



**THE LUTHERAN THEOLOGICAL SEMINARY
at PHILADELPHIA**

**DOCTOR OF MINISTRY MANUAL
POLICIES AND PROCEDURES**

Revised 2013

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

The Commission on Accrediting

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THE DMIN PROGRAM

The Doctor of Ministry (DMin) is an advanced professional degree that is designed to enhance the practice of ministry. Admission requires the completion of a Master of Divinity degree or its educational equivalent,¹ at least three years of experience in ministry subsequent to the first theological degree,² and evidence of capacity for an advanced level of competence and reflection. Qualified applicants may be pastors, ministers, chaplains, directors of ministries, members of religious orders in formally recognized ministry settings, either parish or non-parish.

The program of studies takes place "in-ministry," that is, in the course of the practice of ministry rather than as a "post graduate" academic program of advanced studies in residence at a theological school. Thus, this program is an advanced level professional degree and 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.

Authorization to confer the Doctor of Ministry degree at the Lutheran Theological Seminary at Philadelphia (LTSP) is granted by the Commonwealth of Pennsylvania Department of Higher Education. Periodic evaluation and accreditation is undertaken by the Association of Theological Schools and the Middle States Association of Colleges and Secondary Schools.

The DMin program functions under the direction of the Graduate Studies Committee. 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) approval of learning goals, (3) admission to candidacy, (4) appointment of advisors and supervisory committees, and (5) final evaluation of candidate's work and recommendation to Board of Trustees for the conferral of the degree.

This Manual describes policies and procedures currently in effect in the Doctor of Ministry program sponsored by The Lutheran Theological Seminary at Philadelphia. 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> and the <i>LTSP Student Handbook</i> for all other seminary policies and procedures.

¹ According to ATS Standards, "MDiv equivalency is defined as 72 graduate semester hours or comparable graduate credits in other systems that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master's degree and significant ministerial leadership" (E4.1).

² In certain circumstances applicants without the requisite three years of ministry experience at the time of admission may be admitted (E4.3). Please check with the Graduate Studies Office regarding this policy.

BRIEF HISTORY

The DMin program at LTSP 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.

While at first students were primarily Lutheran students, the program now represents a variety of 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 2012.

EASTERN CLUSTER OF LUTHERAN SEMINARIES

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 the Lutheran Theological Southern Seminary – Lenoir Rhyne University (LTSS-LRU) and the Lutheran Theological Seminary at Gettysburg (LTSG) are encouraged to enroll in the LTSP degree, and in which students may take four courses from LTSS-LRU or LTSG and transfer them to LTSP. Faculty members at LTSS-LRU or LTSG may also mentor students. In addition, while DMin degrees will be awarded only at the LTSP commencement ceremony, students who have a close connection with LTSS-LRU or LTSG are encouraged to work with their committee to see in what way their achievement may also be acknowledged by LTSS-LRU or LTSG.

PROGAM GOALS

As a professional degree, the general purpose of the LTSP DMin program is to provide ministers greater competence and effectiveness on the practice of ministry for which thorough biblical, historical, theological understanding and functional theory are of prime importance.

Based on the LTSP Mission Statement and ATS DMin Standards,³ LTSP DMin candidates are assessed with respect to the following four program goals:

1. To formulate a comprehensive and critical understandings of theological disciplines in the context of the practice of ministry in which theory and practice inform and enhance each other (ATS 2);
2. To develop mature and effective skills and competencies in relation to the disciplines of the chosen Focus Area (ATS 1 & 3);
3. To Foster sensitivities and mature leadership in response to diverse contexts in light of the student's spiritual, denominational, professional values (ATS 5 & 6);
4. To contribute to the understanding and practice of ministry through the completion of a doctoral-level project in ministry (ATS 4).

³ The LTSP DMin Goals align with the following ATS DMin Program Standards (E.2.1):

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;
5. To foster spiritual, professional and vocational competencies that enable witness to a maturing commitment to appropriate religio-moral values for faith and life;
6. To engage diverse cultural, religious, and linguistic contexts of ministry.

STUDENT LEARNING ASSESSMENT

LTSP is committed to providing opportunities to assess the effectiveness of its teaching and student learning. Student learning in the DMin Program will be measured against the LTSP Mission Statement, the DMin Program Goals and the Learning Outcomes at four points throughout the program (MSCHE 14):

- 1 Development of Student Learning Goals normally undertaken at the DMin Colloquium I;
- 2 A Student Candidacy Review undertaken with the Advisor;
- 3 A Project in Ministry Review undertaken with the Supervisory Committee;
- 4 A student final self-evaluation undertaken after successful submission of the Archival Copies of the Project in Ministry.

All of these items will be kept in the student's official file. Upon graduation, these documents shall be utilized for the annual program assessment.

DMIN PROGRAM ASSESSMENT

At the end of each academic year, the Director of Graduate Studies, in partnership with the Director of Institutional Assessment, will utilize the following data (which includes both direct and indirect evaluation) for the purpose of assessing the effectiveness of the DMin Program based upon the stated LTSP Doctor of Ministry Program Purpose and Goals (ATS E.1.4; MSCHE 11)

1. DMin Intake Questionnaires
2. DMin student final self-evaluations
3. DMin Student Learning Goals
4. Course assessments
5. Student Candidacy Review Evaluations
6. Project in Ministry Review Evaluations

A report will be made to the Faculty to suggest any necessary adjustments, corrections or additions related to courses offerings, pedagogy, methodology, advising, evaluation procedures, as well as institutional and student services.

LTSP MISSION STATEMENT AND PROGRAM LEARNING OUTCOMES⁴

With the above program goals in mind, LTSP expects that graduates of the DMin program will have the following Learning Outcomes, which are based upon the LTSP Mission Statement:

Centered in the Gospel of Jesus Christ, The Lutheran Theological Seminary at Philadelphia seeks to educate and form public leaders who are committed to developing and nurturing individual believers and communities of faith for engagement in the world.

1 *Centered in the Gospel of Jesus Christ*

- 1.1 Demonstrate an advanced level knowledge of biblical, historic and theological disciplines
- 1.2 Demonstrate an advanced understanding of the nature and purpose of ministry through study of a particular ministerial discipline/focus
- 1.3 Demonstrate the ability to articulate the faith that is appropriate to a particular ministerial context

2 *Educating and Forming*

- 2.1 Demonstrate the ability to integrate theory and practice within ministry
- 2.2 Demonstrate appropriate research skills for pastoral analysis of ministerial context
- 2.3 Demonstrate competence of particular ministerial skills (through a written Project in Ministry)

3 *Developing and nurturing individual believers and communities of faith*

- 3.1 Demonstrate the ability to teach and preach the faith in a particular ministerial context
- 3.2 Demonstrate sensitivities and mature leadership to nurture individual faith gifts and graces and healthy communities (congregations, agencies) in public life
- 3.3 Demonstrate mature personal, ethical and professional reflection, growth and conduct

4 *Engaging the world*

- 4.1 Demonstrate ability to engage with public issues in light of the common good
- 4.2 Demonstrate awareness and sensitivities to diverse cultural contexts of ministry
- 4.3 Demonstrate an ability to integrate global, cross-cultural, ecumenical and interfaith realities

⁴ ATS E.1.3; MSCHE 11.

ADMISSION

The Doctor of Ministry (DMin) is an advanced professional degree that is designed to enhance the practice of ministry. Admission requires

1. The completion of the first professional or theology degree—MDiv, or its educational equivalent—at a fully accredited graduate school;⁵
2. Normally, graduation with a grade-point average of 3.0 (B) or better in the first theological degree;
3. A minimum of three years of experience in the professional ministry of the church following receipt of the MDiv degree (or its educational equivalent),⁶
4. Normally, the completion of a Bachelors degree or its equivalent from a fully accredited college or university.

Qualified applicants may be pastors, ministers, chaplains, directors of ministries or members of religious orders within formally recognized ministry settings, parish or non-parish.

Admission is on a “rolling admissions” basis. Applicants may apply at <http://ltsp.edu/application-advanced-level-degrees>. Upon receipt of the electronic application an active file will be opened. Once the file is completed, the Admissions Committee will review the file and make a decision.

Requirements for the admission file will include submission of previous transcripts, references, and a statement of ministry, plus an application fee.

Upon acceptance, the applicant will receive notice via email and a commitment form. Successful applicants will have 30 days to return the commitment form. Following this, students will receive a “Welcome letter,” and be assigned an Advisor and informed of the dates, location, format and costs of Colloquium I, which is the first formal session of studies for many candidates. (Colloquium I will normally be held in June. Applicants 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.)

ENGLISH LANGUAGE TESTS

Those applicants whose original language is not English and/or whose previous instruction is not in English must take the Test of English as a Foreign Language (TOEFL), including the Test of Written English (TWE), administered by the Educational Testing Service (<http://www.ets.org/toefl>). The student should also submit a letter of recommendation 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.

⁵ According to ATS Standards, “MDiv equivalency is defined as 72 graduate semester hours or comparable graduate credits in other systems that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master’s degree and significant ministerial leadership” (E4.1).

⁶ In certain circumstances applicants without the requisite three years of ministry experience at the time of admission may be admitted (E4.3). Please check with the Graduate Studies Office regarding this policy.

THE DMIN PROGRAM: AN OVERVIEW

The DMin program has four chief components:

- (1) The Colloquia, (2) Supervised Instruction, (3) Student Learning Assessment, and (3) an independent Project in Ministry.

1) The Colloquia:

Colloquium I is a four-day residential program held in the month of June. Lectures, seminars, tutorials, and workshops by a variety of Faculty and Staff help introduce prospective candidates to the academic expectations of the program. Primary attention is given to the development of Student Learning Goals and meeting Degree Candidacy Assessment. (See **Student Candidacy Review**.)

Colloquium II is a four-day residential program held in the month of June that focuses on the development of the proposal for the Project in Ministry. Detailed attention is given to developing a methodology for the proposal and carrying out the project.

Those students who have completed *Research Methods* as part of the STM program may petition for recognition of that course as fulfilling the Colloquium 2 requirement. If the petition is granted--decisions will be made case by case--the student will register and pay for DMin Colloquium 2 at the time it is next offered but will not be required to attend the course.

- 2) Supervised Instruction:** In addition to the Colloquia, students in the DMin program complete the equivalent of eight course units. A course unit means one full course (3 or more credit hours). The specific nature and scope of these courses are designated in the initial Student Learning Goals 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. These courses may be in the Fall, January, Spring, and/or Summer terms.

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-LRU (see **Course Transfer Policy**). 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.

It is recommended that students register for the course *DMin Collegial Seminar* within the first four courses. This course utilizes a case study approach to the students' own contexts of ministry, where faculty and peer reflection/theological analysis are central. In addition, students are encouraged to consider a *Graduate Independent Study* (usually with their Advisor) on their focus area to assist in their Project in Ministry.

After the first four courses and before submission of the Project in Ministry Proposal, students are required to undertake the **Student Candidacy Review** with their advisor. The Review is based upon the Student Learning Goals set by the student and the completed courses. The successful completion of the Candidacy Review removes the "provisional" nature of acceptance into the program. (See **Student Candidacy Review**.)

- 3) Student Learning Assessment:** Students will be assessed against the four-fold program goals of the LTSP DMin Program, the Student Learning Goals developed by the student at the Colloquium I, course grades, the Student Candidacy Review, the Project in Ministry Review, and a student self-evaluation undertaken after successful submission of the Project in Ministry archival copies.

4) **Project in Ministry:** Candidates select an issue or task related to their ministries for intensive research and study. A tentative Focus for such study is implied in the development of the Student Learning Goals. The topic and method of the study is revised and refined, with Advisor approval, at various stages in the candidate's progress toward the degree, including during Colloquia II. 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. The final Project in Ministry Review is the final evaluation of the DMin Student Learning Assessment.

The candidate will be required to submit the official **Doctor of Ministry Project Proposal** to the Advisor before the project can be completed and submitted.

A student expecting to graduate in a particular year needs to submit 3 copies of the final draft of the project document to the Graduate Studies Office by no later than February 1, prior to the expected May graduation. However, students may submit their Project in Ministry for review at any time of the year, providing their Advisor has agreed that the Project is ready for review. (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. Under specific circumstances, students may petition for a leave of absence (for two years maximum, renewed annually), or for an extension to their program after the sixth year. Such petitions must be submitted in writing to the Director of Graduate Studies. In no case will extensions be granted beyond ten years from the onset of studies.

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, one Independent Study in the chosen focus area of ministry, as well as the final Project in Ministry. The Focus should be designated at Colloquium I and indicated in the **Student Learning Goals**. It is expected that under these broad categories that students would develop specific areas in which they undertake advanced study and research.

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

In addition to the Focus courses, normally the other electives would include one course in Bible, one course in Theology, one course in Preaching, Spirituality or Christian Education, and the Collegial Seminar.

A Suggested Course Load for the DMin Program might be:

- Focus Course #1
- Focus Course #2
- Independent Study on Focus Topic (to be taken near the end of the course work, before the submission of the Project in Ministry Proposal)
- Bible Course
- Theology Course
- Preaching Course, Spirituality or Christian Education Course
- Collegial Seminar (or other Practical Area Course)
- Elective

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

DMIN FOLLOWED DIRECTLY BY STM

Students who know from the beginning or early in their program that they want to do both a DMin and an 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 may only be registered for one degree at a time and not concurrently, nevertheless guidance can be given that will help in planning the second degree while working on the first (so that the student can take advantage of the 6-year limit on each degree.)
2. Students may begin the second advanced level Academic degree (STM) as soon as all course requirements are met for the first advanced level Professional degree (DMin), 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 electronic application (including 2 new academic and 1 ecclesiastical references). It is important that the student's "statement of purpose" articulate why he/she wishes to pursue the second advanced degree. The application fee is normally waived.
4. Up to three courses of a conferred DMin degree from LTSP may be applied to the STM. In such cases, the student will then be permitted to transfer to the STM no more than one additional course from an Eastern Cluster seminary. No transfer credits from non-Cluster schools will be accepted. That is, a student who earns a DMin from LTSP and is subsequently admitted to the STM program will need to complete five additional courses plus thesis (thesis track) or seven additional courses plus oral exam (non-thesis track) at LTSP, with the exception that one of the remaining courses may be taken at a Cluster seminary.
5. 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 choose 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. The AGC may be appropriate for Military Chaplains who require certification in specialized fields of study.

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. AGC students may designate their area of Focus if they wish to receive recognition for a particular Specialization.

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 or a Master of Arts in Religion degree or equivalent 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 Focus. 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 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.

4. AGC/DMin students may take STM/DMin courses. They are not permitted to take PhD seminars or PhD/STM courses.
5. Students who first do the AGC and then the DMin will have a total of six years to complete each program, as each program is done sequentially.
6. Up to three courses toward the AGC may be transferred from other courses taken at an Eastern Cluster Seminaries. 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 previously will not be applied to the certificate.

DMIN MILITARY CHAPLAINCY OPTIONS

LTSP is a recognized DMin site for the U.S. Armed Forces, and has a Memorandum of Agreement with the Department of Defense and participates in the DoD Tuition Assistance Program. 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 online at: <http://ltsp.edu/DMin-Chaplains>.

Military Chaplains may receive the AGC for certification in particular specializations.

THE ADVISOR AND SUPERVISORY COMMITTEE

Purpose and Composition

Guidance of the DMin student in his or her entire program of studies rests with an Advisor.

The Director of Graduate Studies shall nominate to the faculty the proposed faculty Advisor in consultation with the DMin student 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.

After the Student Candidacy Review and in preparation for the Project in Ministry, the faculty then appoints a supervisory committee of the Advisor and at least two other persons, normally another faculty member and a non-academic practitioner who has demonstrated a special competence in the candidate's proposed area of 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.

Functions of the Advisor

1. The Advisor assists the student in developing his/her **Student Learning Goals**.
2. The Advisor should monitor the student's progress and hold a Student Candidacy Review following the completion of the first four courses and before submission of the Project in Ministry Proposal. (See **Student Candidacy Review**.)
3. In preparation for the Student Candidacy Review there will be an on-site visit, normally by the Advisor (or representative), to observe, support and evaluate the prospective candidate and his/her ability to integrate theological theory with professional activities and practice. 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 with the Graduate Studies Office as part of their Student Candidacy Review. (See **On-Site Visit** under **Student Candidacy Review**.)
4. 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 satisfactory completion of the Student Candidacy Review. In preparation for candidacy, the Advisor should review and evaluate the student's performance (e.g., in colloquia, course work, and professional practice) with respect to the Student Learning Goals.

<p>NOTE: At the time of the Student Candidacy Review, the faculty may require further "remedial" work in one or more field/s through additional papers or the successful completion of another on-site visit. Ordinarily, such work will carry no credit. Additional papers might also be done within a for credit course. In such cases, the course/s will appear on the student's transcript, and may count toward the DMin or AGC.</p>

5. Credit may be granted for academic work completed previously at another accredited institution, if not counted toward an earned degree (see **Course Transfer Policy**). Advanced Standing may be granted for structured study that did not earn academic credit (such as Continuing Education), if suitably documented (see **Criteria for Granting Advanced Standing**). The maximum credit awarded for Advanced Standing is two units. The maximum number of units awarded for Advanced Standing and transfer credits together may not exceed three (except that

one additional transfer credit may be accepted from a Cluster seminary). Recommendations regarding Advanced Standing should be proposed to the advisor, which are then presented to the Director of Graduate Studies. The recommendation is then put forward to the faculty for action. (See **Criteria for Granting Advanced Standing.**)

<p>NOTE: The total of Advanced Standing <u>and</u> transfer credits (other than those of the Eastern Cluster) may not together exceed three units.</p>

6. Near the completion of his/her coursework, the student should arrange with the Advisor to undertake an Independent Study on the Focus Area that will serve as the basis for research for the Project in Ministry. Initiative for consultation will always rest with the candidate.
7. The Advisor will guide the student to develop the Project in Ministry Proposal and Review Copy (See **Guide to the Preparation of the Project**). Initiative for consultation will always rest with the candidate. In general, students are well-advised to submit a proposal at least one year in advance of the expected date of graduation. Students should not expect to complete a Project in Ministry Proposal, Review and Defense within one academic year.
8. If an Advisor or 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.
9. The Review Copies of the Project in Ministry must be submitted to the Graduate Studies Office 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, normally between February 1 and mid-March when the faculty meets to make recommendations to the Board of Trustees for the awarding of the degree in any given year. (Contact the Director of Graduate Studies for the date in any given year.) 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.

NON-CREDIT REQUIREMENTS THE COLLOQUIA

Colloquium I is a four-day pass/fail residential program held in the month of June. Lectures, seminars, tutorials, and workshops by a variety of Faculty and Staff help introduce prospective candidates to the academic expectations of the program. Primary attention is given to the development of Student Learning Goals and meeting Degree Candidacy Assessment. (See **Student Candidacy Review**.)

This colloquium has several general and specific objectives. In general, the colloquium experience seeks:

1. To introduce students to the goals and expected Learning Outcomes of the DMin program, the Student's Learning Goals, course selection, and policies (2.1)*;
2. To provide an overview of the opportunities and expectations for advanced Graduate Theological research (2.2);
3. To review expectations and opportunities of Biblical Studies in advanced graduate theological education in relation to ministry (1.1);
4. To review expectations and opportunities of Theological Studies in advanced graduate theological education in relation to ministry (1.1);
5. To provide opportunities for peer interaction and learning (3.3; 4.2).

More specifically, the colloquium experience seeks:

1. To help students develop a sense of collegiality such that they become capable of engaging in both peer support and mutual criticism;
2. 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;
3. To reflect upon critical reflection of one's ministerial skills and competencies;
4. To relate to ministry the current issues in pertinent theological and biblical studies;
5. To begin the process of clarifying a focus for theological reflection and developing resources for continuing theological reflection on aspects of the practice of ministry;
6. To help students in developing individualized **Student Learning Goals**. This shall include proposals for the first academic year of supervised instruction and a possible topic for a future project in ministry to be evaluated at the Student Candidacy Review.

Colloquium II is a four-day residential pass/fail program held in the month of June that focuses on the development of the proposal for the Project in Ministry. Detailed attention is given to developing a methodology for the proposal and carrying out the project.

This colloquium seeks:

1. To introduce DMin candidates to the process of developing the DMin Project in Ministry (1.2; 2.3)*;
2. To review research models and methods appropriate to DMin Projects and to relate research methods to their own plans for research (2.1; 2.2);
3. To provide continued opportunities for peer interaction and learning (3.3; 4.2).

*(Numbers correlate to the DMin Learning Outcomes.)

THE STUDENT LEARNING GOALS

(An official electronic copy should be downloaded from <http://ltsp.edu/DMin>, signed and submitted to the Graduate Studies Office.)

The Student Learning Goals will be initially developed at the Colloquium I. It will be a unique document specifying the student's own goals and expectations and designating the kinds of courses that will move the student toward those goals and objectives. Individual programs will vary according to specific needs and competencies, projects of study, the context of the candidate's ministry, and the educational resources available to the candidate. Students will be assessed against their own learning goals at the **Student Candidacy Review**.

The **Student Learning Goals** document has two components: (Section 1) A student narrative based upon the LTSP DMin Program Goal, and (Section 2) an initial program audit of the student's proposed coursework and completion of requirements.

1. The student narrative should address the following questions, which are based upon the LTSP DMin Program Goals:

In what ways do you expect to integrate theological disciplines in the context of the practice of ministry that combines both theory and practice? (LTSP DMin Program Goal 1).

What particular skills and competencies do you hope to develop within your chosen Focus Area? (LTSP DMin Program Goal 2).

In what ways do you expect to be challenged as a Public leader in light of your own spiritual, denominational, and professional values? (LTSP DMin Program Goal 3).

2. The initial program audit of the student's proposed coursework and completion of the following requirements:
 - Colloquium I, Colloquium II
 - Eight course units
 - On-Site Visit
 - Student Candidacy Review
 - Project in Ministry Proposal
 - Project in Ministry Review
 - Graduation

Submission of Student Learning Goals

1. The student narrative of the Learning Goals is to be completed soon after the end of Colloquium I. The student will submit the Learning Goals to the Director of Graduate Studies for inclusion in the student's dossier, and it will be shared with the Advisor.
2. The program audit portion may be revised at the initiative of the candidate or Advisor. 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. The candidate bears responsibility for insuring that his or her dossier is on file in the Graduate Studies Office is current at all times.
3. The complete **Student Learning Goals** document will serve as the basis of the Student Candidacy Review and the Student Learning Assessment of the program.

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, competencies and skills and is a requirement for the **Student Candidacy Review**.

1. 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 of the visit. When the visitor has been determined, the prospective candidate should take the initiative in arranging for the visit.
2. The visit should be made at the student's regular ministry setting. For parish pastors this would normally be on a Sunday and include a worship service. If necessary, the visit can be on a weekday when private conferences, attendance at group sessions, and/or interviews with congregational members may be arranged.
3. The visit should take the following form:
 - Observe worship/program/clinical/educational/fellowship activities.
 - Meet with a Parish Advisory Committee, Mutual Ministry Committee, Supervisory committee, or other "ad hoc" group of members.
 - Speak with members of the ministry setting.
3. The evaluation criteria, including areas of weakness and growth, should be mutually understood by the Advisor (or representative making the visit) and the prospective candidate from the outset of the visitation program. The Focus Area of the Project in Ministry should have priority. Suggested areas of mutual concern might well be:
 - a. Preaching, teaching and leadership in worship or public leadership in society. Is the student a good communicator? Is the sermon or presentation exegetically accurate and theologically coherent? Does the minister conduct their ministry with effective and mature leadership skills 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 the ministry authoritative or collegial, flexible or rigid? Is the minister able to delegate responsibility and work with colleagues? Is there evidence of participation in the life of the synod, diocese, denomination, or secular community?
 - d. Professional identity. Is the minister self-assured, confident, or insecure in their leadership role? Is the minister defensive, or open to discussion and learning? Does the minister seem to have an understanding of appropriate social boundaries?
 - e. Professional development. Is the minister able to set goals and establish priorities? Is the minister self-disciplined? Is the minister committed to ongoing theological and professional reflection?
4. After the visit, the Advisor (or other visitor) will prepare a written report on the visit. The report is to be shared with the prospective candidate and sent to the Director of Graduate Studies for filing in the student's dossier.

5. Following the **Student Candidacy Review**, if the Advisor deems advisable, he/she may recommend to the faculty that additional on-site visits may be made according to a schedule negotiated between the student and the Advisor in the light of individual needs. Any additional visits will be guided by previous evaluations which are a part of the student's review.

An official electronic copy of the On-Site Visit form should be downloaded from <http://tsp.edu/DMin>, signed and submitted to the Graduate Studies Office.)

STUDENT CANDIDACY REVIEW

(An official electronic copy should be downloaded from <http://ltsp.edu/DMin>, signed and submitted to the Graduate Studies Office.)

NOTE: As of the June Colloquium I 2013, the LTSP DMin Program moved from a Candidacy Portfolio System of Candidacy evaluation to The Student Candidacy Review. The Student Candidacy Review aims to integrate the Mission Statement of LTSP, the stated Goals and Learning Outcomes of the DMin Program, with student learning.

Students matriculated into the DMin program before June 2013 will have until June 2014 to complete their Student Candidacy Portfolio (Communications Exhibit, Exegetical Paper, Theological Essay, and On-Site Visit). For directions on the Candidacy Portfolio Process see the 2012 DMin Manual, located at <http://ltsp.edu/DMin>.

Students will be assessed on their ability to demonstrate and articulate growth in the practice of ministry as set out in their own Student Learning Goals in light of the LTSP DMin Program Goals.

After successful completion of first four courses in the DMin program and before the submission of the Project in Ministry Proposal, the Advisor and student will review and assess the learning goals and outcomes with respect to the LTSP Doctor of Ministry Program, and make recommendations to the LTSP Faculty with regard to candidacy for the degree according to the following procedures:

1. Review of the Student Learning Goals, assessing the student with respect to:
 - a. the ability to integrate comprehensive and critical understandings of theological disciplines in the context of the practice of ministry in which theory and practice inform and enhance each other (DMin Program Goal 1);
 - b. the development of specific effective skills and competencies in relation to the chosen Focus Area (DMin Program Goal 2);
 - c. the commitment to developing sensitivities and mature leadership in response to diversity in light of the student's spiritual, denominational, professional values in his/her own ministerial context (DMin Program Goal 3).
2. Evaluation of course grades of the prospective candidate in at least four course units of instruction with a minimum GPA of 3.0, exclusive of transfer credit or advanced standing (indirect assessment of DMin Program Goal 1 and 2).
3. The successful completion of an On-Site visit by the advisor (or appropriately designated evaluator) to evaluate the student's performance, integration of learning, and assist the advisor in gauging the student's ministerial context.
4. In certain circumstances, the student or the Advisor may request either the Director of Graduate Studies or the Dean to sit in on the Student Candidacy Review. Both the student and the Advisor will be notified of this prior to the review.
5. The Advisor will be responsible for recommending to the Faculty the following; 1) nomination for Candidacy, 2) postponement of Candidacy, in which case a plan of action will be submitted in written form (The plan of action may include remedial work, another On-Site visit, or further courses.).

Upon receipt of an official hard copy of the **Student Candidacy Review** from the DMin Student's Advisor, the student's name will be submitted to the faculty for nomination for

Candidacy. Achievement of Candidacy will allow the candidate to submit the Project in Ministry Proposal.

COURSEWORK

A candidate should expect to enroll in eight courses of instruction at the graduate level. 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.

At least five courses of the LTSP DMin program must be 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 defined as three credit hours and include the following:

- Semester long courses (either day, evening or weekend)
- Graduate Intensives (offered in October, January and June)
- Distance Education courses
- Independent Studies
- Upgrades (from full-unit courses at the First Theological Level)

For full listing of Advanced Degree course offerings in any year, consult the LTSP catalogue on the [Registrar's Graduate Registration webpage](#) and [the Current and Upcoming Courses](#) on the 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-Lenoir Rhyne University;
2. Advanced-level courses (STM, DMin, ThD, or PhD) at other fully accredited seminaries, colleges, or universities;
3. Certified advanced CPE programs (beyond the first unit);
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. 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.)

<p>NOTE: For courses to count toward the DMin degree they may not have been used for another degree, and only courses done within ten years of completion of the degree are eligible.</p>
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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. The student is responsible for having the final grade transferred from any course taken at another institution.

SEMESTER-LONG COURSES

The Graduate School offers several semester long courses each term. These courses normally meet in one three-hour block one day a week over 14-weeks. Courses are scheduled during the morning, afternoon, evening or Saturdays. Please see the official Registrar's Bulletin of Semester [Course Schedules](#). The Advanced Level Courses open to DMin students are also open to STM students, except for the *DMin Colloquia* and the *DMin Collegial Seminar*. DMin students are not eligible for any PhD level course.

GRADUATE INTENSIVES

The Graduate School offers a number of Graduate Intensives throughout the year (October, January, June). These courses normally meet five days consecutively. Students should plan to apply for [Intensive Housing](#) on campus for the week or have suitable nearby accommodations. Requests are due one month prior to the start of your course. Room requests submitted later than this cannot be guaranteed.

Graduate Intensives include both pre-intensive week and post-intensive week requirements. Please see the particular [Intensive Course Prospecti](#) for preparations. It is a student's responsibility to follow all instructions and be fully prepared for the intensive week. On rare occasions where students attend all sessions during the Intensive Course but fail to complete the final course requirements, students may be granted a Retroactive Audit for the course. There will be no refund of tuition or other fees in such cases.

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 electronic tools and computer literacy. Please see the **Computer Literacy and Ownership** policy below.

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

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 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 complete an Independent Study form at the [Registrar's Advanced Degree Registration Webpage](#).
 - The student should follow the directions on the form and 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 involve 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 a supervisor 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 Theological 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 I.2.2].)
3. Upgraded courses may not have been used for credit towards another degree.
4. Upgrades are appropriate only in courses that are taught by faculty with a PhD, ThD or nearing the completion thereof.
5. It is the responsibility of the student to request a faculty member to provide upgrade requirements prior to taking a course; normally at least ten sources in the

bibliography and the equivalent of a 30-35 page paper. Faculty members have the right to refuse if they consider a particular course to be unsuitable for this purpose. Therefore, it is important to make the request before or at the very beginning of the course.

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 no more than seven within ten years prior to the student's admission to the advanced-level LTSP degree program. All courses expire when they are 10 year old.
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.

<p>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.</p>

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

CREDIT FOR CONFERRED DEGREES

Up to four courses of a conferred STM degree from an Eastern Cluster Seminary may count towards a DMin, provided

1. no further credit may be received for Advanced Standing, CPE, or transfer of courses from other institutions (i.e. four 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 20% exemption from the requirement of completion of three years in ministry prior to commencement of DMin studies (ATS E.4.3).

CRITERIA FOR GRANTING ADVANCED STANDING

Advanced Standing for work beyond first theological degree requirements and for carefully supervised training programs done at other institutions when no transcripts of graduate credit are presented may be granted after the completion of four courses at LTSP by the faculty 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 granted through Advanced Standing is two units.

The criteria for granting Advanced Standing include the following:

1. Coursework shall not be more than ten years old.
2. Was the coursework undertaken from a reputable educational institution, program or instructor? Some qualitative assessment of the caliber of courses should be made.
3. 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.)
4. Are the courses submitted for Advanced Standing related to the candidate's DMin Student Learning Goals?
5. Are non-academic supervised instruction experiences offered under certified auspices (or other demonstrably competent leadership)?

Limitations for granting Advanced Standing:

1. Not more than one-fourth of the total credits for the degree may be granted by Advanced Standing (ATS ES.7.4.3). Since this DMin program includes 8 course units one-fourth of the credits is to be interpreted as two course units.
2. 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 DMin 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. 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 credit hours) of Advanced Standing.
4. One unit of advanced CPE (that is, beyond a first basic unit) may be granted as an equivalence of one unit of Advanced Standing. No more than two units of advanced CPE may be granted toward Advanced Standing.

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:

1. The work shall be documented as to precise content with time parameters noted and format described;
2. The work shall have been supervised by a competent supervisor whose credentials have been provided the Seminary for filing in the candidate's dossier.
3. 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 for granting such Unusual Requests 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 will be considered by the Graduate Studies Committee prior to the Student Candidacy Review.
4. The committee makes a recommendation to the faculty concerning Advanced Standing, if any, and candidacy at the same faculty meeting.

THE PROJECT IN MINISTRY

INTRODUCTION

DMin 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 a Project demonstrating the ability to reflect analytically on a particular issue or task in ministry, 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 Learning Goals**. Students should plan to have submitted a Doctor in Ministry Project Proposal (See IV.C) at least one year in advance of the expected date of graduation.
2. Attention will be given to developing the Project in Ministry Proposal at the 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 a hypothesis 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 or underchurched;
 - 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;
 - 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 community program;

5. Each Project in Ministry topic should include some aspect of the reflective nature of the role of Public Leadership and/or Public Theology.
6. Each Project in Ministry topic should include a reflection or evaluation of the Church's biblical and theological heritage.
7. The student should negotiate, in consultation with his/her Advisor, a time schedule for the completion of the project in ministry report. It is helpful if this timetable is shared with the Graduate Studies Office.
8. Each candidate is advised to clarify and negotiate with his/her Advisor 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 theological 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.
9. Three complete review copies (the final draft) of the Project document must be submitted to the Graduate Studies Office by February 1 at the latest, in the year of expected 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.
10. 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 an oral defense (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.
11. The Advisor and supervisory Committee may recommend to the Faculty that the Candidate's name be presented to the Board "With Distinction" if the quality of the Project in Ministry justifies such a designation.

PROJECT IN MINISTRY MODELS

(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 to which the congregation is called to respond. 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.

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, will want to –

- 1) Develop a general statement of the problem as it grows out of his/her ministry;
- 2) Investigate 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." Because of the need to undertake research on human subjects candidates should consult the **Lutheran Theological Seminary at Philadelphia Protocols Regarding Human Subject in Research** below.

Although much of the project will involve research, nevertheless serious attention must be given to biblical/theological 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.⁷ 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.*"⁸ 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.
- 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

⁷ 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>.

⁸ 45 CFR 46.102.h.i, cited in AAUP.

- 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 FOR REVIEW OF RESEARCH:

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 including weighing of potential harm, use of deception if any, and steps to be taken to minimize risk and care for subjects.

THE REVIEW BOARD

An Internal Review Board (IRB) 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

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. The Graduate Studies Office distributes the copies to the Supervisory Committee. The Committee reads the document and meets with the candidate for formal discussion and final adjudication of the project. Electronic copies may be accepted by the Supervisory Committee if they desire.

III. Sequence and Calendar

The sequence of steps in Project document preparation is set forth in section 4 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. To assure completion in the time for award of the DMin degree, three complete review copies (3 copies of the final draft) of the Project document must be submitted to the Graduate Studies Office 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. Students should plan to have submitted a project proposal (IV.C) at least 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 In Detail. 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 or latest edition) 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 in Ministry 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 5).

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. This is often called a "literature review." 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.
 - h. State the procedures or method of investigation. This would be the Methodology. 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/Supervisory 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.

The Advisor will review the Proposal and may request a meeting(s) 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 Graduate Studies Office. The Graduate Studies Office will forward the original on 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.

Only after your Advisor has agreed that the Project Proposal may move forward, submit one copy of the completed proposal to the Advisor along with a Project Registration Form (APPENDIX B). There is no deadline for the Project Proposal. It is only governed by the February 1 deadline for submission of the complete review copy in the year in which the candidate hopes to graduate. In general, students are well-advised to submit a proposal **one year** in advance of the expected date of graduation.

D. Drafts

The number and nature of preliminary drafts will depend upon a combination of Advisorial 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. Follow the direction of your Advisor.

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 4. E and 6, following).

E. The Review Copy

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 6, following), except that it is submitted to the Graduate Studies Office 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. Electronic copies may be utilized if requested or agreed by the Committee.

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

1. Write so that the reader can readily gather your 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 (“literature review”);
 - 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 at the same time contribute to the progress of thought. Special care must be taken to indicate the relations of each 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 culmination of the study.
6. Remember that biblical and 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 Oral Defense of the Project will normally be no more than two hours. After the Oral Defense, the Committee may

- approve the project document as submitted, without changes;
- approve with minor typographical corrections required;
- approve with substantive revisions;
- fail.

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

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 on 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 Graduate Studies Office 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. (Upon request to the Library and payment of costs, the student may also present further copies for binding.)
4. With each copy of the project document, provide the following separate documents (same margins, but single-spaced):

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.

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.

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. 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 should be in *italics*.

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 need 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.

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, the Student Henry Database and Moodle course 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>.)

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**.) 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.

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 course 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>
--

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.

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 for the year in which the Leave of Absence is taken, 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 Moodle

Upon matriculation into the DMin Program students will be given a username and password for their LTSP email, Henry Student Database and course Moodle Site. 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>.)

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.

Seminary policy for submitting papers online:

The following policy applies to electronically submitted papers at LTSP: Each faculty member may decide whether or not to accept on-line or electronic 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.)

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.]

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.

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.

FINANCES

Charges and Fees

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 (applied regardless of whether the student attends commencements)
- Continuation Fee (for inactivity in any given academic year)
- Reinstatement Fee (if dropped from the seminary roll due inactivity)
- Extension Fee (if granted an extension of a program beyond six years)
- Project Fee (applied upon submission of the Project in Ministry Proposal)

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.

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

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.

Continuation Fees

Students will be charged a Continuation Fee following any academic year in which the student does not complete a course, a Student Candidacy Review, submit a Project in Ministry Proposal, Project in Ministry Review Copies, or hold a Project in Ministry Review. The seminary will assume that students wish to continue in the DMin Program and will automatically charge a Continuation Fee for a year in which there has been no program activity until the six year time limit has passed.

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.

Seminary Service Fees

Students will be charged a Seminary Service fee each semester, whether or not taking courses, unless they are on a Leave of Absence (See **Leave of Absence**). These minimal fees cover the cost of maintaining the student on the roll and providing student privileges: access to campus, email, library, regardless of usage.

Financial Aid During Writing Status

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.

The **Financial Aid Status During The Writing Phase Form** can be found at <http://ltsp.edu/DMin>. One signed hard copy should be turned in to the Graduate Studies Office, who will notify the Financial Aid Office.

<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>

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

RELEASE FORM

[Library Circulation]

APPENDIX D

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

THE FOLLOWING FORMS ARE AVAILABLE AT [HTTP://LTSP.EDU/DMIN](http://LTSP.EDU/DMIN)

**Student Learning Goals (Section 1 and Section 2)
On-Site Visit Form and Guidelines
Student Candidacy Review
Status During The Writing Phase Declaration
Project Panel Action Form**



1"

(TITLE HERE IN CAPS)

[7-9 *Single lines*]



3"

A PROJECT SUBMITTED BY

[6 *Single lines*]

(Your Name)



5"

TO THE FACULTY OF



2"

THE LUTHERAN THEOLOGICAL SEMINARY AT PHILADELPHIA



1.5"

in partial fulfillment of the requirements for the

degree of

[4 *Single lines*]

DOCTOR OF MINISTRY

[5 *Single lines*]

(date: use month and year only)



2"

The Lutheran Theological Seminary at Philadelphia
OFFICE OF GRADUATE STUDIES

PROJECT REGISTRATION FORM

for the degree of
Doctor of Ministry (DMin)

[To be submitted after proposal has been approved by the advisor]

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

ADVISOR: _____

TENTATIVE PROJECT TITLE:

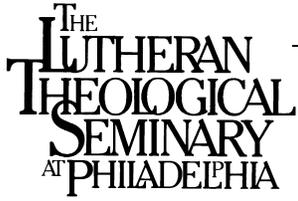
STATEMENT AND ATTACHMENTS

I attest that I have prepared a proposal for the above-stated project in conversation with my Faculty Advisor and according to the guidelines in the DMin Manual. I further attest that my Advisor fully approves of and has agreed to supervise my project as proposed.

_____ [signature]	_____ [date]
Required Attachments:	
<input type="checkbox"/> Copy of Project Proposal	
<input type="checkbox"/> Letter or email from Advisor stating approval of Project Proposal	

Return with all required attachments to the Graduate Studies Office, LTSP, 7301 Germantown Avenue, Philadelphia, PA 19119. Submit Project Registration at least one year prior to anticipated date of graduation.

The Project Registration Fee will be assessed to your student account upon receipt of this form in the Graduate Studies Office. Refer to the Schedule of Fees for the academic year of registration.



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. _____
([PDF format](#) and [online form](#))

RESEARCH IN MINISTRY: AN INDEX TO DOCTOR OF MINISTRY PROJECT REPORTS AND THESES is an abstracting and indexing service that uses author abstracts to provide a useful access tool for clergy, students, and others on practical aspects of parish ministry. If you wish to participate, please submit an abstract of the project in the space provided. Please type or print clearly.

Note: The following form must be filled out completely and the permission release signed for inclusion of your D.Min. or D.Miss. into RIM. Failure to do so may result in your D.Min./D.Miss. not being included in RIM. There is no deadline for submissions. All entries will be posted electronically soon after they are received.

Title _____

Author: _____
(Last Name) (First Name) (Middle Initial)

Degree Granting Institution: _____

Year D.Min or D.Miss was/will be Awarded: _____ Total Number of Pages: _____

Project/Thesis Director: _____

RIM ABSTRACT GUIDELINES

- 1) Be brief (100 words maximum). An abstract longer than 100 words will be edited.
- 2) State your thesis.
- 3) Describe the method of study or research.
- 4) State the result of the research or conclusion reached in the study.
- 5) Write in complete sentences, preferably in the third person active voice (e.g. The author researched; he or she studied, etc.)

Abstract:

PERMISSION RELEASE:

I, the author of the following abstract, hereby give permission to Research in Ministry (RIM): An Index to Doctor of Ministry Project Reports and Theses, to edit and publish the following abstract and to include it in all online information retrieval systems used by the American Theological Library Association, Religion Indexes. In addition, I certify that I have not assigned or granted my right to apply for a copyright, if any in the following abstract.

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