

Bexley ✠ Seabury

Seminary Federation

2022-2023

**Doctor of Ministry Program
in Congregational Development**

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Welcome

Welcome to the Doctor of Ministry in Congregational Development at Bexley Seabury Seminary Federation.

This handbook is designed to offer details and greater clarity about the program. It is a guide to the thinking and structure behind the program's foundation. It is also a prompt and resource for the degree you have chosen to engage in to deepen your capacities in life-long Christian formation, entrepreneurial leadership and a commitment to bold inquiry.

Like others in our faith communities today, and in response to the challenges of the church and the world, you have come to Bexley Seabury to respond and learn more about something that you are passionate about. The work of questioning, observation, study, research, practice and writing "beyond walls" has piqued your interest. You are now a part of this community of scholar-practitioners through the Doctor of Ministry programs.

We are glad you are part of this exciting practical ministry opportunity for learning!

Raising the Questions

Back in the 1902, Rudyard Kipling imagined that there were six partners in creativity and learning. He named them in one of the poems in *Just So Stories*. With apologies to Kipling for the changes in language made here to respond to current times, here is what he said:

***I keep six honest serving-ken
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.****

The 5 W's and 1 H are springboard to this introduction to the Doctor of Ministry in Congregational Development at Bexley Seabury Seminary Federation.

**Kipling was a man of his times. His world view was shaped by the colonial practices of the British Empire. He leaves a complicated and often problematic and controversial legacy. Nevertheless, he possessed extraordinary narrative gifts which invite us to new ways of understanding our world as demonstrated in Just So Stories.*

WHO is Bexley Seabury?

Our Mission

We educate, form and inspire the Body of Christ to blaze new pathways for prophetic and pastoral service in response to God's call.

Core Values

DIVERSE

We commit to increasing the diversity in our community to reflect the diversity in God's beloved community.

ACCESSIBLE

We minimize barriers to theological education and ministerial formation for all God's people.

COLLABORATIVE

We build partnerships to cultivate and strengthen communities in and beyond the church.

MISSION-ORIENTED

We equip all the baptized for theologically and ethically grounded leadership for the advancement of God's mission in the world.

CONTEXT-AWARE

We practice active and intentional engagement across cultures, gifts, and needs of all communities and train students to do the same.

FUTURE-FOCUSED

We move boldly, with faith and hope, into the unfolding future of the church and the world.

RELATIONAL

We foster deep and authentic relationships that connect members of our community across geographic and temporal boundaries.

WHAT are the components of the program?

Rationale and Overview

The Doctor of Ministry (DMin) is an advanced degree for practicing ministry professionals interested in deepening theological understanding and practical application of skills for ministry.

The degree integrates resources from classical and practical disciplines toward the deepening of the vocation of ministry leaders as experienced and thoughtful scholar-practitioners. This integration expands and enhances the ability of ministry leaders to analyze and conceptualize issues emerging from changing contexts. The program provides specific focus on the centrality of community

development in many forms including higher education, theological education, congregation, non-profit organizations, emerging forms of faith communities and judicatory organizations. The methodology at the foundation of practical theology is action/reflection/action. This method emphasizes knowledge combined with practice that builds upon the student's experience. This program uniquely centers on current research in community development, peer learning, skill development and the research and preparation that contributes new knowledge and integration for the practice of ministry. It also includes online learning platforms that involve synchronous and asynchronous forms of engagement, research and presentations.

WHY be engaged in a Doctor of Ministry program?

The Burning Questions

The Doctor of Ministry in Congregational Development prepares leaders for vital, dynamic and diverse communities of faith.

Our students have unparalleled opportunity to learn, stretch, challenge themselves and others and emerge at the end of the program with exceptional skills in leadership and deeper grounding for innovative and effective congregational ministry.

Students study with and learn from outstanding faculty at Bexley Seabury who are expert practitioners in fields related to congregational development. The program emphasizes the development of peer learning processes. To integrate theory and practice, the DMin program includes collaborative study in small groups, lectures, discussions, case study processes and online presentations and reflection throughout the year.

The program emphasizes the development of peer learning processes, which are at the heart of flourishing ministry practice throughout one's ministry. The DMin Program in Congregational Development encourages the development of a learning community with a Core Group of peers, connection with Master of Divinity and Diploma in Anglican Studies students, theological reflections on current challenges in ministry, a congregational study and a thesis.

HOW do I get from admission to registration and matriculation?

Admission to the Program

Persons wishing to enroll in the Doctor of Ministry in Congregational Development program must meet the following requirements:

1. Have a Master of Divinity degree (or its equivalent) from an Association of Theological Schools (ATS) accredited institution. theological school;
2. At least three years full-time experience in ministry following completion of the Master of Divinity or its equivalent;
3. Evidence of desire to increase effectiveness in congregational development and leadership;
4. Evidence of the capacity to engage in advanced theological study and practical reflection.

Prospective DMin students may apply for admission at any time. The deadline for starting with a new Core Group in Summer is January 15 for priority admission. The final admissions deadline to begin a program with the Summer cohort each year is May 1.

Degree Requirements

This program requires a minimum of three years and no more than seven years to complete. Coursework is offered in 5, 3, or 1-day intensive sessions onsite in Chicago or online via Zoom in January and Summer. Additional class options may be available via Zoom in the regular Fall or Spring Semesters.

WHEN are these courses offered?

Design of the Degree Process

Students begin their work in the Summer of their matriculating year, meeting for classes each Summer and January until their coursework is completed. Students are considered enrolled half-time during the coursework phase of the program.

Required Courses (29 Credits for 9 required and 2 electives)

Reimagining Congregations in Mission (3 credits)

Organizational Systems (3 credits)

Research Methods (1 credit)

Community Development for the New Age (3 credits)

Congregational Study (1 credit)

Diversity and Context (3 credits)

Leading Non-profits in the 21st Century (3 credits)

Thesis Proposal Practicum (3 credits)

Making Mission Possible in Tough Times (3 credits)

Two Electives (3 credits each)

These electives may be doctoral level Bexley Seabury courses, directed studies, or a transfer course from another ATS accredited institution which has a direct connection to the program or the student's intended thesis project.

As well as the following non-credit expectations:

+Online Monthly Core Group Meetings facilitated by expert facilitator-practitioner during three years of coursework

Reflections shared online with Core Group

Critical incident report of an experience shared with Core Group

Congregational Study shared with Core Group

Thesis Project Development shared with Core Group and Thesis Director and Reader

+A Note about Core Group Participation

As students enter the program, they are a part of what is referred to as a "Core Group" of colleagues.

This group meets online monthly throughout the time students are engaged in coursework through Thesis Proposal acceptance. The Core Group also meets during the year when courses for the Core Group are onsite. The group provides regular support, encouragement, challenge and community. The expectations of group time include a group covenant, critical incidents, preparations for the congregational study and preparations for the thesis proposal. Each Core Group is facilitated by an Core Group Facilitator who is a scholar-practitioner in congregational ministry with a terminal degree in the field.

Each student is expected to participate regularly in this group throughout their degree program.

Putting It Together in a Timeline

First year

Summer: Reimagining Congregations in the 21st Century

July to December: Core Group Online; possible elective

January of First Year: Organizational Systems

February to May: Core Group Online; Research Methods Online; possible elective

Second Year

Summer: Community Development for the New Age

July to December: Congregational Study with Core Group; possible elective

January: Diversity and Context

February to May: Core Group Online; Diversity and Context Online

Third year

Summer: Leading Non-profits in the 21st Century

July to December: Core Group Online; Thesis Proposal Practicum; possible elective

January: Making Mission Possible in Tough Times

February to May: Core Group Online; possible elective; Proposal submitted

Fourth year

Summer to December: Project and Thesis Group Online

Additional Advanced Studies Possibilities

The Diploma in Congregational Studies may be offered to those students who have completed all course work for the Doctor of Ministry in Congregational Development but have not completed the thesis. Courses will need to have been completed by May 1 of the year that they receive their diploma and will be acknowledged at graduation.

The Professional Certificate in Congregational Development may be offered to students who have completed 4 required courses in the Doctor of Ministry in Congregational Development curriculum as well as the Congregational Study. Those who have received certificates will be acknowledged in Bexley Seabury communications, but not included in graduation ceremonies.

These advanced studies options are not available for students who intend to complete the Doctor of Ministry in Congregational Development degree.

Doctor of Ministry in Congregational Development Program of Study Schedule

A brief overview – approved August 2021

	YEAR 1	YEAR 2	YEAR 3	Years 3-6
JUNE	Re-imagining Congregations in Mission - 3 credits	Community Development for the New Age - 3 credits	Nonprofit Management in the 21st Century - 3 credits	Thesis Research and Writing
FALL	Core Group (required) Group Rule of Life Development Critical Incident Reports Reading reflections	Core Group (required) Fall: Congregational Study (in Core Group) – 1 credit *Complete by Dec. 15	Core Group (required) Thesis Proposal Practicum – 3 credits Thesis Proposal Development Consultation with DMin Director about Thesis Director	
JANUARY AND SPRING	Organizational Systems - 3 credits (Core Group T - January 10-14, 2022) Research Methods - 1 credit Core Group (required) Introduction of Congregational Study preparation	Diversity and Context - 3 credits Writing Coach Approval Core Group (required)	Making Mission Possible in Tough Times - 3 credits Thesis Proposal Development and Submission Core Group (required) Thesis Proposal and Research Peer Feedback	
ANYTIME		2 Electives (3 credits each) Options: <ul style="list-style-type: none"> • Bexley Seabury course • DMin Course at another accredited seminary • Directed/Independent study 		Thesis Research and Writing
PER REQUIRED TIMELINE			Approved Thesis Proposal (cannot happen until courses are all complete) Thesis Director and Reader approval	Thesis Submission and Oral Review

Graduation Process and Timeline

First week in January of year of graduation – First thesis draft to Thesis Director and Reader

February and March – Additional submissions of drafts and feedback

Oral Review scheduled in April upon approval of Thesis Director and Director of Doctor of Ministry Programs

May 1 of year of graduation – Final draft of Thesis submitted to Registrar's Office with a copy sent to the Director of Doctor of Ministry Programs

WHERE do I find out about the nuts and bolts?

Finances

Tuition and Fees for Academic Year 2022-23

The DMin in Congregational Development program has the following schedule:

Tuition: \$2,100 per three credit course / \$700 per credit hour

Technology fee: \$115 per three credit course

Candidacy fee: \$650 billed upon approval of thesis proposal

Continuation fee: \$550 per year charged in two installments (January and June) following completion of all coursework and annually thereafter until the degree is completed.

Graduation fee: \$150 charged after acceptance of thesis and before graduation

Financial aid is available to students with demonstrated financial need.

Application information and forms can be found at www.bexleyseabury.edu/financial-aid/.

Registration

DMin courses are primarily but not exclusively offered in onsite, online and hybrid forms in January and Summer. This format requires students to complete reading and assignments before the first meeting of the class. Because of this requirement, registration deadlines for intensive courses provide ample time to prepare for class:

New DMin students: Application deadline: May 15

Summer term: Registration opens in April, following an advisement period. Please refer to the Academic Catalog for exact dates

January term: Registration is in mid-November, following advisement period

Syllabi, Book Lists and Learning Platforms for Courses

Book lists are published prior to the beginning of a course and are included on the Bexley Seabury website under *Academics/Courses* on the dropdown on the homepage. Syllabi are posted in the same location as soon as they have completed assessment review. Each course has a site in our learning management platform (Canvas). A few weeks before the course begins, students will have access to the Learning Platform for reference and to post assignments.

Program and Individual Advising

The Director of the Doctor of Ministry Programs serves as advisor to each student in the program prior to the assignment of a Thesis Director in the third year of the program. The DMin Director as advisor provides support and encouragement to students who are usually balancing multiple responsibilities while pursuing the DMin degree. The DMin Director is available for course registration information as well as discussion of possibilities available for electives.

The Director serves a role in assisting Core Group Facilitators in keeping DMin students connected to the school, especially during the long periods between intensive courses in January and Summer. Working in tandem with the Core Group Facilitator, the Director of Doctor of Ministry Programs assists and challenges students to brainstorm thesis topics, develop research questions and chose relevant bibliographical resources.

The DMin Director's relationship with students is one characterized by mutuality. Both have responsibility to the other to communicate on a regular basis. At key times during the year the DMin Director will check in with the student. In addition, students should be sure to connect with their faculty advisors when they are on campus for classes and periodically throughout the year. This can be done in person, via email and by phone (or video conference call).

The Director of the Doctor of Ministry Programs works with students up through the approval of the Thesis Proposal. From that point on, the DMin Director is available for counsel on many subjects and may serve in other roles such as Thesis Director, Thesis Reader or general support person.

Student's First Year (Summer-May)

Summer: The DMin Director will meet with the student either in person, via phone or video conference to welcome the student to Bexley Seabury and offer to answer any questions.

Fall: The DMin Director will contact the student to review the prior June Term, to advise on elective courses, and to help the student begin to think about direction toward a Thesis. This is also a good time to check in with students about their upcoming January Term and answer any questions they might have.

Spring: The DMin Director will check-in with student post January Term and answer any questions related to student's preparation for the upcoming Summer Term.

Student's Second Year (Summer-May)

Fall: The DMin Director will contact the student to review Summer Term, to advise on elective courses, and to consult with student as she or he completes the congregational study project.

The Core Group Facilitator will have been working with students on the Congregational Study, beginning in the Spring of the first year. The DMin Director may engage in this conversation early in the project also.

December 15: The Congregational Study is due.

Spring: The DMin Director will check-in with student to review January Term. The DMin Director, along with the Core Group Facilitator, will read the student's Congregational Study Paper and give evaluative comments. Often, a student's Congregational Study becomes a portion of their Thesis.

Student's Third Year (Summer-May)

Fall: The DMin Director will work with students during the completion of Thesis Proposal Practicum and advise student regarding Thesis Directors and Readers. There will be a check-in with students to review Summer Term, to advise on electives and answer questions regarding preparation for January Term.

Spring: Check-in with student to review January Term and to continue to assist with preliminary Thesis Proposal if not yet submitted.

Student's Fourth Year

The DMin Director will continue to monitor the work along with Thesis Director and Reader on Thesis writing and research.

(Degree Candidacy is granted once student has completed all course requirements and the Thesis Proposal has been accepted.)

January 2: Student's first draft of Thesis due to Thesis Director and Reader

February 1: Thesis Director and Reader responses to draft due back to student along with requests for additional writing and/or drafts

March 1: Second draft of Thesis due to Thesis Director and Reader. This version will be reviewed by the Thesis Director and Reader with further revisions and drafts requested. At the point where Director and Reader are satisfied with a final draft, an Oral Review will be scheduled.

March or April: Thesis Director and Reader conduct Oral Review with student with DMin Director present.

May 1: Student's Final Draft of Thesis due to Director of Doctor of Ministry Programs in preparation for graduation.

Guidelines for Components of Program

1. Core Group Process

Year One

Purpose: To create a monthly learning community of practice for theological and practical reflection; to engage in conversation around and inquiry into contemporary concerns in ministry; to deepen as a community of learning developing trust and respect. The Core Group begins during the first intensive course held in the degree program.

Monthly online meetings with the following expectations:

Covenant for group

Individual and group learning goals

Critical incident report and conversation with peers

Year Two

Purpose: To continue to develop a community of practice including theological and practical reflection; explore in greater depth faith communities, organizations and congregations as social institutions; continue deepening trust and respect.

Monthly online meetings with the following expectations:

Draft Congregational Study excerpt presented (12-15 pages; 3000-4000 words) for conversation and review

Year Three

Purpose: To continue to develop a community of practice including theological and practical reflection; explore in greater depth the student's ministry intriguing questions/concerns that is informing the thesis proposal; continue deepening trust and respect.

Monthly online meetings with the following expectations:

Draft thesis proposal

Draft thesis Excerpt (15-17 pages; 4000 – 4500 words)

+All written assignments will be expected to be in alignment with the current edition of Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*.

Core Group Learning Objectives

Each year, members of Core Groups will individually and collectively determine their personal and group expectations.

Core Group Facilitators will guide each DMin student around development of these goals and the discussion of them within the Core Group.

Included each year in the Learning Objectives will be a written summary of the Core Group's goals.

Each individual will also create a personal inventory of expectations. At the beginning of each academic year (Summer-September) Core Group members will be asked to think about and respond to the following question:

What is it that you would like to learn as a result of being with colleagues in theological and practical reflection? Be as specific as possible.

What is it that you plan to contribute to the Core Group process?

How might you engage with other group members, colleagues, faculty or staff in order to move toward your learning objectives?

In addition, each year of the program brings a different focus of Learning Objectives:

Year One – How might the sharing of critical incident reports, reading and discussion and ongoing Core Group interactions enable you to meet your learning objectives?

Year Two – How might the work on and development of a congregational study assist you in meeting personal and group learning objectives?

Year Three – In what ways does the defining of your research and thesis focus bring your learning objectives into a new perspective?

Include in your Learning Objectives Covenant a statement about how you will evaluate your accomplishment of Learning Objectives.

Fall Core Group meetings will include development and discussion of Learning Objectives and Spring/Summer Core Group meetings will include review and revision of the objectives.

2. Critical Incident Guidelines

Purpose: The Critical Incident assignment is an opportunity for self-reflection on one's ministry that is shared with a student's Core Group.

The description as "critical" implies that it is an important event that the presenter wishes to gain new perspective and understanding.

The CI may be:

- a personal involvement in leadership that created conflict or anxiety;
- a description of a particular experience in leadership;
- an experience that points toward the need for greater clarity;
- an event that was especially gratifying or clarifying itself.

The critical incident can be considered a "low point" or a "high point" or something that was especially intriguing or something in need of further theological perspective.

In a 2-3 page summary (500-750 words) please summarize and post the Report for the Core Group to respond to on the site in our learning management platform (Canvas) and for conversation in a synchronous session.

1. Describe the incident including critical verbal and non-verbal communication, including your own emotions and feelings about the situation and what you observed in others. Share what happened and what you did.
2. What was it that prompted you to choose this situation?
3. Identify the issues and relationships involved in the critical incident. What do you see as changes that took place? In what ways were there resistances to changes?
4. Was this a "low point" or a "high point" and what insights or growth do you see in the situation?
5. Assess your role in the incident and your effectiveness in ministry. What insight do you have about your role in leadership? What might have been other ways that you could have handled the situation or responded?
6. What pastoral disciplines do you deploy during this incident? How did leadership, prayer, self-awareness or other capacities play a part?
7. What theological perspective do you offer to make sense of this circumstance?
8. What are the areas of growth that this incident brought to light?
9. In what ways could the Core Group be of assistance or challenge? List any other concerns or comments that you might have.

3. Congregational Study Outlines and Guidelines

The Congregational Study is an in-depth description and analysis of a congregation's context, characteristics, identity and sense of mission.

The CS puts to use the learnings of your first year in the Doctor of Ministry in Congregational Development program and lays the foundation for your remaining work. The study is meant to be integrative and creative, a resource for you and your ministry setting as you envision your future. This assignment will help you answer the questions of Practical Theology identified in the first year Research Methods course:

Basic Questions

Practical Theology involves a spiral of action-reflection-analysis-action.

How do we understand the concrete religious and cultural situation in which we must act?

How should we act in this concrete situation, and why?

How do we think through the norms and commitments and stories that shape our actions?

Should any changes in our action be made, and if so, why?

Methodology

Description:

Practical Theology focuses on producing a "rich, thick, interpretive description of observations" (Don S. Browning, *A Fundamental Practical Theology: Description and Strategic Proposals*)

What are we doing?

How do we interpret that?

What are the sources of authority for our actions?

Analysis of current practice:

Everything is done for a reason whether it is clearly articulated or not.

Why are we doing what we are doing? How did we get doing this in the first place?

What lies behind what we do?

Where do our traditions come from?

Out of what settings and cultures did our actions arise?

Who has typically decided what we do?

Mutually Critical Correlation:

When there is critical correlation, a deeper understanding of what is presently happening in our current practices connects with the vision of the greater Christian traditions. What makes this new perspective valid?

In light of the Gospel, is what we are doing adequate?

What new perspective emerges when we bring past and present, tradition and culture critically together?

What makes this new perspective valid?

How does it challenge us?

Strategic Change:

When thinking about strategic change from the perspective of practical theology, there is a vision that emerges as an investment in what is currently **possible** for the context and setting.

Perspective and action result in new, more relevant and hopefully adequate theoretically religious and cultural practices.

Although named "Congregational Study," the methodology for this assignment is useful in the study of settings other than a local congregation such as prisons, hospitals, schools, social service agencies, and denominational offices and structures.

A major resource you will need in crafting this study is ***Studying Congregations***, edited by Nancy T. Ammerman, Jackson W. Carroll, Carl S. Dudley and William McKinney (Abingdon Press, 1998). The resource has now become a classic, and still has material that is the best available for this kind of study. Each chapter in this volume is important, however *focus your study on the first three chapters, "Theology", "Ecology" and "Culture and Identity"*. The Congregational Study assignment is to help you identify aspects of your ministry setting that might feed into your research design. The Congregational Study is not an elaborate "quantitative" investigation utilizing statistical analyses of questionnaires or other survey and census data.

You are encouraged to also explore other resources made available through your own denomination around the study of congregational life as well as the voices and experiences of the study of diverse and marginalized communities of faith.

You may refer to such "data" in your study, however you are encouraged **not** to design original hard data research tools for this phase of your doctoral work.

You are expected to share a portion of your study with your core group online during the Fall Semester. Post 10-12 pages on which you are working,

especially aspects that emphasize the first three chapters of the *Studying Congregations*. The final study submitted for credit should be 20-30 double-spaced pages long (5000 to 7500 words) with a bibliography and other supporting materials included as addenda. The final paper must conform to the latest edition of Kate Turabian, *A Manual for the Writer of Term Papers, Theses, and Dissertations*.

Demographic information is available from <http://factfinder.census.gov>. Your diocese, synod, or national church offices may have access to other sources of data which will help you understand your context. The Hartford Institute for Religion Research also may be helpful, <http://hirr.hartsem.edu>. You have access through your Net ID to the Styberg Library located in Evanston at Garrett-Evangelical Seminary (including their Northwestern University online resources). You should also check your local public library.

Please e-mail Emlyn Ott with any questions or concerns.
(eott@bexleyseabury.edu)

Due Date for Final Congregational Study is December 15.

Thesis Development Process

The Doctor of Ministry thesis project is the culmination of the course of study in congregational development and is designed to contribute new knowledge to the understanding and practice of ministry.

The Academic Dean, Faculty and Staff of the seminary stand ready to support the student in the process of engaging the questions, research and inquiry in this process.

There are two roles that are crucial in the engagement of the Thesis Project Process: Thesis Director and Thesis Reader.

During the course of the Thesis Proposal Practicum class, students will begin to consider who they might ask to serve in these two roles. That consideration can involve the ideas of the Director of the program as well as the professor in the Thesis Proposal Practicum course and well as the Core Group Facilitator. Requests for persons serving in that role will be approved by the Director of the Doctor of Ministry Programs. Either the Thesis Director or the Thesis Reader should have a terminal degree and be a member of the Bexley Seabury faculty, either full time or adjunct. Any questions on the part of the student, Director or Reader may be directed to the Director of Doctor of Ministry Programs.

General Timeline

1. January Year 1 – Begin consideration of interest areas that generate “passion and intrigue” around possibilities for a research and thesis process; plan for electives
2. January Year 2 – Search for and secure a Writing Coach; plan for electives
3. End of January Year 3 – Six core courses can be completed by this time. Students who still have core courses to complete will need to concentrate on completing them. Electives will need to be also completed within this year to remain on a four-year track of completion. Individual circumstances may vary because of the balance of ministry and degree program. There are times when ministry and family needs change the timeline that one has set for their program. Bexley Seabury has a Leave of Absence policy and students are encouraged to consider this option as a part of their engagement in the program. It can be found in the Student Handbook as well as in Student Policies and Forms in Canvas.

Submission of Thesis Proposal

The Thesis Director and Reader will be approved at the close of the Thesis Proposal Practicum course. The Thesis Director and Reader will be involved in the development of the Thesis Proposal and will sign off on it prior to forwarding it to the DMin Director and Academic Dean. The DMin Director will review the proposal, sign off on it. It will then be submitted to the Academic Dean for final approval. Once the Proposal is approved, the following deadlines are in place for completion of the Project and preparation for graduation:

January 2: Student’s first draft of Thesis due to Thesis Director and Reader.

February 1: Thesis Director and Reader responses to draft due back to student along with requests for additional writing and/or drafts.

March 1: Second draft of Thesis due to Thesis Director and Reader. This version will be reviewed by the Thesis Director and Reader with further revisions and drafts requested. At the point where Director and Reader are satisfied with a final draft, an Oral Review will be scheduled.

March or April: Thesis Director and Reader conduct Oral Review with student with DMin Director present.

May 1: Student’s Final Draft of Thesis due to Director of Doctor of Ministry Programs in order for student to graduate.

Thesis Project Options

The Thesis Project at Bexley Seabury can take one of several directions. Regardless of this direction, the project focuses on addressing a significant issue or concern related to the practice of ministry. It also provides an opportunity to contribute new knowledge and invest in enhanced and deepened practice. The Project should give witness to the student's critical and constructive theological, cultural, social, historical and ethical reflection related to the problem and the project. It engages imagination and creativity leading to a new personal and professional awareness within the practice of ministry.

There are three forms that a Thesis Project, research and writing may utilize:

Ministry Project

In this approach, a student will design, implement and evaluate a particular project within their ministry. The project will involve a comprehensive understanding of the context and involve an investment in change or increased effectiveness in the local or judicatory context. Reflection and research related to the project is intended to contribute to the wider practice of ministry, not yet within one's own setting. Throughout the process of developing the questions, engaging in observation and reviewing through the lens of theoretical approaches in the arena of study, the student will engage in a new approach and share that knowledge with others in their context or among their peers.

Research Project

This approach offers the opportunity to do advanced study of some aspect of historical or contemporary ministry performed by others. This approach is practice based, it will focus more on academic, critical and constructive analysis and less on the student's actual experience in leadership. The audience for this project will be practitioners seeking a new approach to thinking about a challenge in ministry.

Both the Ministry and Research Project Theses shall be NO LONGER THAN 75-double spaced pages, 12 point font. Style, format, foot/end note and bibliographic references need to conform to the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*.

Artistic Project

This thesis form can involve a variety of media or artistic expressions. The Thesis will include a written rationale, design, documentation, and evaluation of the project. Early approval of this approach to the Project is advisable. Examples include poetry, dramas, hymn writing, creating an object in the visual arts, composition, a memoir or other literary pieces and many other options. The Project must relate to the practice of ministry and the life of the wider church.

The written component of the Artistic Project Thesis shall be **NO LONGER THAN 30-double spaced pages 12 point font**. Style, format, foot/end note and bibliographic references need to conform to the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*.

The three forms of the Thesis Project underscore the multi-disciplinary emphasis of practical theology in a Doctor of Ministry program. Critical engagement with scholarship, practical experience and application of theoretical perspectives in conjunction with a leader's context is at the heart of what distinguishes practical theology and Bexley Seabury's Doctor of Ministry Program. The program provides a vital contribution to the advanced practice of ministry. Students are encouraged to think in terms of their projects as possibilities for publication, whether they seek that option or not.

All three forms of the Thesis Project underscore the unique integration of theory and practice that is part of the Doctor of Ministry degree program. The program demands a high degree of attention to both scholarly research areas as well as the application of theoretical perspectives around the practice and reality of ministry in the 21st century. These contributions are profound and important for the vitality of ministry and church life today and into the future. Students are encouraged to consider the ways in which their valuable research observation, analysis and experience can be shared through presentations, colleague gatherings and publication. It is expected that all graduates' theses will be of publishable quality.

Thesis Proposal

Students preparing to write their Thesis Proposal will have successfully completed the Research Methods course (offered in Year One of the program) and the Thesis Proposal Practicum (offered in Year Three of the program). The student will submit regular drafts for review in TPP and in conjunction with a potential Thesis Director. A completed draft of the Thesis Proposal is the final course requirement. Students must receive a passing grade on the Thesis Proposal before they can proceed with developing the final draft for submission to the DMin Director and Academic Dean. The final draft will be developed with the Thesis Director and Reader.

Guidelines for the Content of the Thesis Proposal: The Thesis Proposal will describe in brief the plan for the Thesis and the anticipated content of the Thesis. Written in narrative form, the Proposal will include the following sections:

Introduction to the Proposal: This section briefly describes the context and the identified problem or challenge and offers a clearly stated research

question. Describe the issue or concern in your practice of ministry that you would like to address in your thesis project. What one significant idea or hypothesis is your focus? What is your “burning question”?

Theological Foundations: This section discusses the foundations for the study with reference to specific areas of theological reflection relevant to the research question under consideration and to the context where the ministry is occurring.

Process for the Project: The section describes the project in detail, with attention to describing the methods that will be employed in the study, the means of analysis and evaluation during and after the implementation of the Project and a timeline for the Project.

Methods/Methodology: There should be an outline of the strategies and actions that you propose to undertake, the rationale for those strategies including the details about how to hope to approach response to the “burning question.” Given that methodology develops with the writing and researching of a Doctor of Ministry thesis, indicate the way in which your approach to the study connects to the goals that you have set for yourself in the project. In addition, this section should include a brief description of how you plan to evaluate the proposed Thesis Project. How will you know what happened and why?

When research involves human subjects, the proposed methods must be reviewed along with the Thesis Proposal. (See Human Subjects Petition) After the Proposal is approved, students may proceed with their Thesis Project.

Conclusion: This section should suggest the possible value of the Project for the wider church and/or society.

Working Bibliography: This section is drawn from scholarly literature in the relevant fields. It should reflect both breadth and depth in areas that are pertinent to the Thesis Project.

Annotated Bibliography: Selected from the working bibliography, this section lists and briefly describes and evaluates at least 20 sources that the student has read and that have already proven to be of good use for the Project and Thesis. Each annotation should be several sentences in length. Particular attention should be paid to include voices of those from diverse or marginalized communities.

The student will submit regular drafts for review in the *Thesis Proposal Practicum*. Following the successful conclusion of the TPP, students will be in regular communication with their Thesis Director and Reader to prepare a final draft of the Proposal for review and approval.

The Thesis Proposal is to be 3000-3500 words. It is to be submitted electronically along with the Thesis Proposal Sign-Off and Human Subjects Proposal to the Thesis Director for approval, followed by the Director of Doctor of Ministry Programs and the Academic Dean. The Proposal should be thoroughly proofread before submission and will be returned to the student for further corrections if the manuscript is not carefully proofread prior to submission.

Thesis Framework

After approval of the Thesis Proposal and Human Subjects protocols, the Thesis will be in process. The expected length of the Thesis Project is 75 pages for Ministry and Research Projects and 30 pages for Artistic Projects, excluding footnotes, bibliography and appendices.

It should consist of the following:

Introduction

Chapter 1: Research Question and Context

Chapter 2: Scholarly Foundations

Chapter 3: Description of the Context

Chapter 4: Description of the Project

Chapter 5: Results and Analysis

Chapter 6: Theological Reflection

Chapter 7: Conclusion

Bibliography of all resources consulted

Appendices

Thesis Format: The Thesis is to be double-spaced in easily readable 12 point font (such as Calibri, Cambria, Garamond, Helvetica, Times New Roman, etc.) which must be used consistently throughout the Thesis. The left margin must be 1.5" and all other margins need to be 1". The left margin of the thesis needs to be justified. Page numbers on the top right of each page. Footnotes or endnotes may be used. The formatting of foot/end notes and bibliography must conform to the latest edition of **Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations***.

Bexley Seabury Seminary Federation
Doctor of Ministry in Congregational Development
Thesis Proposal Approval Form

This is to certify that the Thesis Proposal for: _____

And titled: _____

Has met the required preliminary sign offs:

Thesis Director: _____ Date: _____

Thesis Reader: _____ Date: _____

DMin Director: _____ Date: _____

And is hereby approved in partial fulfillment of the degree requirements.

Academic Dean

Date:

Human Subjects Research Proposal Form

Researcher:

Research Study Title:

Type of Study:

What is/are your key research question(s)?

What are the objectives and purposes of this research?

What research methods do you plan to use? Describe in detail. Include how you plan to select your participants.

What questions do you plan to ask? If you are using a questionnaire or structured interview, please include a copy of it as an Appendix to your proposal.

How do you plan to begin your research?

Whose consent will you need to obtain? What documents will you use to explain your work? (Attach a completed Informed Consent Form)

What is your relationship to the people who will be part of the project?

What recruitment or invitation procedures do you plan to use?

Will subjects who participate in the project be anonymous? If not, how will you assure the privacy of the participants?

How do you plan to protect the data? How will you protect confidentiality of the data?

How and where will the research be reported?

Will any of the subjects be minors (under 18 years of age)? If so, how will you obtain parental consent?

Will any of the subjects be members of vulnerable populations (cognitively impaired, institutionalized, imprisoned, etc.)? If so, what additional procedures are involved to protect these persons?

What are potential benefits for persons who are part of the project?

What are potential risks for persons who are part of the project, including physical, mental, or social discomfort, harm, or danger? How will you respond if any participant has adverse effects as a result of your research?

Will the project involve any deception of participants? If so, how? Why is deception necessary? What procedures will you use to debrief participants?

What alternative procedures are available to a subject who wishes to withdraw or who is damaged by the project?

Is Human Subjects Research approval required by any other institution (e.g., hospital, care agency, prison)? If so, please attach your proposal for the other institution as an Appendix and describe the procedure and timeline for approval.

I certify that the information above is correct, to the best of my knowledge. I acknowledge that any substantive changes to this proposal must be submitted to the IRB for approval before being incorporated into my research.

Signature

Date

Action of the Human Subjects Review Team:

☐ Approved

☐ Revisions and resubmission required. See comments below

☐ Rejected. See comments below.

Committee comments:

Director of DMin Programs

Date

Academic Dean

Date

Role Descriptions and Rubrics for Assignments

Core Group Facilitator

Purpose: To facilitate the year-round Core Group learning for a cohort of Doctor of Ministry in Congregational Development students. To organize, convene and participate in theological and practical reflection related to the Core Group on-line assignments of critical incident report, congregational study, and sharing of thesis proposal and thesis draft, along with some book discussions and other items as appropriate. The role extends through the first three years of the DMin program.

General Areas of Responsibility:

Facilitate Core Group on-line theological and practical ministry reflection and oversee student participation

Arrange the flow of periodic Core Group on-line meetings and introduce the assigned topic for theological and practical ministry reflection

Engage in on-line discussions with students in order to deepen reflection and add to dialogue through sharing from your ministry experience and knowledge

Assist DMin program director in defining content, flow and expectations of on-line work and in monitoring student participation

Engage with Core Group in the proper use of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* and assist students in their evolving quality of academic writing

Assist in the development of online access to materials and Core Group process through the DMin Commons

Provide support and leadership in at least one class per year with Core Group students during January and Summer terms and assist with bridge to Core Group content.

At request of June or January course instructor, assist in facilitating small group discussions or offer presentation. The Core Group Facilitator may, at the request of the course instructor, teach a class session when the Facilitator's knowledge, expertise, and experience will enhance course learning

Assist in the overall review of student on-line learning and the quality and fit of on-line work within the DMin in Congregational Development degree program

Thesis Director

Purpose: To work with the student to provide direction and supervision of the thesis project from thesis proposal development through to thesis approval and oral review.

General Areas of Responsibility:

Actively engage with the student and the student's work in an appropriate and regular fashion as mutually agreed upon with the student

Ensure that the student displays sufficient mastery of the relevant theories and research methods in their work

Attentiveness to the Doctor of Ministry Thesis Rubrics

Attention to deadlines as outlined in the Doctor of Ministry Handbook

Negotiate with student the chapter review dates and commit to a two-week turnaround for feedback on submitted work

Approve changes to the Thesis Proposal. Substantive changes approved in consultation with the DMin Director.

Work with the Thesis Reader to establish a reasonable review schedule.

Regular progress reports are not required. However, in cases where the Thesis Director sees that the student is falling significantly behind in progressing towards completion by the stated deadlines, the Director of Doctor of Ministry Programs should be notified.

Qualifications:

Knowledgeable in the relevant subject area

Common interest and competencies in the student's research topic and methodology

May be a member of the Bexley Seabury full-time, adjunct, or affiliated faculty

Must have a terminal degree (such as a PhD, ThD, DMin)

The Thesis Director will receive remuneration at the completion of their work from Bexley Seabury Seminary Federation.

Thesis Reader

Purpose: To review and provide feedback on the thesis draft and final document from the thesis proposal development through to thesis approval and oral review

General Areas of Responsibility:

Ensure that the student displays sufficient mastery of the relevant theories, practices and research methods

Attentiveness to the Doctor of Ministry Thesis Rubrics

Attention to deadlines as outlined in the Doctor of Ministry Handbook;

Work with the Thesis Director to establish a reasonable review schedule;

Provide timely and actionable feedback to the Thesis Director to relay to the student.

Qualifications:

Knowledgeable in the relevant subject area

Common interest and competencies in the student's research topic and methodology

May be a member of the Bexley Seabury Faculty

May have a terminal degree (such as a PhD, ThD, DMin)

The Thesis Reader will receive remuneration at the completion of their work from Bexley Seabury Seminary Federation.

Writing Coach

You are required to work with an approved writing coach as you write your thesis.

Purpose: A writing coach should help you with these things:

- The organization of your writing
- The clarity of your writing
 - Argument
 - Expression
- Grammar, syntax, punctuation, etc.

The writing coach helps you do your work. The writing coach does not do your work for you.

Qualifications: Your writing coach should be

- Trained as a writer and an editor. Good examples: English teachers and tutors (high school or above), journalists, editors, including graduate students in these areas.
- Experienced in working with others to help them improve their writing.
- Someone from whom you feel comfortable in receiving constructive criticism and suggestions; someone you can talk with about what you're trying to say.
- Reliable; someone who does what you need to have done when you need it done.
- Available to work with you until your Thesis has been approved.
- Not necessarily someone who is theologically trained. In fact, you will be best served by a generalist.
- **Not** a member of your family, your parish or your Core Group or your Core Group Facilitator.
- **Not** a Bexley Seabury faculty member or your Thesis Director or Reader.

How to find a writing coach:

- Who would be appropriate?
- Someone who tutors, edits, or has extensive experience in journalism or English could be a good candidate. Check with your local (community) college's writing center to see if they have a list of available people. There are resources available through libraries, and always there is internet options. Writers generally post availability through Indeed or other online job searches.

Approval: When you've found a writing coach you can work with, send a request for approval that includes the coach's vita and qualifications. These should be sent electronically to the Director of Doctor of Ministry Programs.

Critical Incident Rubrics

CURRICULAR/ LEARNING GOAL	OUTSTANDING 3	SUFFICIENT 2	INSUFFICIENT 1	SCORE
Critical Incident	Critical incident was “real,” substantive, and relevant to ministry practice.	Critical incident was “real” and opened a clear window into the practice of ministry	Critical incident lacked substance or relevance, or was unclear	
Description of Critical Incident	Incident clearly described with context thickly identified. Rationale for choosing this incident is clearly stated and illustrates complexity of ministry.	Incident described yet lacks detail. Some identification of context. Rationale okay.	Incident described in very cursory manner. Focus more on student than in describing the incident itself	
Analysis of Critical Incident	Clear identification of the issues and relationships involved in the incident. Perceptive description of the changes occurring and the resistances to change by the persons involved. Gives analysis of what is going on.	Identification of the issues involved in the incident, yet may lack critical insights into the complex relationships present. Able to describe changes occurring.	Analysis is weak and does not uncover the dynamics present in the incident	
Evaluation	Clear assessment of one’s role in critical incident and effectiveness of one’s ministry practice in that incident. Identifies factors and forces that emerged and were not anticipated. Frames substantive questions to facilitate Core Group discussion.	Includes assessment of one’s role and effectiveness of ministry practice in that incident. Frames good questions to facilitate Core Group discussion.	Weak assessment of one’s role and effectiveness of ministry practice in the incident. Generic questions.	
Theological Reflection	Includes references to biblical or theological themes (faith, reconciliation, justice, grace, sin, creation, redemption, incarnation, suffering, resurrection) that relate to the critical incident. Substantive reflection on these themes	Includes biblical and theological themes that relate to the critical incident. Some discussion of how theme relates to the critical incident and the practice of ministry	Shallow inclusion of biblical or theological themes. Surface discussion of how theme relates to critical incident.	
			Total score	
			Average score	

Congregational Study Rubrics

CURRICULUM GOALS OR LEARNING COMPONENT	OUTSTANDING	SUFFICIENT	INSUFFICIENT	SCORE
Systematic Description of Congregational Life	Contains thick description of ministry setting with insights into organizational, cultural, social, economic, and theological factors present; Unpacks complexities of local religious assembly; Explores conflict, spiritual practices, community outreach and mission	Contains thick description of ministry setting with insights into some of the social and organizational factors present; Unpacks some of the complexities of local religious assembly;	Contains surface description of ministry setting; Names social and organizational factors present, yet lacks deeper explorations of implications;	
Contextual Theology	Identifies guiding theological perspectives; Surfaces the meanings of life held by congregational members and leaders; Uncovers theological rationale for ministry practices	Identifies theological and biblical underpinnings of congregation's self- understanding;	Little substantive theological and practical reflection present.	
Analysis	Utilizes critical thinking to identify the underlying assumptions and to synthesize understandings	Engages analysis to uncover assumptions, to identify patterns, to ask probing questions related to change	Analysis is fleeting with mostly personal opinion to support conclusions	
Context	Explores social and cultural factors influencing congregational life; examines role of race/ethnicity, location, economic conditions, relationship with surrounding community	Identifies social and cultural factors influencing congregational life; Examines role of race/ethnicity, location, economic conditions with some attention to relationship with surrounding community.	Thin description of social and cultural factors influencing congregational life	
Authority and Power	Examines history of lay and clerical leadership in decision making	Identifies instances of lay and clerical participation in decision making	Contains very little discussion of lay and clergy influence in decision making	
Conclusions and Learnings	Reflects informed evaluation and student's ability to synthesize project findings; Relates project learnings to one's own ministry	Project evaluation and some synthesis present; Student relates learnings to one's own ministry	Weak evaluation and synthesis	
Quality of Writing	High quality academic writing	Well-organized academic paper	Weak academic paper	

Doctor of Ministry Thesis Rubrics

OUTCOME	OUTSTANDING 3	SUFFICIENT 2	INSUFFICIENT 1	SCORE
Contributes new knowledge to the understanding and practice of ministry or preaching	Thesis embodies imagination and creativity leading to new or enhanced understanding and practice of ministry or preaching	Thesis is rooted in the practice of ministry or the candidate's ministry setting and contributes new understanding related to that practice or contextual setting	Thesis unrelated to practice of ministry. Fails to contribute substantive new knowledge.	
Document of sufficient quality that it contributes to practice of ministry or preaching as judged by professional standards	Thesis has strong and interesting topic, persuasively supported with well-chosen and well-analyzed examples. Thesis is well organized and well developed, with clear and effective transitions. The writing is clear.	Thesis is well-written, organized and conforms to assigned style manual. It is interesting to read and shows persuasive support for research data analysis and topic development.	Thesis poorly written. A number of instances not in compliance with style manual. Fails to provide persuasive support for analysis or argument.	
Has potential for application in other contexts of ministry	Thesis points to substantial implications of this work for other contexts of ministry	Thesis conclusion points to implications of thesis for other contexts of ministry	Fails to articulate how thesis may be of value in other ministry contexts.	
Demonstrates candidate's ability to identify specific theological topic in ministry or preaching	Exceptional focus of thesis topic giving reader new information, sharp analysis and depth of theological insight	Thesis topic is clear, insightful and related to advanced learning in the practice of ministry or preaching	Thesis topic not clear. Introductory rather than advanced theological learning.	
Organized as an effective research model	Possesses clear statement of research design and rationale for the approach used.	Exhibits clear research methodology that is contextual, explanatory, evaluative, or generative	Research methodology is poorly followed, designed or inappropriate for thesis objective	
Uses appropriate resources	Integrates a breadth of multi-disciplinary resources in conversation with each other and with the practice of ministry to create new possibilities	Research data and bibliographical sources support thesis topic or argument and are appropriate	Poor support for topic or argument from research data or bibliographical sources ¹	

OUTCOME	OUTSTANDING 3	SUFFICIENT 2	INSUFFICIENT 1	SCORE
Evaluates and analyzes research results	Utilizes the various race, gender, class and critical theories to evaluate and analyze research data. Detects bias and identifies underlying assumptions in order to expose	Applies research findings to analyze situations, draw conclusions, and interpret meaning	Limited analysis of research results	
Reflects candidate's depth of theological insight related to ministry	Extensive theological reflection and attention to current and substantive resources evident	Demonstrates attention to current research and appropriate theological reflection	Inadequate theological reflection with little attention to current research	
Shows that candidate has gained informed and improving practice	Demonstrates a high level of influence on candidate's practice of ministry or preaching	Indicates how thesis process has added to candidate's practice of ministry or preaching	Little articulation of how thesis process has enhanced candidate's ministry or preaching	
			Total score	
			Average score	

Academic Policies and Procedures

Guidelines for Process and Length of Time in DMin in Congregational Development Degree Program

The DMin in Congregational Development program has a defined course progression including regular colleague group experiences (Core Group) over three years beginning in the summer of the matriculating year. Courses are offered in subsequent January and Summer terms over the three year period for a total of 29 credit hours that includes a students' choice of two elective 3 credit courses.

Students may complete all coursework in a minimum of 2½ years and a maximum of 4 years after matriculation. The Thesis Proposal may be submitted following January of the third year of course work or upon the completion of coursework. The Thesis Proposal must be approved within one year of the completion of course work. Students will have up to 7 years to complete coursework and a Thesis. Students may apply for extensions for coursework or thesis timelines for up to three years total. Extensions must be requested annually. If a request for an extension is not received in the Director of Doctor of Ministry's Office each year, the student will no longer be continued in the program. A request for readmittance may be submitted, but no requests will be accepted after the 10-year time period. The total time to completion for the program, including any granted extensions may not exceed ten years.

Requests for the transfer of credits into the Bexley Seabury Congregational Development DMin program must be made to the Director of the Doctor of Ministry Programs who will submit a recommendation to the Academic Dean (or designee).

Upon the recommendation of the Director of the Doctor of Ministry Programs, up to two doctoral-level courses from another accredited seminary or institution of higher education may be accepted in partial fulfillment of Bexley Seabury's Doctor of Ministry in Congregational Development degree requirements.

Doctoral-level courses completed more than seven (7) years prior to admission to Bexley Seabury are not eligible for transfer credit. Likewise, courses taken at Bexley Hall or Seabury Western Seminary more than seven (7) years prior to re-admission are not eligible for recognition.

DMin Student Resources: Policies, Procedures and Forms

During the course of your degree program, you may need to add or modify the process of your academic program.

Policies, procedures and forms are included on your learning management platform (Canvas) Dashboard under the heading Student Resources.

<https://bexleyseabury.instructure.com/courses/79>

Within Student Resources you will find “Academic Resources” as well as “Forms and Related Policies”. Included in both sections are materials that will assist you in the following circumstances:

Directed Studies

Drop and Withdrawal from classes

Extensions

Incompletes

Intent to Graduate Process

Leaves of Absence

Intent to Graduate

All Doctor of Ministry in Congregational Development students must complete all coursework and credit requirements prior to the date of graduation. This includes the completion of the Oral Review and submission of a final copy of their Thesis Project following any changes requested in the Oral Review to the Director of Doctor of Ministry Programs. In order to receive their diploma at graduation, students will need to take care of any outstanding balance due on their student account or unpaid library fines by May 1 of the year of graduation.

Doctor of Ministry graduates have the option to invite a member of the faculty or staff to participate in a celebration event on the site of their ministry on a date that is mutually agreed upon. That option is organized through the Doctor of Ministry office. All travel and housing costs for the presence of Bexley Seabury representatives will be covered by the seminary.

DMin Assessment and Goals

Bexley Seabury Seminary DMin Curricular Map (by course) 2017-2023

COURSE	PRIMARY OUTCOMES	SECONDARY OUTCOMES
Reimagining Congregations in Mission	1.1, 1.2, 3.1	2.1
Organizational Systems	1.1, 2.2, 3.2	2.1
Community Organizing for Missional Living	2.1, 2.2	1.1, 3.2
Diversity and Context	1.1, 2.1, 3.2	1.2
Non-Profit Management and Leadership	2.3, 3.1	
Making Mission Possible in Tough Times	1.1, 1.2, 2.1, 2.3, 3.1	

Congregational Study	2.1, 2.2	1.2, 4.1
Research Methods	2.2	1.2, 2.1, 4.1
Thesis Proposal Practicum	4.1	
Thesis Project	4.1, 4.2	2.2

Art of Preaching	TBD	TBD
Baptismal Ecclesiology	TBD	TBD
Death of the Beautiful Young Man	TBD	TBD
Incubating Sustainable Entrepreneurial Missional Ministries	1.2, 2.1	1.1, 3.2
Learning from London	1.2	1.1, 3.2
Nostalgia vs. The Reign of God	TBD	TBD
Political Preaching	TBD	TBD
Spirituality and Change	TBD	TBD
Story-Keeping, Story-Sharing, & Story-Making		1.1, 2.1, 3.2
Strategies for Teaching the Bible	TBD	TBD
Structures of Community		1.1, 3.2
Topics in Congregational Studies	TBD	TBD

Bexley Seabury Seminary
DMin Curricular Map (by outcome)
2017-2023

CURRICULAR GOALS <i>The BSSF Curriculum will enable students ...</i> and Learning Outcomes (Proficiencies) <i>DMin graduates will be able to demonstrate...</i>	COURSES CORRELATED WITH OUTCOMES	
	PRIMARY	SECONDARY
<p>Advanced understanding of nature and purposes of ministry</p> <p>Goal 1. To develop a theologically informed, contextually grounded, and integrated understanding of the nature, purposes, theories, and practices of ministry in the specialized area of Congregational Leadership and Development.</p> <p>Outcomes:</p> <p>1.1. Demonstrates knowledge and understanding of the dynamics, contexts, and organizational structures of a religious congregation in relation to the diverse communities they represent, and in which they are embedded.</p> <p>1.2. Demonstrates knowledge and understanding of contemporary perspectives in ecclesiology, missiology, and the meaning of missional leadership and ministry in context.</p>	<p>Reimagining Congregations Organizational Systems Diversity and Context Making Mission Possible</p> <p>Reimagining Congregations Making Mission Possible Learning from London Incubating Sustainable Entrepreneurial Missional Ministries</p>	<p>Learning from London Structures of Community Community Organizing Incubating Sustainable Entrepreneurial Missional Ministries Story-Keeping, Story-Sharing, and Story-Making</p> <p>Diversity and Context Research Methods Congregational Study</p>

CURRICULAR GOALS <i>The BSSF Curriculum will enable students ...</i> and Learning Outcomes (Proficiencies) <i>DMin graduates will be able to demonstrate...</i>	COURSES CORRELATED WITH OUTCOMES	
	PRIMARY	SECONDARY
<p>Competencies in pastoral analysis and ministerial skills as reflective practitioners and leaders</p> <p>Goal 2. To develop sociocultural, analytical, diagnostic, and entrepreneurial competencies and organizational leadership skills within congregational contexts.</p> <p>Outcomes:</p> <p>2.1. Demonstrates the ability to facilitate discernment of congregational identity, to define and implement missional goals, and to respond creatively to missional opportunities within and beyond the church by employing methods of organizational, social, cultural, and contextual analysis</p> <p>2.2. Demonstrates skill in conducting ethnographic study, systems analysis, and community organizing and development</p> <p>2.3 Demonstrates skill in leading congregations through times of challenge and change.</p>	<p>Diversity and Context Community Organizing Making Mission Possible Congregational Study Incubating Sustainable Entrepreneurial Missional Ministries</p> <p>Research Methods Congregational Study Organizational Systems Community Organizing</p> <p>Nonprofit Management & Leadership Making Mission Possible</p>	<p>Organizational Systems Reimagining Congregations Research Methods Story-Keeping, Story-Sharing, and Story-Making</p> <p>Thesis Project</p>

CURRICULAR GOALS <i>The BSSF Curriculum will enable students ...</i> and Learning Outcomes (Proficiencies) <i>DMin graduates will be able to demonstrate...</i>	COURSES CORRELATED WITH OUTCOMES	
	PRIMARY	SECONDARY
<p>Growth in spiritual maturity and ethical professional standards</p> <p>Goal 3. To develop and appropriate a personal and professional ethic in keeping with sound organizational principles, high ethical standards, and mature conduct in the leadership and development of vital and healthy congregations and communities.</p> <p>Outcomes:</p> <p>3.1. Demonstrates the ability to subject leadership theories and congregational leadership practices to theological and ethical reflection and critique.</p> <p>3.2. Demonstrates a critical awareness of one's own social location, culture, preconceptions, and biases and a sense of self that is informed by one's own cultural narrative.</p>	<p>Reimagining Congregations Nonprofit Management & Leadership Making Mission Possible</p> <p>Diversity and Context Organizational Systems</p>	<p>Community Organizing Learning from London Structures of Community Incubating Sustainable Entrepreneurial Missional Ministries Story-Keeping, Story-Sharing, and Story-Making</p>

[illegible]

DMin Universal Assessment Rubric

ADVANCED UNDERSTANDING OF THE NATURE AND PURPOSES OF MINISTRY

Goal 1. To develop a theologically informed, contextually grounded, and integrated understanding of the nature, purposes, theories, and practices of ministry in the specialized area of Congregational Leadership and Development.

		ASSESSMENT SCORE		
Learning Outcomes The student demonstrates...	Insufficient Evidence	3 Outstanding High proficiency	2 Satisfactory Adequate proficiency	1 Unsatisfactory Inadequate proficiency
Outcome 1.1 knowledge and understanding of the dynamics, contexts, and organizational structures of a religious congregation in relation to the diverse communities they represent, and in which they are embedded.				
Outcome 1.2 knowledge and understanding of contemporary perspectives in ecclesiology, missiology, and the meaning of missional leadership and ministry in context.				

COMPETENCIES IN PASTORAL ANALYSIS AND MINISTERIAL SKILLS AS REFLECTIVE PRACTITIONERS AND LEADERS

Goal 2. To develop sociocultural, analytical, diagnostic, and entrepreneurial competencies and organizational leadership skills within congregational contexts.

		ASSESSMENT SCORE		
Learning Outcomes The student demonstrates...	Insufficient Evidence	3 Outstanding (High proficiency)	2 Satisfactory (Adequate proficiency)	1 Unsatisfactory (Inadequate proficiency)
Outcome 2.1. The ability to...				
2.1.1. facilitate discernment of congregational identity				
2.1.2. define and implement missional goals				
2.1.3. respond creatively to missional opportunities within and beyond the church				
2.1.4. employ methods of organizational, social, cultural, and contextual analysis				
Outcome 2.2				
2.2.1. skill in conducting ethnographic study, systems analysis, and community organizing and development.				
2.2.2. skill in conducting systems analysis				
2.2.3. skill in community organizing and development				
Outcome 2.3				
skill in leading congregations through times of challenge and change.				

GROWTH IN SPIRITUAL MATURITY AND ETHICAL PROFESSIONAL STANDARDS

Goal 3. To develop and appropriate a personal and professional ethic in keeping with sound organizational principles, high ethical standards, and mature conduct in the leadership and development of vital and healthy congregations and communities.

Learning Outcomes The student demonstrates...	Insufficient Evidence	ASSESSMENT SCORE		
		3 Outstanding (High proficiency)	2 Satisfactory (Adequate proficiency)	1 Unsatisfactory (Inadequate proficiency)
Outcome 3.1 the ability to subject leadership theories and congregational leadership practices to theological and ethical reflection and critique.				
Outcome 3.2 a critical awareness of one's own social location, culture, preconceptions, and biases and a sense of self that is informed by one's own cultural narrative.				