

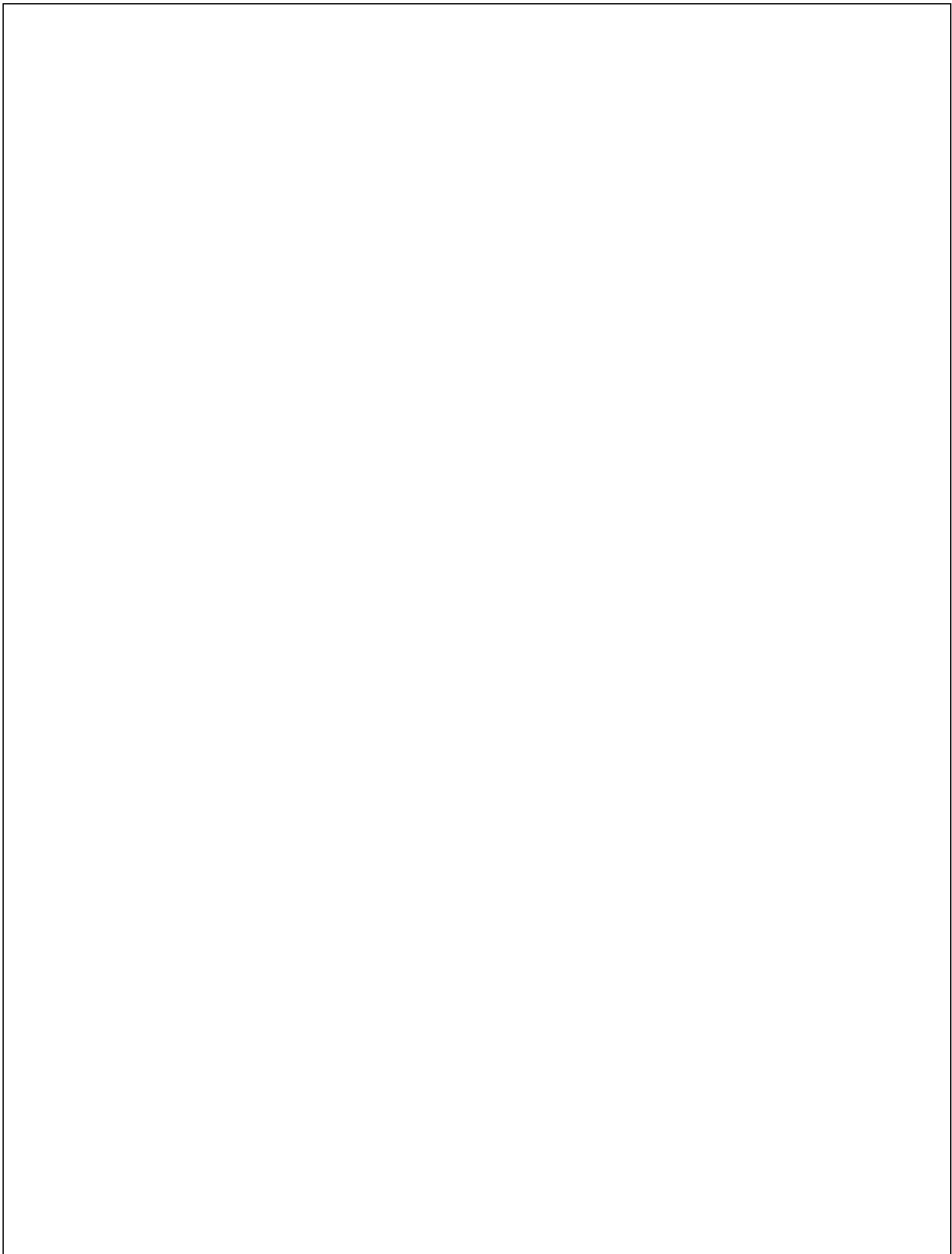


DOCTOR OF EDUCATIONAL MINISTRY  
HANDBOOK

*He shepherded them with a pure heart and guided them with his skillful hands.*  
PSALM 78:72, HCSB

Doctoral Office  
5001 N. Oak Trafficway, Kansas City, Missouri 64118  
Phone: 816.414.3755  
Email: [docstudies@mbts.edu](mailto:docstudies@mbts.edu)

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## WELCOME!

The Doctor of Educational Ministry degree offered through Midwestern Baptist Theological Seminary is designed for persons seeking a high level of competence in the practice of ministry. The DEdMin is recognized by the Association of Theological Schools (ATS) as a professional theological four-year degree. Other ATS professional doctorates include the DMiss, EdD, and DSM. Although the degree is considered equivalent in quality to the Doctor of Philosophy (PhD), it differs significantly in that the latter seeks primarily to understand the way things are, with practical payoffs being a secondary concern.<sup>1</sup> The former seeks understanding not for its own sake, but rather for practical ends. Therefore, the contribution is primarily to the practice of ministry. The ministry project and subsequent dissertation should be regarded as field-based research in which advanced levels of biblical and practical expertise are applied and be of sufficient scope and value to merit the conferring of a terminal degree.

Noteworthy academic and/or ministerial achievement is necessary for admission into doctoral studies programs. Thus, only students who have demonstrated above average academic at the graduate level and manifest exceptional skills in ministry are admitted to Midwestern's doctoral programs.

This handbook is intended to give you a big picture view of the Doctor of Educational Ministry program with sufficient details to provide answers to your questions as you consider entering the program and as a guide through the program. When you complete your seminars and enter the project and dissertation phase of your journey, you will receive companion handbook, "Doctoral Project Dissertation Guide." This handbook provides helpful information about the project dissertation phase for you to know from the very beginning of your doctoral journey.

This information will help you start thinking now what challenge, need, and/or opportunity you would like to focus on through your project. You are encouraged to consider all nine seminars you will take as preparation for your project and dissertation. As you write seminar

papers, realize that they are practice opportunities for writing your dissertation. When writing research papers for seminar course requirements, consider the topics considered for dissertation. While these papers will not become part of your dissertation, the research you will be doing for these papers will assist you in determining the feasibility of your project ideas.

Those of us in the Doctoral Office are here to assist your throughout your journey. We welcome your questions and requests for assistance. You will also find helpful MBTS web site information to use throughout the program including a frequently updated seminar calendar for you to use as you select seminars and enroll each semester. Please know that we pray for you and your family and consider it a privilege to assist you on your doctoral journey.

Dr. Rodney Harrison  
Director, Doctoral Studies  
Phone: 816.414.3755

Mrs. Mindy Akright  
Administrative Executive Assistant  
Phone: 816.414.3755

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<sup>1</sup> Charles Conniry, Jr. "Reducing the Identity Crisis in Doctor of Ministry Education." *Theological Education*, 40, no. 1 (2004): 138.

## SOUTHERN BAPTIST SEMINARIES PURPOSE STATEMENT

Southern Baptist theological seminaries exist to prepare God-called men and women for vocational service in Baptist churches and in other Christian ministries throughout the world through programs of spiritual development, theological studies, and practical preparation in ministry.

## MIDWESTERN BAPTIST THEOLOGICAL SEMINARY MISSION STATEMENT

Midwestern Baptist Theological Seminary serves the church by biblically educating God-called men and women to be and make disciples of Jesus Christ.

## MIDWESTERN BAPTIST THEOLOGICAL SEMINARY CORE VALUES

Veritas / Truth – “Know”

*We believe that the Bible is the inspired, authoritative, inerrant word of God, and thus it instructs, motivates, and guides us in all areas of ministry. We are committed to helping students to understand, communicate, practice, and defend Biblical truth.*

Pietas / Devotion – “Be”

*We seek to model and to instill in the lives of our students supreme devotion to the Lord. We seek to provide an atmosphere for students that cultivates consistent, disciplined, and balanced spiritual growth that validates their call to ministry. We strive to accomplish this through Biblically based teaching and by providing opportunities to develop a lifestyle of Christian love and integrity. We believe Christ-like relationships with God, family, church, community, and world are essential and should be cultivated.*

Missio / Evangelism – “Do”

*We believe it is the duty and privilege of every follower of Christ and of every church of the Lord Jesus Christ to endeavor to make disciples of all nations. The Lord Jesus Christ has commanded the preaching of the Gospel to all nations. It is the duty of every Christian to seek constantly to win the lost to Christ by verbal witness undergirded by a Christian lifestyle, and by other methods in harmony with the gospel of Jesus Christ.*

*We believe in the primacy of the local church in the work of evangelism. We prepare students to worship God,*

*evangelize the lost, edify believers, and establish biblically-based churches for the purpose of glorifying God.*

*We prepare students to be leaders who demonstrate commitment to ministerial calling, cultural sensitivity, and doctrinal integrity from a Southern Baptist perspective. We seek to develop leaders who exemplify and communicate the Great Commission in their ministry settings.*

## DOCTORAL STUDENT EXPECTATIONS

Persons admitted into the DEdMin program are expected to demonstrate the capacity to:

1. Deepen their obedience to Jesus Christ to glorify Him through holy living.
2. Draw on the resources of the classical area of theological study.
3. Do original field research and needs analysis.
4. Organize and equip others to carry out ministry strategies with a high level of competence.
5. Move beyond routinely accepted techniques of ministry toward new dimensions, methods and outreach.
6. Integrate and articulate educational philosophy, educational theory, and a biblical worldview.
7. Equip teachers and leaders in educational theory and practice.

## PURPOSE

The purpose of the professional doctoral studies program is to develop Christian leaders through doctoral level research, instruction, exegesis, project development, reflection, and evaluation.

## GOALS

Students graduating from the DEdMin program will:

1. Draw on the resources of the classical area of theological study.
2. Deepen their obedience to Jesus Christ to glorify Him through holy living.
3. Do original field research and needs analysis.
4. Organize and motivate others to carry out ministry strategies with a high level of competence.
5. Move beyond routinely accepted techniques of ministry toward new dimensions, methods, and outreach.
6. Integrate and articulate educational philosophy, educational theory, and a biblical worldview.
7. Equip teachers and leaders in educational theory and practice

## ADMISSION

### **DEdMin Admissions Requirements:**

1. An earned MACE, MARE, MRE, or equivalent from an accredited institution.
2. A 3.0 grade point average or above on a 4.0 scale for all graduate level studies.

### **Admission Procedures for US Citizens:**

United States citizens seeking admission to professional doctoral studies programs must:

1. Request, complete, and submit an application for doctoral studies;
2. Request and submit official transcripts from all academic institutions previously attended;
3. Give evidence of service in a vocational Christian ministry;
4. Submit a personal ministry essay of approximately ten (double-spaced) pages outlining the student's understanding of salvation and Christian ministry, identifying personal and professional goals, and explaining how entrance into the doctoral studies program will help the student accomplish these goals;
5. Satisfy the admissions standard of a 3.0 GPA on a 4.0 scale. English program applicants whose GPA is 2.75-2.99 must also submit a Miller Analogies Test score and be interviewed via phone by a Doctoral Studies Committee member for consideration. Non-English program applicants whose GPA is 2.75-2.99, may submit, in lieu of the Miller Analogy Test, a 12-15-page research paper on a topic of MBTS choosing to be graded using a standardized grading rubric, along with a formal phone interview by a faculty member. The required testing fee is \$90.

### **Admission Procedures for International Students:**

1. Complete items 1-5 specified above for US citizens;
2. Submit TOFEL scores to the Doctoral Studies Committee (The minimum score for admission is 550 on the paper test and 213 on the computer test.);
3. Submit a completed International Student Certification of Finances form; and
4. Provide evidence of full compliance with all legal issues set forth in US law as applicable to degree-granting institutions.

### **Admission Notification:**

The Doctoral Studies Committee may grant admission under four different categories; unconditional, probationary, admission under special circumstances, and non-degree seeking. Upon admission, the student will be enrolled in a no-credit "Doctoral Admitted" class that includes documents and other requirements. Billing for the program fee will start at this time unless the student makes prior arrangements in writing with the doctoral office, and those arrangements approved by the Doctoral Studies Committee. At no time will a student be allowed to postpone enrollment more than 12 months.

**Unconditional Admission:** Applicants who have an earned MACE, MARE, or its equivalent from an ATS accredited institution with a 3.0 out of a 4.0 GPA may be admitted unconditionally.

**Probationary Admission:** Probationary admission may be granted when the applicant's GPA is 2.75-2.99 on a 4.0 scale (1.75-3.0 on a 3.0 scale) along with a Miller Analogies Test (MAT) score of 400 or above (or the academic indicator assigned by the Doctoral Studies Committee) is submitted with a written explanation identifying why the applicant's GPA is below 3.0. The successful completion of two seminars will remove the probationary admission.

**Conditional Admission:** Applicants wishing to pursue a Doctor of Educational Ministry degree who hold degrees in education other than an ATS accredited MACE or MARE must earn additional credit hours in basic ministerial and Christian education courses resulting in meeting the MACE equivalency requirements (52 hours). Admission is determined on a case-by-case basis.

**Non-Degree Seeking:** Professional doctoral (DEdMin) applicants who have completed an approved master's degree, have maintained a GPA of 3.0 or higher in their graduate studies, and are working on the MACE equivalency may enroll in one professional doctoral seminar per semester as non-degree-seeking students while completing the MACE equivalence. Non-degree-seeking students desiring to complete more than 12 hours of seminars must obtain approval of the Doctoral Studies Committee prior to taking each additional seminar.

Completion of courses as a non-degree-seeking student does not guarantee final admission into a professional doctoral program nor does it waive any other admissions requirements. Seminars taken as a non-degree-seeking student may be applied toward a professional doctoral degree program provided the seminars taken satisfy specific program requirements. The doctoral program fee at the time of final admission will be pro-rated by the fees paid for credit hours taken as a non-degree-seeking student by eliminating the final monthly payments to be made at the end of the payment process and working backward toward the first payments.

### **Non-Degree Seeking Procedure:**

Completion of the Non-Degree Seeking Application and a \$25 non-refundable application fee will be required. Priority is given to degree-seeking students admitted to the doctoral studies program. Students will be allowed to enroll in seminars on a space available basis and only with approval of the Director of Doctoral Studies.

Students seeking credit as non-degree seeking students will pay per credit-hour. Those seeking to take a seminar

for credit must complete all of the seminar requirements as outlined in the seminar syllabus.

**Denial of Admission:** Applicants who are denied admission, and who wish to reapply, must wait at least one year before doing so. All requirements not previously met must be satisfied before admission is possible.

**Auditing for Doctor of Educational Ministry:**  
Students seeking to audit a course at the non-degree seeking status will be assessed a fee of \$125 per credit hour. Written permission to audit by the professor is required, and class discussions and activities of auditing students are at the discretion of the professor.

## ENROLLMENT

### **Enrollment Requirements:**

The Doctor of Educational Ministry is designed to be completed in no less than four years, and must be completed within six years.

Registration is completed online: [www.mbt.edu/registrar](http://www.mbt.edu/registrar)  
Course Schedules are updated online:  
[www.mbt.edu/schedules](http://www.mbt.edu/schedules)

Doctoral seminars are designed to be completed in any order, as long as the student first completes DR30020 Doctoral Colloquium and ends his or her program with DR30090 Dissertation Preparation, the capstone course which segues into the Dissertation Project stage. Due to the intensive nature of the courses, students may not take overlapping seminars. Allow at least a month between on-campus dates of the seminars in your chosen track.

Course drop form for doctoral students (fees are automatically charged for drops):  
<https://sp2.mbt.edu/students/SitePages/Doctoral-Course-Drop-Form.aspx>

All doctoral students must successfully complete at least two seminars per academic year. If a student cannot maintain this standard, written notification including an explanation must be submitted to the Doctoral Studies Committee ([docstudies@mbt.edu](mailto:docstudies@mbt.edu)).

### **Course Hours Count**

Tardiness and absences are not permissible for any doctoral seminar. To maximize your time, doctoral seminars utilize a combination of pre-campus, on-campus and post-campus learning. Any student who needs to miss more than an hour of class will need to withdraw from the seminar. Attendance at all sessions of any doctoral seminar is mandatory. Students may not miss more than one hour of any doctoral seminar. Please be sure to clear the week on-campus from any other obligations, including evenings, in order to focus solely on the seminar and seat time required.

**Interrupted Status:** Interrupted status is granted for one year (up to two semesters). A \$250.00 per semester fee is charged to the student's account if requested before the start of the term. The fee is \$500 if requested after the start of the term. No academic work may be done while the student is on interrupted status. Interrupted status must be requested no later than the first day of the term in which interrupted status is requested to be assured of the minimal \$250 fee: February 1 (Spring Term) or August 1 (Fall Term). The form for interrupted status is found here:  
<https://sp2.mbt.edu/students/SitePages/Doctoral-Interrupted-Status-Form.aspx>

**Inactive Status:** Inactive status may be granted for up to three years (six semesters) and is only considered for

students of service, be it military service or missionary service. A \$500.00 per year fee is charged to the student's account. No academic work may be done while the student is on inactive status.

**Hermeneutics:** A graduate course in Hermeneutics is strongly recommended for all doctoral students. Any student earning a B- or lower in DR30060 Integrating Christian Faith and Practice will be required to enroll in and successfully pass (B or higher) a graduate-level Hermeneutics course at an accredited institution of 2 or more semester hours prior to petitioning permission to re-take Integrating Christian Faith and Practice. Only students whose GPA is above 3.0 will be allowed to enroll in additional courses prior to petitioning permission to re-take Integrating Christian Faith and Practice.

### **Program Withdrawal**

While we strongly encourage students to persevere through the challenging academic rigor of doctoral studies, sometimes unexpected changes occur and the timing is not right. Please contact the doctoral office by phone or email ([docstudies@mbt.edu](mailto:docstudies@mbt.edu)) if you fear withdrawal from the program is necessary or imminent for the appropriate forms and procedures.

*Fees are subject to change by action of the Doctoral Studies Committee or Board of Trustees.*

## STUDENT PORTAL AND CANVAS ACCOUNTS

The new login ID will be formatted as follows: the first initial of the student's first name, last name, and the last five (5) digits of the student ID number (found on the back of a student ID). For example, student John Doe with a student ID of 1001 602 15394 would have a login ID of jdoe15394. This login ID will be used to access the student's account on the Student Portal:

[https://portal.mbt.edu/student\\_portal](https://portal.mbt.edu/student_portal)  
and also provide access to the Canvas system:  
<https://mbt.instructure.com>

The existing password for the Student Portal account will remain the same and will also be migrated to the account in Canvas.

### **Student E-Mail accounts**

A student e-mail account will be created for each Midwestern student. The account will use the same convention as the login ID. Using the John Doe example, the e-mail account would be:

[jdoe15394@student.mbt.edu](mailto:jdoe15394@student.mbt.edu)

Student email accounts can be accessed at:  
<http://mail.student.mbt.edu>

Please note that ALL college, seminary, and course related e-mail correspondence uses the new student e-mail account. If a student desires to utilize a secondary e-mail address (i.e. an established personal e-mail account), simply login to the

MBTS student e-mail account and forward correspondence to the appropriate account.

Additional benefits to having an educational institution e-mail account include the following:

1. Microsoft Office Professional Academic 2010 and Windows 7 Professional :  
<http://www.microsoft.com/student/office/en-us/default.aspx>
2. Amazon Student:  
<http://www.amazon.com/gp/student/signup/info>
3. Sam's Club Collegiate Membership:  
<http://www.samsclub.com/sams/pagedetails/content.jsp?pageName=compareMembershipBenefitsColl>

Many other vendors and retailers offer benefits to students with a valid educational institution e-mail address (.edu).

#### **Student/Campus Wireless Internet Access (Wi-Fi)**

MBTS has modified the wireless connectivity on campus to provide a simpler, consistent way to connect to the internet. Access is provided via a WPA-secured network that allows users to save their settings, allowing access each time students are on-campus without providing credentials. The login information for the new student wireless is:

**SSID:**           **StudentWireless**  
**Password/key:**   **mbtswireless**

Placards are located throughout the campus with this information.

Additional information regarding all these services can be found in the Student Technology Services Guide available for viewing and download on the Current Students section of the MBTS website:

[http://www.mbt.edu/current\\_students](http://www.mbt.edu/current_students).

Upon enrollment in the first course, students have access to the student portal. Students must pay close attention to login to the correct semester or enrollment appears to be incorrect. After login, follow the link at the lower left of the menu titled "My Courses." The syllabus and other resources for the course will be located under "Course Documents" as posted by the professor. Please note that the system defaults to the current term, so to find a January seminar, the viewer will need to change the parameters to the Spring term of the correct year.

If you have any further questions about the student portal, please contact the MBTS IT department at 816-414-3763 or [helpdesk@mbts.edu](mailto:helpdesk@mbts.edu).

#### **ACADEMIC PROBATION**

Reasons for placement on academic probation include, but are not limited to:

1. Students earning a grade of B-, C+, or C in any seminar
2. Withdrawing from two seminars
3. Falling one semester behind in financial obligations to the school

4. First warning of minor or unintentional violation of the seminary statement on integrity
5. A moral failure (fiscally, relationally, or otherwise) unbecoming of a Christian minister.

Academic probation affects not only the status in the student database, but can also affect a student's ability to receive or qualify for financial aid.

#### **TERMINATION**

Reasons for termination from doctoral studies include, but are not limited to:

1. Failing to notify the Doctoral Studies Committee of any significant change in ministry status or location;
2. Having an accumulated GPA in doctoral studies of less than 3.0;
3. Earning a grade below B in two seminars
4. Immoral conduct; Significant or repeat violation of the seminary statement on integrity;
5. Failing to enroll in and successfully complete at least two seminars per academic year;
6. Falling two or more semesters behind, or failure to pay tuition and fees;
7. Failing to apply for reactivation at the end of interrupted or inactive status;
8. Failing any seminar (grade C- or lower)
9. Leaving vocational ministry;
10. Conduct unbecoming of a minister of the Gospel;
11. Withdrawing from three seminars once enrolled;
12. Plagiarism

Requests for appeal must be made in writing to the program director or Director of Doctoral Studies.

## TRANSFER OF CREDITS

Students may transfer doctoral level electives from other accredited institutions. Please note that transferring hours from another doctoral program will not reduce the cost of the program, as it is based upon a “program fee” and not a per credit fee.

Requests for transfer must be submitted in writing to the Doctoral Studies Office at the time of application. All cases of transfer students from other accredited institutions will be evaluated individually by the Doctoral Studies Director and team. For this evaluation, the student will need to submit transcripts from all institutions of higher education. As in accordance with the catalog, the following stipulations also apply:

Midwestern transfers a limited number of credit hours for work taken at other accredited institutions. The following Association of Theological Schools regulations apply:

- (1) Up to one half of the credits required for the student's degree program at Midwestern may be granted on the basis of transfer credits, and no more than one half of the credits required for the degree program at the transfer school may be transferred.
- (2) Courses transferred must be equivalent in content and requirements to courses in the Midwestern catalog.
- (3) Only courses used to meet Midwestern degree requirements will be transferred and recorded on the student's permanent record/transcript.
- (4) Only courses in which the student has received a grade of B or higher will transfer. The Registrar and Doctoral Studies Committee will consider those requests involving transfer of credit from institutions accredited by other than ATS on a case-by-case basis.

## DIRECTED STUDY

A student with a specialized skill, interest, or need in a specific area may submit a request to the doctoral office. The student will work with the doctoral office and a professor of record to develop the specific learning contract and consider the professor-of-record for the directed study. A syllabus template will be shared upon enrollment. Sample syllabi are available.

The DEdMin program has two types of directed study as follows:

1. **Specialized Studies:** A student with specialized skills or interest in a specific area may have two directed studies in the Focus category of the DEdMin seminars.
2. **Alternative Studies:** When scheduling or logistic concerns arise, a student may submit a letter requesting

permission to enroll in an alternative study.  
**Foundational Core Seminars may not be taken by directed study.**

The following protocol is used in preparing DEdMin directed studies:

1. The directed study must be conducted at a doctoral level.
2. Requirements (contact hours and work load) must be commensurate with those of Midwestern's seminars, including a minimum of 500 pages per credit hour and a significant exit paper of no less than 20 pages.
3. The syllabus and the name of a recommended professor-of-record must be submitted to doctoral office for review and approval by the Director of Doctoral Studies.
4. Additionally, the student is responsible for any costs incurred in completing the study, including the directed study fee (\$500), billed to the student's account in addition to the normal tuition. The study must be completed within a semester, or a time frame agreed to by the professor of record and the student. The student will be working closely with a Midwestern professor-of-record through the duration of the directed study, as appointed by the Director. A copy of all work related to the study must be sent to the professor-of-record and to the Doctoral Studies Office for the permanent file where it can be reviewed by the Director of Doctoral Studies upon completion.

## DOCTOR OF EDUCATIONAL MINISTRY TUITION

*Current Doctor of Educational Ministry tuition breakdowns are updated regularly on the website, [www.mbt.edu](http://www.mbt.edu)*

If a student changes status (such as SBC to non-SBC), the student will be liable for the difference or discount effective the semester following the change. Spouses enrolled in classes in the College or Seminary may qualify for a tuition reduction. Please contact the Doctoral Studies Office for details.

\*Students who have not completed the doctoral program within the prescribed timeframe (eight semesters) will be assessed a \$1000.00 maintenance fee (\$500.00 for non-SBC students) each subsequent semester.

## SCHOLARSHIP INFORMATION

Midwestern Seminary offers a one-time Church Match Scholarship to new full time Seminary admits with a GPA of 3.0 or higher. The seminary will match \$250.00 for any student whose church donates \$500.00 toward their education. To receive the match, the church sends a cover letter identifying the student receiving the award along with a check payable to MBTS, with the student's name in the memo line, to:

Midwestern Baptist Theological Seminary  
Attn: Business Office  
5001 North Oak Trafficway  
Kansas City, MO 64118

Additional questions and clarifications regarding scholarships, tuition aid, payment schedules and payment plans should be directed to Student Financial Services, or by visiting their webpage: [www.mbs.edu/financialservices](http://www.mbs.edu/financialservices)

## SEMINAR STRUCTURE

To enroll in a seminar, the student must register for the seminar on the website at [www.mbs.edu/registrar](http://www.mbs.edu/registrar)

Registration after the first scheduled day of a seminar (the start date for pre-seminar work, not the first day on campus) up to the fourteenth day will incur a \$50 late registration fee.

Students withdrawing from or changing a seminar date once enrolled must do so by email or letter to the Doctoral Office. The following fee schedule will apply to each withdrawal request:

1. Withdrawal or Change request received 60 or more days prior to seminar: No fee
2. Withdrawal or Change request received after the end of the first day of classes through the first 50% of the class prior to seminar: \$150.00
3. Withdrawal or Change request received after the first 50% of the class through the first day of in class instruction: \$250.00
4. Withdrawing after the first seminar day will result in an F for the course and no withdrawal status.
5. Students not completing pre-class work may be withdrawn from the course with the grade of F.

Students who withdraw or change two seminars will be placed on academic probation and students who withdraw from three seminars will be dropped from the program. Fees will be automatically billed to the student's business office account upon notification of withdrawal from a seminar.

On Campus Seminar Requirements: The Association of Theological Schools standards mandate that all professional doctoral studies programs:

*...shall provide for substantial periods of interaction on a campus of the member institution to assure sufficient opportunity for disciplined reflection on one's experience and needs for educational growth; sustained involvement with regular full time faculty; extended involvement in peer learning; and access to the resources of the institution, especially the library.*  
*Association of Theological Schools, p. 53.*

Accordingly, all students are required to take the majority of their seminars on campus, and those seminars can be expected to provide no less than forty hours of classroom time for a 4-credit seminar. Professors can and will schedule class time during the day, over meal times, and sometimes into the evenings of the days scheduled for class.

All DEdMin seminars involve pre-seminar and post-seminar work as well as the classroom time (minimum of 40 hours) during the seminar.

1. Pre-seminar work: Each seminar begins 60 days before the first day of the classroom time for the pre-seminar work.
2. Syllabus: Each seminar syllabus and assignment materials are posted on or before the first day of the seminar on Canvas (60 days before the first day of classroom time).
3. Post-seminar work: Each seminar ends four weeks after the last day of classroom time.

## GRADE SCALE

Grading Scale	A 97-100	A- 96-94
B+	B 90-93	B- 85-86
C+	C 82-84	C- 76-77
D+	D 73-75	D- 65-68

## DEGREE PROGRAM

### Doctor of Educational Ministry

#### **Foundational Seminars (all required)      12 hours**

00000 Doctoral Orientation <sup>2</sup>	0 hrs
30020 Doctoral Studies Colloquium	4 hrs
30060 Integrating Christian Faith & Practice	4 hrs
30090 Dissertation Seminar	4 hrs

#### **Advanced Educational Foundations (select two)      12 hours**

34810 Educational Theory & Ministry Practice	4 hrs
34820 Life Span Development & Educational Practice	4 hrs
34850 Educational Leadership	4 hrs

#### **Advanced Educational Focus (choose three)      12 hours**

34080 Teaching Principles and Methods for Higher Education	4 hrs
34860 Educational Organization & Administration	4 hrs
34892 Conference, Research & Report* **	4 hrs
34893 Advanced Research, Reading & Report*	4 hrs
39011 Directed Study* **	4 hrs

#### **Dissertation<sup>3</sup>      6 hrs TOTAL: 38 hours**

The Doctor of Educational Ministry program includes a total of eight seminars plus the project & dissertation.

\*Directed Study Fee applies

\*\*May be taken twice

The Foundational Core classes for the Korean language program are the same. Other classes are subject to change. Please contact the Doctoral Office for information about classes needed for the Korean doctoral programs.

<sup>2</sup> Upon admission, the student will be enrolled in DR00000, Doctoral Orientation, for 0 credit hours.

<sup>3</sup> After meeting all the requirements, the student will be registered in DR40981 DMin/DEdMin Dissertation – Ongoing Research for 1 credit

hour each semester until the dissertation is completed. When the student is ready for the dissertation defense, the student will be registered in 40992 Dissertation-DEdMin for the remaining hours in order to receive a total of 6 credit hours.

## MINISTRY PROJECT OVERVIEW

The following overview of the ministry project serves as a stepping stone for understanding all that is involved in planning and carrying out a ministry project as well as writing the dissertation. A brief summary of expectations for the Project Director launches the overview of the ministry project. The explanation of the nature of the ministry project spells out the focus of the various types of projects as well as the steps to be taken and the skills to be developed during the process. This overview concludes with the overall schedule for the project and dissertation process. Consequently, this overview provides the basic groundwork for planning and conducting the ministry project and writing the dissertation.

**Research Phase Progress Reports:** All students in the research phase, regardless of status, must show satisfactory academic progress by submitting Research Phase Progress Reports which are due each semester (June 15 and December 15) while in the research phase. This form is emailed out to qualifying students one month before it is due. The Doctoral Studies Committee will consider students who fail to maintain contact for withdrawal from the program. Minimum contact is considered to be once a semester.

### Nature of the Ministry Project

The ministry project trains one to solve problems in the area of Christian service through extensive field research and hands-on experience. In this process, the Project Director learns to recognize challenges, needs, and opportunities related to his or her ministry setting and to engage them as efficiently and permanently as circumstances allow, while keeping in mind the special demands of Christian discipleship. Simply put, the ministry project should address biblical challenges, needs, and challenges—accompanied by a clear understanding of the context—using biblically compatible methods, thus enhancing a personal grasp of practical theology.

Within this general picture one can identify tasks involved in conducting the project. First, the process of field research must demonstrate an understanding of the culture, context, and community in which the project takes place. Second, a clearly described plan designed to solve the problem or need is devised and implemented in such a way that others can evaluate the process and methods used after the fact. Therefore, each step of the project needs to be designed so that *measurable* or *demonstrable* results follow, whether positive or negative. Otherwise, one's colleagues and future researchers will not be able to see what, if anything, significant was accomplished. Third, the Project Director will analyze the results and evaluate his or her work and personal development in the form of a project dissertation. Did the project make a difference? What kind of difference? Was this change anticipated or something unexpected?

Notice that one should design the project so that it places the Project Director in a “win-win” situation results-wise: whatever happens—the expected or the unexpected, the positive or the negative—will contribute to and enhance an understanding of Christian ministry. Consequently, a project may demonstrate unexpected or negative results that will need to be successfully defended, clearing the Project Director for the conferring of the degree.

The ministry project develops several professional skills. In demonstrating the need for the project, extensive field research will require that the Project Director gain expertise in the culture of the ministry setting and of human nature. One will learn how to mobilize Christ-followers under his or her leadership and how to coordinate the energies of co-workers to resolve church or ministry setting challenges, needs, and opportunities on schedule (ideally) and according to plan. During this process one discovers what it takes to work alongside other ministry professionals whose strategies and priorities may differ from one's own. Finally, the process of designing and implementing the project will develop the Project Director's ability to surpass conventional wisdom in strategic thinking. Consequently, the project experience will give the Project Director the opportunity to develop skills in research, mobilization, coordination, team work, problem solving, and strategic thinking.

### The Types of Ministry Projects

The context for DEdMin projects is anything related to Christian Education or disciple making. The projects may be based on the challenges, needs, and opportunities related to a church, a group of churches, such as an association or state convention, or a denominational entity including universities, seminaries, publishing organizations, and Boards.

The Project Director has a choice of three types of ministry projects. With the challenge, need, and or opportunity to be addressed through the project in mind, the Project Director selects the type of project that best fits the problem solution process and/or need to be addressed through the project.

1. **Equipping Strategy** — Create a set of actions with materials to equip a group of believers for a ministry (e.g., train a ministry team to minister to families dealing with job loss and working with them in the early stages of implementation OR equipping Bible study facilitators to use healthy discussion teaching methods). [Appendix A]
2. **Enhancing a Personal Ministry Skill** — Improve a personal ministry skill (e.g., the development of a set of actions for improving teaching skills or strategy development skills and the implementation and evaluation of those actions OR the development of a set of actions for improving skills required for leading meetings with teachers). [Appendix B]

3. **Developing a Ministry Strategy** — Craft a strategy for a ministry directed toward a specific group of people including the early stages of implementation (e.g., a mobilization strategy to engage church members in serving God according to their giftedness and passions OR an apartment or clubhouse Bible study designed to reach the un-churched residents in the community). [Appendix C]

## MINISTRY PROJECT AND DISSERTATION SCHEDULE

Before commencing the ministry project, *all doctoral seminars must be completed*. Only at this time has the Project Director received the formal training needed to complete a ministry project. Keep in mind that the DEdMin program is a four-year program. This requirement exists to keep Project Directors from the disappointment of false starts and backtracking.

A ministry project includes the following two phases—the project and the dissertation. The following information provides an overview of the project phase and the dissertation phase steps with some detail. Full details for each step are located in the “Doctoral Project Dissertation Guide.”

### **Project Phase Steps**

- **Step 1: Looking for Challenges, Needs, and Opportunities**
  - A. Find a biblically definable need within your own ministry setting.
  - B. Conduct considerable field research to substantiate the challenge, need, opportunity.
  - C. Propose a solution to the challenge, need, and/or opportunity that is *contextual* and *original*.
  
- **Step 2: Writing the Project Proposal (Chapters 1-4)**
  - A. Preparing the Project Proposal and a Project Implementation Schedule begins during the Dissertation Seminar.
  - B. The Project Director submits a review draft of his or her Project Proposal outline and a Project Implementation Schedule to the Dissertation Preparation Seminar professors for feedback and guidance.
  - C. The Dissertation Preparation Seminar professors email the Project Director their feedback and guidance by the last day of the Dissertation Seminar (6 weeks after the last day of class on campus).
  - D. The Project Director completes and finalizes the Project Proposal with his or her Dissertation Committee. Please note that no project that is started—let alone completed—before the

- Dissertation Committee approval will count toward the degree requirements.
- E. The Project Director has the final Project Proposal reviewed by qualified *Midwestern Style Guide* reader or proof readers before submission to his or her Dissertation Committee for final approval.

### □ **Step 3: Requesting Project Proposal Approval**

- A. The project director must submit the official Project Proposal and Project Implementation Schedule to the dissertation committee members. This submission needs to be done ten months or more prior to one’s anticipated graduation.
- B. With the approval of the dissertation committee, the chair sends the approved draft of the Project Proposal with a letter or email to the Doctoral Studies Office, the Director of Doctoral Studies, and the project director confirming that the dissertation committee has approved the Project Proposal.

### □ **Step 4: Implementing the Project**

- A. Implementation begins as soon as the dissertation committee approves the Project Proposal and documentation is filed with the Doctoral Studies Office.
- B. The project director follows the Project Implementation Schedule as planned with the Project Proposal.

### **Dissertation Phase Steps**

- **Step 1: Writing the Dissertation**
  - A. Once the project is implemented and the results are gathered, the project director is ready to write Chapters 5 and 6.
  - B. The project director and the dissertation committee determine how often they will communicate during the writing process.
  - C. When the dissertation is written, the project director is responsible for having the dissertation proofed and edited by trusted friends or a professional editor.
  - D. When the dissertation is deemed grammatically correct, the project director is responsible to engage a *Midwestern Style Guide* expert (may be the professional editor) to read the paper for style and formatting concerns. This expert needs to fill out *Midwestern Style Guide* Compliance certification form which will be submitted with the dissertation.
  - E. Now is the time to request a Graduation Checklist from the Doctoral Studies Office.
  - F. The following tasks take place by February 15 or September 15 of the semester in which one intends to graduate.

1. Send one electronic copy of the completed dissertation (must be postmarked no later than February 15 or September 15) to the Doctoral Studies Office.
2. At the same time, send a hard copy to each Dissertation Committee member.
3. Email the Doctoral Studies Office and the members of the Dissertation Committee the mailing date for the hard copies.
4. The Application for Graduation is also due to the Doctoral Studies Office, due January 15 for a May Graduation or due September 15 for a December Graduation.

**Step 2: Defending the Dissertation**

- A. Upon receipt of the dissertation, the dissertation committee will have thirty (30) days to evaluate the dissertation by using the Professional Doctorate Dissertation Rubric.
- B. The dissertation committee chair schedules the oral defense with the second reader and the project director. The Doctoral Studies Office is available to assist with reserving a meeting room on campus.
- C. The oral defense must take place before April 1st or November 1<sup>st</sup> of the semester in which one intends to graduate.

**Step 3: Submitting the Final Dissertation**

- A. Once the dissertation is approved by the dissertation committee, the project director submits four hard copies and one electronic copy as follows to the Doctoral Studies Office no later than May 1 or December 1 of the semester of graduation.
  1. PDF copy for microfilm
  2. One hard copy on cotton rag paper for binding your copy.
  3. Three hard copies on cotton rag paper for binding copies for the Doctoral Studies Office and the MBTS library.
    - (a) Requesting additional copies for binding is accepted at this time with an additional \$15 binding and \$8 shipping per book. The additional copies are not required to be on cotton rag paper.
    - (b) Cotton rag paper must be at least 20 pound weight with 50% (or greater) cotton content. Look for "fine business paper" or "resume stationary."
- B. The project director also needs to pay all fees by May 1 or December 1 to the Doctoral Studies Office.
  1. Binding and microfilming fee: \$90.00 (Due the Doctoral Studies Office)
  2. Graduation Fee: \$150.00 (Cap, gown, and hood rental)
- C. Check with the Doctoral Studies Office to make sure your MBTS account is paid in full so that you can receive your degree.

## **INSTITUTIONAL REVIEW BOARD**

Midwestern's Institutional Review Board (IRB) has been formally designated to assure appropriate steps are taken to protect the rights and welfare of humans participating as subjects in a research study. The board has authority to review and approve, or disapprove of any research project by students involving human subjects that does not pass or comply with standards meant to protect human subjects from abuse or ethical treatment. Research projects involving human subjects may not proceed without the approval of the IRB. The IRB is based on established requirements for the ethical conduct of human subject research:

- Respect for persons (involving a recognition of the personal dignity and autonomy of individuals, and special protection of those persons with diminished autonomy);
- Benefice (entailing an obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks of harm); and
- Justice (requiring that the benefits and burdens of research be distributed fairly).

The decisions of the IRB are informed by these three requirements and are governed by IRB Policies and Procedures, and by the Federal Policy (the "Common Rule") codified at Title 45 Part 46 of the Code of Federal Regulations.

The required forms, policies and procedures for research involving human subjects are available through the Doctoral Studies office and the Dissertation Seminar course content page.

**MIDWESTERN BAPTIST THEOLOGICAL SEMINARY**  
**A STATEMENT OF INTEGRITY**  
**IN SEMINARY STUDIES**

The fundamental purpose of the Midwestern Baptist Theological Seminary is to assist the development of Christian ministers who are equipped to make responsible and relevant witness to the redeeming gospel of Jesus Christ in the context of the vastly complex and rapidly changing modern culture in which God has granted us the grace of life. In accordance with this purpose, therefore, the Seminary dearly cherishes and earnestly seeks to foster among all its students the qualities of spiritual dedication, creative imagination, and personal integrity.

Consequently, the administration and faculty of the Seminary expect, as a minimum requirement, that each student shall do his *own work*. That is to say, the student is to let every test and examination reflect *only* the best results of his own disciplined study. Likewise, every term paper and written report must represent the student's own original approach to the task assigned; and it should not contain either direct quotations or paraphrases of any part of any other writer's book or paper, published or unpublished, for which due credit is not given to the original author. *Such credit should be acknowledged by proper citation (in text, footnotes, and bibliography) of the sources employed.*

Unless otherwise instructed by the professor under whose direction the paper is prepared, Midwestern's Manual of Style (with such supplements as may be prepared by the faculty) will serve as a guide to correct form in citing all sources.

It cannot be exaggerated how strongly the Seminary deplores plagiarism in all its forms. Dishonesty is incompatible with the very purpose for which a student avails himself of its ministries. It is to be desired that one remain without a degree rather than to obtain it by dishonest means, for Christianity cannot countenance conduct that contradicts its basic tenets.\*

It is further to be hoped that each individual will recognize a responsibility for his brother as well as for himself in all such matters.

Adopted by the Faculty  
Midwestern Baptist Theological Seminary  
October 5, 1961

\*The Doctoral Studies Committee adopted the following addendum on September 29, 2003 for inclusion in the Manual for Doctoral Studies.

Due to the fact that plagiarism runs counter to the purpose of higher learning, due to the increased temptation to plagiarize presented by the Internet, and due to an increase in cases of plagiarism, proven intentional plagiarism on the part of any doctoral student will result in a failing grade for the course and automatic dismissal from the program.

## APPENDIX A: Project Type Worksheet

### Equipping Strategy

#### **Description:**

**Setting:** A group of Christ-followers needs to be equipped for a specific ministry. Many training models for that ministry are available but the Project Director will mine the literature on this type of training and explore the existing models to synthesize a distinctly new approach to equipping people for this specific ministry.

**Scope:** The Project Director's research is the starting point of the project which ends with the people being equipped for ministry. The actions that follow the training sessions go beyond the scope of this project.

**Focus:** Equipping Christ-followers to carry out a ministry

**Product:** Equipped Christ-followers for a specific ministry

#### **Template:**

##### **One Sentence Purpose Statement:**

The purpose of this project is to equip [who] to [ministry].

EX: The purpose of this project is to equip deacons to minister to cancer patients.

##### **Project Objective(s):**

1. The Project Director will [learning domain] [specific ministry].

EX: The Project Director will design an equipping strategy for deacons to learn how to minister cancer patients.

##### **Project Goals to reach this Objective:** [Repeat for additional Project Objectives]

A. To research how to equip people for [specific ministry].

EX: To research how to equip deacons for ministering to cancer patients.

B. To develop a workshop that would equip [who] to [the specific ministry].

EX: To develop a workshop that will equip deacons to minister to cancer patients.

##### **Professional Objective(s):**

1. The Project Director will [learning domain] [skill to be developed].

EX: The Project Director will develop skill in writing curriculum.

##### **Professional Goals to reach this Objective:** [Repeat for additional Project Objectives]

A. To increase the Project Director's knowledge of how to [ministry].

EX: To increase the Project Director's knowledge how to care for cancer patients.

B. To increase the Project Director's skill in [a skill needed to develop the workshop].

EX: To increase the Project Director's skill in preparing teaching plans.

## APPENDIX B: Project Type Worksheet

### Enhancing a Personal Ministry Skill

#### **Description:**

- Setting:** The Project Director has a ministry skill that needs improvement that relates directly to his or her ministry responsibilities.
- Scope:** This project starts with identifying the ministry skill that needs enhancing and concludes with implementing the skill enhancement.
- Focus:** A ministry skill area.
- Product:** The skill improvement becomes the norm.

#### **Template:**

##### **One-Sentence Purpose Statement:**

The purpose of this project is to enhance the Project Director's [skill to be improved] to be more effective in [related ministry task].

##### **Project Objective(s):**

1. The Project Director will [learning domain] [skill to be enhanced].  
EX: The Project Director will improve his sermon preparation skills.

##### **Project Goals to reach this Objective: [Repeat for additional Project Objectives]**

1. To identify [elements or related aspects] that are effective for [ministry task or target].  
EX: To identify how the use of Bible commentaries is effective during his sermon preparation.
2. To develop [related to the ministry task] identified as [what is needed by the target].  
EX: To develop the use of humor during sermons that is identified as an important addition to his sermons by young adults.
3. To use [the enhanced skill] at [name of church or group].  
EX: To use enhanced sermon preparation skills for preaching at Gladeville Baptist Church.

##### **Professional Objective(s):**

1. The Project Director will [learning domain] [skill to be developed that will help the Project Director enhance the project skill being enhanced] by [action].  
EX: The Project Director appreciates the sermon preparation process by examining his current process for weaknesses and strengths.

##### **Professional Goals to reach this Objective: [Repeat for additional Project Objectives]**

1. To increase the Project Director's knowledge [related to skill being enhanced] that are effective in [the result of the improvement].  
EX: To increase the Project Director's knowledge of sermon preparation best practices that are effective in improving his preaching skills.

## APPENDIX C: Project Type Worksheet

### Developing a Ministry Strategy

#### **Description:**

- Setting:** A specific set of ministry actions with a single purpose is needed by a specific group of people.
- Scope:** An analysis of demographics, characteristics, and existing strategies launches this project and ends with the initial stages of implementation.
- Focus:** A comprehensive strategy
- Product:** A strategy recommendation with initial implementation actions such as: presentation and approval processes or the first steps of the strategy (pilot projects, demographics, etc.)

#### **Template:**

##### **One Sentence Purpose Statement:**

The purpose of this project is to develop a strategy to [ministry action] with [target audience].

EX: The purpose of this project is to develop a strategy to intentionally minister with singles adults through Forest Hills Baptist Church.

##### **Project Objective(s):**

1. The Project Director will [learning domain] develop [strategy].  
EX: The Project Director will synthesize the anticipated needs of single adults at Forest Hills Baptist Church to develop a new ministry strategy.

##### **Project Goals to reach this Objective: [Repeat for additional Project Objectives]**

1. To explore the demographics and existing models of [ministry] which are effective for [strategy plan].  
EX: To explore the demographics and needs of single adults in Forest Hills Baptist Church which will impact the new ministry strategy.

2. To develop a strategy for [the specific ministry].

EX: To develop a strategy for single adult ministry at Forest Hills Baptist.

##### **Professional Objective(s):**

1. The Project Director will [learning domain] [skill to be enhanced].

EX: The Project Director will examine strategy development best practices.

##### **Professional Goals to reach this Objective: [Repeat for additional Project Objectives]**

1. To increase the Project Director's knowledge of strategy thinking and development best practices.
2. To increase the Project Director's skill in [related to this strategy].  
EX: To increase the Project Director's skill in strategic thinking.