of a hypothesis? Is any evidence omitted which speaks against the conclusion drawn by the writer? Is any evidence omitted which speaks in favor of it? Are the data fairly interpreted, so that merely possible fact is distinguished from probable or certain fact?
4. Logic. Is the document developed logically, and is it free from fallacies? Does it avoid ambiguous and shifting terms, reasoning from analogy, reasoning from silence, begging the question and all forms of irrational evidence?
5. Literary Style. Is it written in language that is accurate, suited to the theme, interesting and cultured?
6. Length. Normally 100-125 pages of text (excluding appendices if any). There is no virtue in "padding." Quotations from secondary sources should be kept to a minimum, and all extraneous and repetitious matter should be rigorously excluded.
7. Clarity. Can the reader understand exactly what the writer has done and said?
8. Creativity. While the project document is not required to be a new contribution to knowledge, it should show imagination in the various steps of selecting and defining the subject, assembling the material for the body of the report and drawing conclusions. Such things as a fresh approach to the subject, new interpretation of data, raising questions that arise in the course of the study, and suggestions for further investigation add to the value.
9. Theological Integrity. Has the author accurately and thoughtfully engaged the Scriptures and the theological tradition of the church (either historical or contemporary)?
10. Integration. Theology and Practice of ministry must be clearly integrated. Theological insights should inform ministerial approach and practice. The reader should be able to perceive this integration.

VI. Style

1. General layout, format, and style

- a. Leave a one and one-half inch margin at the left on each page and at least three quarters of an inch on the other three sides. The same margins apply to charts, graphs, tables, and maps. Use a five-to-ten space indentation for paragraphing.
- b. Double space the body of the manuscript. Single space long indented quotations, footnotes, and similar special material.
- c. The Title Page should follow the template included in the Appendices.
- d. The project document should otherwise follow the standard style-manual: Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations (Chicago: Univ. Chicago Press, 7th ed., 2007)-- or the latest edition thereof. A section on grammar, punctuation, style, etc., is included in most standard dictionaries and generally conform to Turabian. (See especially Webster's New Universal Unabridged Dictionary, 2003; The Random House Webster's Unabridged Dictionary 2nd. Edition, N.Y. Random House, 2005.) For style and rhetoric, see William Strunk and E.B. White, Elements of Style. 4th edition. Boston: Allyn and Bacon, 2000 or, William Strunk, E.B. White, and M. Kalman, The Elements of Style Illustrated, 2007.

2. Citation of sources

Generally, there are two acceptable ways of proceeding:

- a. The first is quite traditional and utilizes footnotes or endnotes with a bibliography. See Turabian, particularly chapters 8, 9, 10, and 11. An example of a footnote in the first style:

Rebecca Smith, *Lifelong Education: Reflections of a Teacher* (Philadelphia: Bell Press, 2009), 54.

In this style, the bibliographic citation would be:

Smith, Rebecca. *Lifelong Education: Reflections of a Teacher*. Philadelphia: Bell Press, 2009.

- b. The second style is more contemporary and utilizes parenthetical references and a reference list. See Turabian, particularly chapters 8, 10 and 11. An example of a parenthetical reference, right in the text itself in this style, would be:
(Smith 2009, 54)

In this style the reference list at the end of the manuscript would take this form:

Smith, Rebecca. 2009. *Lifelong Education: Reflections of a Teacher*. Philadelphia: Bell Press.

Titles may be in italics or underlined.

(The student may choose the style but, having chosen, must be consistent in its use.)

3. Bibliography/reference list

The bibliography or reference list at the end should include all (but only) the books and articles that have been used by the writer in preparing the project document. If the project is dependent on a major author, the bibliography may be divided into two sections, one for the primary (the major author's) works, the other for the secondary works. Most projects will not require this distinction in the bibliography. If there are any important works on the subject which were not available to the writer, they may be listed separately and the fact that they were not consulted should be mentioned.

Every item in the bibliography or reference list should contain the following information: (a) the full name of the author or editor; (b) the exact title of the work as it appears on the title page; (c) the name of the translator, if there is one; and, (d) the place, publisher, and date of publication.

The order of these items will vary according to the choice between bibliography and reference list for citations.

Bibliographic citations for electronic media should include: author's last name, author's first name, article title (in quotation marks), title of complete work, name of site, date, URL address or location, and date of your visit to the site. It might look like this:

Thomas Paine, *Rights of Man: Being an Answer to Mr. Burke's Attack on the French Revolution, Part 1*, ed. Moncure Daniel Conway, (London: G.P. Putnam, 1894), Google Books, <http://books.google.com/books?id=GrYBAAAAYAAJ> (accessed November 16, 2009).

Thomas Paine, *Common Sense, Rights of Man and Other Essential Writings of Thomas Paine* (New York: Signet Classics, 2007), Kindle edition.

4. The Font should be Times New Roman, 12 pt throughout the project, and 10 pt for footnotes.
5. Pages should be numbered with a centered page number at the bottom. The title page is not numbered, nor is the table of contents if it is a single page. If the table of contents is more than one page, number in small Roman numerals (i, ii, iii... etc.).
6. Do not justify the right margin. Only the left margin should be justified.
7. Use spell-check and grammar-check programs to ensure accuracy.
8. Boldface and italics should be used rarely and are not necessary. Boldface may be used in headings only. Italics are to be used only for foreign words, book titles, and journal titles. Alternatively, book titles may be underlined without italics.
9. To emphasize words or phrases within the text, underline the word or phrase. Do not italicize. Do not use boldface. Do not use all capitals.
10. This is an objective piece of research. If possible, construct your sentences to avoid references to yourself or use such references very sparingly. Consult your Advisor if you needed to make an exception to this rule (e.g. in the use of case studies). Or, you may refer to yourself in the third person (e.g.: The author subscribes to the theory that...)
11. Should the confidentiality of persons or groups need protection, you may change the names and say so early in the text, or, refer to "Mr. A" and "Ms. B".
12. The student is responsible for obtaining written permission to include any materials, artwork, maps, music, etc. from published sources, or verbal material from interviews, questionnaires, surveys, sermons, etc. cited in the project. The Advisor will help in deciding when permissions are necessary. The student is responsible for paying for any permission fees that may be incurred. As the author of the manuscript, you will be asked to certify that any previously copyrighted material used in your work, beyond "fair use," is with the written permission of the copyright owner. Please refer to *Copyright Law and Graduate Research: New Media, New Rights and Your New Dissertation* by Dr. Kenneth Crews. This booklet is available at no charge from UMI. Visit the website at www.umi.com/go/copyrightlaw for the latest digital version.

APPENDIX A

THE COVER PAGE

The sample is printed on the page following.

The cover page must conform exactly to the example which is printed on the first page following. Notice the margins required, the use of upper and lower case, the spacing, and the date (month and year of commencement, e.g. May, 2009).

APPENDIX B

PROJECT REGISTRATION FORM

The form is printed on the second page following. Use this form in submitting the project proposal. See section IV.C.2 above for details.

APPENDIX C

APPLICATION TO GRADUATE

(Must be filed by January 3 of the year in which the student intends to graduate.)

APPENDIX D

RELEASE FORM

[Library Circulation]

APPENDIX E

RIM Release form is printed on the fourth page following. Complete and mail the form directly to RIM for inclusion. Address: RIM, ATLA Religion Indexes, 300 S. Wacker Dr., Suite 2100, Chicago, IL 60606-6701

APPENDIX F

DMIN LEARNING CONTRACT

(TITLE HERE IN CAPS)

A PROJECT SUBMITTED BY

(Your Name)

TO THE FACULTY OF

THE LUTHERAN THEOLOGICAL SEMINARY AT PHILADELPHIA

in partial fulfillment of the requirements for the

degree of

DOCTOR OF MINISTRY

(date: use month and year only)

The Lutheran Theological Seminary at Philadelphia

PROJECT REGISTRATION FORM

for the degree of
Doctor of Ministry (DMin)
[SUBMISSION OF PROJECT PROPOSAL]

Submit this form to your project Advisor along with one copy of the project proposal.

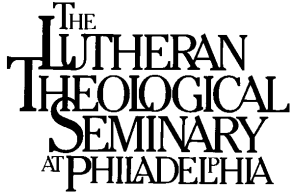
STUDENT NAME: _____
 [Last] [First] [Initial]

ADVISOR: _____

TENTATIVE PROJECT TITLE:

IF THE PROPOSAL IS APPROVED	
Advisor, please sign and date here to indicate approval and status of the title, and forward this form to the Graduate Studies Office:	
_____	_____
[signature]	[date]
The tentative title listed above	
____ stands as presented.	
____ has been amended to read as follows:	

IF THE PROPOSAL IS NOT APPROVED	
Advisor, please return this form and one copy of the proposal to the student with guidance concerning suggested revisions. This same form or a replacement will then be returned to you with a revised proposal. Upon approval, the use of the box above applies.	




Application to Graduate Statement of Completion of Studies


Please complete this form and return it to the Registrar's Office by January 3 of the year in which you hope to graduate. Use this form if you are—or might end up—in either of the following categories:

- you hope to **complete degree requirements** for graduation by no later than the end of the Spring Semester
- you are completing a special program this year (e.g., Lutheran Year, or specialized certificate), **will not be taking further classes at LTSP**, and wish to receive an Advanced Graduate Certificate from LTSP

If you have any reason to believe you may graduate, you must complete and return this form by January 3. Submit even if you are not SURE your program here will be ending.


 ___ I hope/plan to complete requirements to receive a degree / certificate (circle one) in May of _____ (year). I understand that the appropriate graduation fee (see fee schedule for academic year) will be assessed to my account in the Spring Semester of that year. I understand that the graduation fee will be credited back to me if I fail to graduate.

Students are expected to attend Commencement. For purposes of ordering your graduation gown, please provide the following information:

 Height (feet and inches): _____ *Approximate weight in pounds:* _____


Please note below the EXACT way you wish your name to appear on the diploma.

- **Print** legibly!!!
- Use **upper and lower case** letters as appropriate: e.g., von Beethoven, Von Beethoven
- Show all **spaces** and **accent/punctuation marks** clearly: e.g., MacFarland, Mac Farland; Renee, René; Moeller, Möller.
- Do **NOT** show titles (e.g., Dr., Sr., The Rev.).
- **DO** show name **suffixes** (e.g., Jr., Sr., III) with precise punctuation.
- If your name is of a culture in which name order does not put family names last, **make sure your name is in the precise order** in which **you** want it to appear.

 **YOUR NAME**
EXACTLY as it will appear on your diploma (**see above**): _____

Award expected:

- | | |
|--------------------------------|-----------------------------------|
| ___ Master of Divinity | ___ Doctor of Ministry |
| ___ Master of Arts in Religion | ___ Master of Sacred Theology |
| ___ Certificate of Study | ___ Doctor of Theology |
| | ___ Advanced Graduate Certificate |

 _____
Your signature _____ **Date submitted**

**Return this form to the Registrar's Office by January 3 of the year in which you hope to graduate.
Form may be faxed to 215-248-4577.
REFER TO GRADUATION CHECK LIST TO BE SURE YOU DO ALL YOU NEED TO GRADUATE**

RELEASE FORM

[Library Circulation]

An unpublished manuscript is protected under U.S. Copyright Law against unauthorized use and thereby illegally gotten gain. Should there be interest in "publishing" your scholarship by printing, multiple photocopies, or microfilming, it will remain the responsibility of the party publishing to obtain your permission and make any other necessary arrangements.

However, for the sake of sharing your scholarship, this Seminary wishes to make available for library circulation one copy of your project document. In order that you know this to be the situation we request that you sign the release printed on the third page following, and file that release with the final archival copies of the project document.

[Please print your name and the document title.]

AUTHOR: _____

DOCUMENT TITLE: _____

By my signature below I attest that I understand (1) that a paper copy of my DMin project will be placed in the circulating collection of the Krauth Memorial Library and (2) that a digitized copy will be placed in the Eastern Cluster Scriptorium on the seminary's server for the purpose of sharing this scholarship with interested readers on the world wide web. I understand that, other than the photocopying of small portions for scholarly study by individuals, any copying by photocopy or microfilm, or any other publication of my work, is not be undertaken unless I have first given written permission. This release is not to be construed as waiving my rights to the copyright protection of this work under the provision for unpublished manuscripts or any other provision of copyright law.

[Signature]

[Date]

Research in Ministry (RIM[®]) Submission Form Control No. _____
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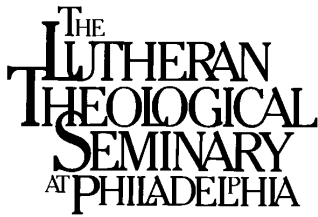
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