VIRGINIA UNION UNIVERSITY
Samuel DeWitt Proctor
School of Theology

DOCTOR OF MINISTRY
HANDBOOK

SAMUEL DEWITT PROCTOR SCHOOL OF THEOLOGY

VIRGINIA UNION UNIVERSITY

Accredited Member:
Association of Theological Schools in the
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The School of Theology is a member of the
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DOCTOR OF MINISTRY PROGRAM
STAFF AND FACULTY

Dean, School of Theology
John W. Kinney, PhD

Director, Doctor of Ministry Program
Alison Gise Johnson, PhD

DMin Program Associate
Ronda Bond, M.Ed.

STVU has long enjoyed a tradition of a learned faculty comprised of persons who are qualified scholars in their respective disciplines. The seminary's "adjunct" professors reinforce the strength and scope of its resident faculty. Together their teaching perspectives and interaction with students are informed and enhanced by their participation in the life of the church as pastors, educators, and/or counselors.

Adam L. Bond, *Associate Professor of Historical Studies*
Jessica Young-Brown, *Assistant Professor of Counseling and Practical Theology*
Lynne Caldwell, *Instructor in Practical Theology and Director of the Edosomwan Institute*
Katie G. Cannon, *Adjunct Professor of Theological Ethics*
Patricia Gould-Champ, *Assistant Professor of Practical Theology*
David Emmanuel Goatley, *Adjunct Professor of Global Leadership*
James Henry Harris, *Professor of Practical Theology*
Michele Jacques Early, *Assistant Professor of Theology*
Denise Janssen, *Associate Professor of Christian Education*
Yung-Suk Kim, *Associate Professor of New Testament & Early Christianity*
John William Kinney, *Dean and Professor of Theology and Historical Studies*
Ray McKenzie, Coordinator –*Instructor of Practical Theology*
Jerome Clayton Ross, *Adjunct Professor of Old Testament and Hebrew*
Boykin Sanders, *Professor of New Testament Studies and Greek*
Harry Simmons, *Assistant Professor of Pastoral Care*
Sylvester Smith, *Assistant Professor of Interdisciplinary Studies*
Robert Wafawanaka, *Associate Professor of Biblical Studies*
Nathaniel West, *Assistant Professor of Christian Education*
Mary Young, *Director of the MACE Program and Assistant Professor of Christian Education*

VIRGINIA UNION UNIVERSITY
SAMUEL DEWITT PROCTOR SCHOOL OF THEOLOGY

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MISSION STATEMENT

The Samuel DeWitt Proctor School of Theology of Virginia Union University (STVU) is a historically African American institution that in partnership with the church and community endeavors to equip students for service within diverse, social contexts through a curriculum that emphasizes academic excellence, spiritual (trans) formation, and faithful service in the church and world.

In fulfillment of its mission, STVU seeks:

(1) To act as a catalyst for the critical and conscientious faith development of students.

(2) To assist students in defining and developing the specifics of their service in ministry.

(3) To provide a compassionate and nurturing context for substantive theological study.

(4) To serve as a facilitator of the church in defining and identifying worship in its broader aspects and in understanding its mission as it affects everyday life.

Committed to its historic mission and compelled by present obligation to nurture leadership for the African-American and larger communities, STVU offers an educational experience that fosters the development of church leaders who are personally concerned and theologically informed enough to develop capabilities for articulating visions and implementing strategies for a just and sustainable future.   The learning environment at STVU enables students to integrate thinking, feeling, and acting, as they seek to develop informed, imaginative, and consecrated ministries.

The program requires that students demonstrate a clear and broad understanding of the Christian story and the capacity to interpret critically and creatively and to communicate effectively that story. Reflection merges with action, as students are expected to translate the Christian story, relate it to contemporary religious and global issues, and appropriate that story and faith in a manner that enables personal and social transformation.

The curriculum includes diverse offerings in the biblical, historical, theological, and pastoral fields as well as interdisciplinary studies. STVU takes seriously the impact of the African-American experience, as it relates to biblical interpretation, theological construction, historical analysis, ethical action, and the role and character of ministry.

Employing the historical Trans-Atlantic Middle Passage as the guiding focus for theological study in conjunction with acknowledging the uniqueness of students, STVU seeks to discern and respond to the unfolding of God's truth in its multidimensional forms. The curriculum is classical and innovative, structured and flexible, traditional and contemporary. Within the style, life, and curriculum of STVU, students from any ethnic background and culture can find a highly relevant approach to the preparation for Christian ministry.

INTRODUCTION

Consistent with the mission of the school to provide expanding opportunities for equipping persons in fulfilling their call to service in the church, STVU offers a Doctor of Ministry Program. The Doctor of Ministry program focuses on personal and cultural realism in ministry; therefore, the program is generally described as Ministry in Cultural Context. It recognizes the unique and special contributions that each cultural context provides for the church at large. Moreover, there is the recognition that persons are best prepared to serve the world when there is an awareness of the particulars of one's own culture. The ultimate goal is to prepare the laity to understand and to embody their unique gifts as persons and groups, in order to share those gifts in a pluralistic society.

Because the nature of the program relates so closely to the constituency of the church or ministry context, the applicant should be able to demonstrate the position of his or her engagement with the church/context for the period of the program.

PROGRAM CONCENTRATIONS

The Doctor of Ministry Program periodically identifies areas of concentration focused on addressing concerns affecting communities based on changing social, economic and political landscapes. Students participating in the concentrations may develop ministry research projects informed by individual interests and/or collaborative efforts. Currently, the Doctor of Ministry Program has identified the following areas of concentration:

- **Community Health and Sustainability** - An agency collaborative interdisciplinary concentration focused on developing sustainable ministries related to community health and sustainability. Particular attention is given to the interconnectedness of theological formation, socio-economic stability, sustainable health practices (physical, emotional, mental, intellectual and nutritional), and policies governing such. Students should projects be designed to develop substantive replicable resources potentially formed by agency collaborations for the purpose rebuilding and stabilizing families and communities.

- **Global Leadership and Institutional Reform** - A rigorous inter-contextual study of the intersection of missions, liberation theologies and global leadership formation. Particular attention is given to the inextricable nature of theological formation, justice-oriented missions, institutional viability and community sustainability. Student projects should represent commitment to excavation and distribution of intellectual resources informing theory and praxis.

- **Preaching and Social Concern** - Rooted historically in the traditions of liberation preaching, a rigorous interdisciplinary and inter-textual approach to the substance and form of preaching. Particular attention is given to the inextricable nature of individual transformation and efforts toward community mobilization and sustainability by addressing practical and theoretical issues ranging from the study of rhetoric to analysis of social context

- **Worship and the Creative Arts** - A rigorous interdisciplinary program designed for ministerial leaders committed to substantive study and interface of theology, ethics and performing/fine arts. Particular attention is given to the inextricable nature of cultural productions as means of religious, moral and theological tutoring. Student research to evince commitments to translating movement and media into resources informing theory, praxis and sustainability of artistic expressions as essential to faith and community building.

- **Youth and Young Adult Engagement** - A cross-generational engagement in theory and praxis of the centrality of nurturing youth and young adult in the faith inclusive of personal integrity and participation in social justice movements. Particular attention is given to the inextricable nature of theological formation, historical and biblical foundations informing sustainable transformation committed to developing trans-continental research and conversations among youth and young adults in order to develop relevant repositories of methods and outcomes for sustainable faith-based social action.

ADMISSION TO THE PROGRAM

Admission to the Program
The Doctor of Ministry Program is open, without discrimination, to applicants who have completed the Master of Divinity (M. Div.) degree at an ATS accredited seminary, provided the applicant has been engaged in professional church-related/other ministry for at least three (3) years subsequent to receiving the M. Div. degree, and provided the applicant has demonstrated the ability to do academic work at the graduate level. The demonstration of such ability will be evidenced by a grade of B or better, demonstrated quality in communication skills, and cognitive ability as ascertained in a review of the application packet. For admission deadlines, please visit www.vuu.edu.

Admission of Transfer Students
Those who were doctoral students in an ATS accredited institution may apply for admission. Once the full application is submitted, it is referred to the Doctor of Ministry Committee to determine eligibility of admission. Once admission is confirmed, credits and coursework from previous institution are evaluated to determine equivalency to STVU DMin degree requirements. Once transferability of courses and course work is evaluated and established, the application is submitted to the DMin Admissions Committee for approval. Upon acceptance, the student's stage of entrance, in relation to the STVU program, is configured and the student enters the program in the appropriate semester. The date of entry is at the discretion of the Committee and is dependent upon program capacity.

STUDENTS WITH DISABILITIES

Disability Services: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require the University to provide academic adjustments and/or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self identify with the Coordinator of Services for Students with Disabilities, at 804-342-3885 (The Center for Student Success and Retention, Ellison Hall, Room 117). After meeting with the Coordinator, students are encouraged to meet with their instructors to discuss their needs and if applicable, any lab safety concerns related to their disabilities.

FIVE-FOLD PROGRAM PURPOSE

The specific purpose of the program is to accomplish the following:

- **TO EMPOWER** the professional minister for the task of enhancing the spiritual growth, wholeness and leadership skills of the laity with whom they serve.

- **TO EQUIP** the minister with leadership skills to enable others to better serve. Particular attention is given to the impact of cultural contexts on the styles and methods of ministry.

- **TO ENHANCE** communication, writing and speaking skills. Students will apply these skills to their various cultural traditions and empower new contributions concerning the understanding of ministry worthy of sharing in, and between various groups that constitute the church at large.

- **TO ESTABLISH** models for addressing unique needs within and between ethnic and cultural groups as congregations and constituencies. Such models become the Project Document of each candidate. Participation in the group process is mandatory and familiarizes all members of the cohorts with the unique contribution of each participant.

- **TO ENGAGE** students in collaborative research with colleagues, community practitioners and scholars wherein projects are intentionally designed to respond to larger-community, global and societal needs.

FOUR-FOLD PROGRAM SCOPE

•A disciplined self-appraisal of the participant's role as an individual, family member, and professional. A secondary gain of disciplined sharing in this area is the development of trust and openness for enrichment and to promote healing resources.

• An in-depth review and refinement of the participant's understanding of the context and current applicability of traditional theological disciplines, especially biblical, theological, historical, and ethical studies, particularly as they relate to the participant's perspective for future ministry.

• A rigorous dialogical process in the colloquia and doctoral courses, requiring complete and thoughtful preparation, creative analysis and interdisciplinary correlation of ideas and applications.

• A constant focus on two areas that are critical for effectiveness: (a) handling the intellectual data and criteria and (b) understanding of the cultural parameters, which govern the study.

PROGRAM OUTLINE AND CALENDAR

Course ID#	Course Title	Semester	Grade	COMMENTS
Year One				
DM601	Resources for Doctoral Education	Fall		*Course begins online July 1st; 3-day orientation residency requirement in September.*
CON605	Doctoral Consultation[1]	Fall		
Deadline for Fall assignments – November 15th				
DM602	Colloquium I	Spring		*This course has a Jan. residency requirement*
CON606	Doctoral Consultation	Spring		
DM711	Theoretical Foundations for Ministry	Spring		*Online course*
Contextual Associate Forms		Spring		*Signed forms must be on file April 1st*
Deadline for Spring assignments – April 30th				
Year Two				
DM603	Colloquium II	Fall		*This course has a July residency requirement*
CON607	Doctoral Consultation	Fall		
DM712	Resources for Doctoral Research Methods	Fall		*Online course*
Candidacy Application and I.R.B.[2] Application		Fall		*Deadline December 1st for both applications*
Deadline for Fall assignments – November 15th				
DM604	Colloquium III	Spring		*This course has a Jan. residency requirement*
CON608	Doctoral Consultation	Spring		
DM713	Transforming Community, Reforming Institutions	Spring		*Online course*
Candidacy Proposal Presentation		Spring		
Deadline for Spring assignments – April 30th				
Year Three				
DM605	Colloquium IV	Fall		*This course has a July residency requirement*
CON609	Doctoral Consultation	Fall		
Deadline for Project/Document Chapters – November 15th				
DM608	Project/Document	Spring		*Final Residency – Doctoral Defense*
CON610	Doctoral Consultation	Spring		
Doctoral Defense[3]		Spring		
Deadline for Final Edits & ProQuest® Submission –April 15th				

Total credits - 62
Doctoral students must maintain a 3.0 Cumulative GPA.

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[1] Consultations Courses (CON) are administered online during which students develop and submit for review all non-coursework requirements of the program (e.g., Contextual Associate Forms, IRB Application, Candidacy, etc.) These courses also include group and individual advisement.

[2] Institutional Review Board for Human Subject Research; students are not able to move forward without successfully completing this process.

[3] Students must successfully defend their Project/Document in order to participate in the Spring Commencement.

2017-19 TUITION CHARGES

($256.00 per quarter hour)

Semester 1: July 1 - November 15th   Semester 2:   December 1 – April 30th

FIRST ACADEMIC YEAR			
Semester	**Course**	**Hours**	**Cost**
Fall	Orientation (ORI 601) and Research Course	10	$2,560.00
	DMIN Consultation (CON 605)	2	$512.00
Spring	Colloquium I (DM 602)	5	$1,280.00
	Doctoral Course DM711	5	$1,280.00
	DMIN Consultation (CON 606)	2	$512.00
	TOTAL	**24**	**$6,244.00**

SECOND ACADEMIC YEAR			
Semester	**Course**	**Hours**	**Cost**
Fall	Colloquium II (DM 603)	5	$1,280.00
	Doctoral Course DM712	5	$1,280.00
	DMIN Consultation (CON 607)	2	$512.00
Spring	Colloquium III (DM 604)	5	$1,280.00
	Doctoral Course DM713	5	$1,280.00
	DMIN Consultation (CON 608)	2	$512.00
	TOTAL	**24**	**$6,244.00**

THIRD ACADEMIC YEAR			
Semester	**Course**	**Hours**	**Cost**
Fall	Colloquium IV (DM 605)	5	$1,280.00
	DMIN Consultation (CON 609)	2	$512.00
Spring	Project/Document (DM 608)	5	$1,280.00
	DMIN Consultation (CON 610)	2	$512.00
	TOTAL	**14**	**$3,584.00**
	PROGRAM TOTAL	**62**	**$16,072.00**

OTHER FEES:

- Students are charged a $200 comprehensive fee each semester.
-
- Late Registration Fee - $500 per semester; assessed with tuition.

- Graduation Fee - $150.00, covers all cost associated with producing the commencement ceremony. ***This does not include the cost of the doctoral regalia; please estimate $600 - $800 for your regalia purchase. There is a rental option, but the rental robe will not have the same look.***

- There is a **$100** installment fee per semester for self-pay students who wish to enroll in one of the payment plan options. *Students who pay in full are not accessed this fee*.

- *Continuation Fee:* **$1,250 (5 credits)** is assessed each semester in which a student informs the Director in writing that s/he will not participate in the normal semester activity, but wish to remain active in study. This fee is assessed each consecutive semester until the student matriculates into their proper cohort.

- *Global Leadership Travel Fee:* $ 4,600 is assessed for all students enrolled in the Global Leadership Concentration Cohort for travel abroad during the Spring Semester of the second academic year.

NOTE: Tuition is assessed at the beginning of each semester: July and December. Add and Drop periods will occur at the beginning of each semester when tuition is charged.

PROGRAM REQUIREMENTS

Upon acceptance into the program, students will begin an online research course beginning July 1st of their acceptance year. In addition, there will be a three-day residency requirement held in September of the same year. After the residency, the research course will continue through the online portal. This course will guide the student in the utilization of research and writing techniques, as the program will require extensive use of these skills.

Each participant must successfully complete four colloquia and three on-line courses over the course of the first two years of the program. Students are free to take *additional* courses – outside of the required STVU DMin curriculum – that relate to their project context. ***Doctoral students must maintain a 3.0 cumulative GPA to remain in the program.*** Each colloquium has a residency requirement (per semester) and a required online course. The Doctor of Ministry degree has a 62-hour requirement. The outline of the colloquia and doctoral courses are as follows:

Colloquium I – Two-Week Residency

- Week One:
    - Intensive Seminar With Guest Lecturer(s)
    - Group Advising
- Week Two:
    - Advanced Topics in Theological Studies
        - Biography as Theology
        - Practical Theology
        - Theology, Ethics, and History
        - Biblical Studies
    - DMin Luncheon
    - Meetings with Advisors
    - Concentration Cohort Meetings

DM711: On-line Course Requirement I
Theoretical Foundations for Ministry – Exposes students to the breath of project design; presents introductory IRB   course matters and program writing expectations. Expected outcomes of this course – Literature Review and Research Paper outlying student's research.

Colloquium II-One-Week Residency

- Week One:
    - Intensive Seminar With Guest Lecturer (Morning Session)
    - Appreciative Inquiry Method Seminar (Afternoon Session)
    - Group Advising
    - Concentration Cohort Meetings
- Week Two:
    - Online IRB Course
    - Project Development (Coaching for Candidacy)

DM 712: On-line Course Requirement II
Resources for Doctoral Research Methods - Integrates advanced topics in theological studies with ministry project focus; engages resources informing theories informing the project of the student; develops the Candidacy Proposal and outlines the Project Document. Expected outcomes – research paper defining theoretical foundations informing the project and foundation for Candidacy Proposal PowerPoint presentation.

CANDIDACY PROPOSAL

Colloquium III – One-Week Residency

- Week One:
  - Candidacy Presentations - (see page 24-25)
  - Concentration Cohort Meetings

- Week Two:
  - Begin DM713 Final Online Course

DM713: On-line Course Requirement III
Religion and Society: Interdisciplinary Conversations – Employs ideas, theories and methods found in disciplines that intersect project research. Expected outcomes – research paper defining methodological approaches feeding into eventual project document.

Colloquium IV – One-Week Residency

- Week One:
  - Intensive Seminar (One-Day)
    - Publishing for Ministry Professionals
  - Capstone Seminar I - Context Resource Presentation; Student translation of research into resources suitable for context and communities-at-large (Morning Session)
  - Advisor Consultations (Afternoon Session)
  - Concentration Cohort Meetings/Practicum (Travel where required)

- Week Two:
  - On-line Writing "Boot Camp"
  - Concentration Cohort Meetings/Practicum (Travel where required)

CONSULTATION WITH ADVISOR (CON 605 - 610)

During the colloquia, there are scheduled Faculty Consultation periods for which the student is responsible for participation in group advisement sessions and contacting the Faculty Advisor. In addition, regular consultations should be held with the Advisor until the Project/Document is completed. These consultations will be devoted to providing guidance, monitoring progress and maintenance of quality work.

THE PROJECT/DOCUMENT (DM 608)

The Project Document will represent a model for ministry that incorporates insights from relevant theological disciplines and should show originality, intellectual rigor, and spiritual depth. Upon the granting of candidacy, *a Candidate must complete all requirements for research with human subjects* (forms and guidelines are available on-line and in the DMin Office.)

DMin participants begin project work and final production of the Project Document under faculty supervision. The candidate should submit chapters or drafts to the Advisor on a timely basis in order that the Advisor can certify its readiness for faculty review by as early as the Fall semester of the third year with a final deadline of February 1st of the student's third and final year. If necessary, to facilitate the submission of a document ready for defense, a student may secure competent editorial assistance. Otherwise, a professional editor must be engaged for final editing prior to binding.

The Project Document is expected to reflect the benefits of experience gained in ministry based on action, reflection, observation, and disciplined research. It is also expected to make a contribution to the understanding of ministry in a particular cultural context and/or in the church and/or community at large.

While it is difficult to pre-determine the length of the Project/Document, as this may vary from candidate to candidate, the expected range is 100 – 150 pages; not including appendices.

DEFENSE OF THE PROJECT/DOCUMENT

Once the Advisor verifies that the Project/Document is ready for faculty review, they will appoint an examining committee. This committee consists of the Advisor and two faculty readers. In addition, a member of the Contextual Associates Committee is selected by the Candidate to take part in the Defense process.

After a discussion of the Project/Document with the candidate, the Examining Committee will make a judgment relative to the candidate's personal growth, content of the defense, presentation skills and the quality of the Project/Document. This judgment is recorded on *Defense Evaluation* form *(see page 36)*. In addition, the committee will complete the *Granting of Degree* form; this form explains the judgements of the committee concerning the Project/Document and the recommendation on conferring the degree.

The final copy of the Project/Document will be sent electronically through ProQuest®. Instructions and cost for this process can be found in the Doctor of Ministry Program office and through our Theological Librarian. *See page 33 for full instructions*.

INSTITUTIONAL REVIEW BOARD POLICY

Virginia Union University (VUU) is responsible for safeguarding the rights and welfare of human subjects involved in research activities. Any project originating at VUU, which uses human subjects, including self-experimentation, is subject to review and approval by the Institutional Review Board (IRB) for the Protection of Human Subjects. Studies may not begin until an IRB review process is fully executed and the protocol is approved by the members of the IRB. If a research project is to be done at an institution other than VUU, the Principal Investigator (PI) must follow that institution's IRB process.

Certification that the project is approved by the IRB will be given to the PI. Consent to participate will be documented by the use of a written consent form approved by the IRB and signed by the PI and/or his/her representative.

The IRB may impose additional conditions prior to, or at the time of, approval when, in the judgment of the IRB, additional conditions are necessary for the protection of the human subjects. (Code of Federal Regulations, Title 45 Public Welfare, Department of Health and Human Services, Part 46 Protection of Human Subjects, Subpart sections 46.101 - 46.409 http://ohsr.od.nih.gov/guidelines/45cfr46.html).

IRB REVIEW AND APPROVAL IS REQUIRED PRIOR TO INITIATING ANY RESEARCH INVOLVING HUMAN PARTICIPANTS!

Virginia Union University assures that it will apply Title 45 Code of Federal Regulations Part 46 (http://ohsr.od.nih.gov/guidelines/45cfr46.html) and all of its subparts to all research involving human subjects:

      A: General adult population;
      B: Additional protections for pregnant women, human fetuses and neonates;
      C: Additional protections for prisoners;
      D: Additional protections for children.

VUU's IRB will report to the Vice-President of Academic Affairs. Students will begin this process with an online course in the Fall semester of their second year with an application deadline of December 1st.

CONTEXTUAL ASSOCIATES COMMITTEE

One of the guiding assumptions of the DMin program at Virginia Union is that ministry must be grounded in a cultural context. A significant aspect of a person's ministry involves the persons with whom one interacts and persons who are served in a ministry. A core group of such persons will constitute what is termed the Contextual Associates Committee.

The Committee is generally comprised of a minimum of five (5) and no more than seven (7) persons. Its purpose is:

- To help the participant critically reflect on the meaning and purpose of the project which will eventually emerge from that particular context; such reflection helps shape the nature, scope and design features of the Project/Document.

- To help the participant gauge progress toward the completion of the Project/Document and to address problems along the way.

- To serve as a source of guidance and support for the candidate. As early as the beginning of the first year of the program, participants are encouraged to identify persons who could serve as Contextual Associates. However, formal designation of the Committee should be made no later than the September following Colloquium II.

Committee members are to represent a good cross section of the people who comprise the context in which the DMin participant ministers. Members of this committee should represent various educational backgrounds, lengths of tenure in a congregation or context, personality styles, and levels of faith development. It is important that persons be willing to give the DMin participant the necessary time and attention essential to the educational process involved in the DMin program. The committee completes its function when the Project Document is approved for defense.

The committee should meet at intervals determined by the DMin participant, but not less than twice per semester during the life of the student's tenure in the program. Where deemed necessary by the DMin Program Director, the committee will meet with the participant's faculty advisor. These meetings are to further facilitate the levels of communication between the School and the context in which the participant is ministering.

STUDENT CLASSIFICATIONS

ACTIVE STUDENT
- ❑ Participates in colloquia and online courses sequentially within the three-year program.
- ❑ Is in good financial standing with the Financial Aid and/or Student Accounts Offices;
- ❑ Is in satisfactory academic standing.

CONTINUING STUDENT
- ❑ Has missed participation in a colloquium but submitted a written request to continue the next year when the missed colloquium is offered.
- ❑ Registers for Continuing Enrollment, a five (5) quarter hour course, during each colloquium missed.
- ❑ Pays the continuation fee each year s/he does not participate in the program, with payment beginning the first semester of the continuation status. ***See most current Tuition/Fees brochure for charges.***

INACTIVE STUDENT
- ❑ Was admitted into the program but is unable to participate, and/or
- ❑ Was absent from registered Colloquia and/or online course without notifying the DMin office.

GRADING POLICY

The DMin Program operates on a 4.0 grading scale. This policy applies to the Orientation and Research course, as well as, all Colloquia and electives. All assignments must be completed by the deadlines stated on the DMin Program Checklist form. All students must maintain a minimum grade point average of 3.00 (4.00 grading scale.) Students with lower grade point averages are subject to academic probation or expulsion. The minimum grade point average for graduation is 3.00 or a "B." Required courses are passed with a minimum grade of "B." Failure to achieve at least a "B" in required courses will necessitate re–taking the course. Academic Probation and Satisfactory Progress are determined after the end of the academic year in May. The various categories and progressions are listed:

Academic Warning

A student will be placed on academic warning but eligible to receive financial aid due to the following:

- Has less than a 3.000 cumulative grade–point–average at the end of academic year
- Has not completed at least 75% of their attempted course work

Academic Warning to Academic Probation

A student placed on academic warning who does not achieve the following in the next two succeeding semesters of enrollment is placed on academic probation and not eligible to receive financial aid:

- Obtains less than a cumulative grade–point–average of 3.00
- Completes less than 75% of their coursework

Academic Probation to Dismissal

- Does not obtain a cumulative grade–point average of 3.00 in their next two succeeding semesters of enrollment after academic probation
- Does not complete 75% of their attempted coursework
- And/or received five (5) grades of less than "B".

Dismissal to Consideration for Readmission

A dismissed student may be considered for readmission by the faculty after the absence of at least two (2) semesters. If granted readmission, such a student is not eligible for financial aid until satisfactory progress is achieved.

In this category, a student must receive a semester grade–point–average of at least 3.00 and achieve a cumulative grade–point–average of at least 3.00 in two (2) semesters. If not, the student will be permanently dismissed.

Incompletes "I"

An "I" (incomplete) grade is a grade that may be given to students who fail to meet prescribed classroom requirements on time. The student must have a "B" or above average and satisfactory attendance in the course.

Students may petition an incomplete from the instructor; if the petition is not made, the grades on the roster of the instructor will be tallied and reported as the students' final grade. "I's" are assigned at the discretion of the instructor. If an incomplete is granted, the student must complete the "*Request for Incomplete Grade*" form, submit it to their instructor who will then sign and submit the form to the graduate registrar. (***Incomplete form can be found on the STVU website.***)

When the "I" is granted, the student has *30 days* from the end of the semester to complete and submit all assignments to the instructor. It is the responsibility of the student to comply with the semesters of receiving and removing an "I". When a student does not comply with the semesters of the incomplete policy, the "I" grade will revert to the grade listed by the instructor on the "*Request for Incomplete Grade*" form. *A copy of this form will be given to the student at the time the incomplete is granted.* Students who are called to active military duty or experience extreme medical conditions must provide written documentation to the instructor to grant an extension beyond the 30 days.

To avoid failing a course or receiving an "I", students who encounter unexpected circumstances that interfere with the completion of course requirements are encouraged to discuss their situation with their instructor as soon as possible. With early communication, instructors have the opportunity to help students map an alternative plan for successfully completing the course. In some circumstances, withdrawing from the course may be the best alternative; please refer to program manual for possible partial refund for the course.

GRADING SYSTEM – the Doctor of Ministry Program at the **Samuel DeWitt Proctor School of Theology** converted from a Pass/Fall grading system to a 4.0 grading scale in July of 2014 **and operates in 2 semester semesters – Fall and Spring. This conversion is not retroactive and only applies to students who were currently enrolled and/or began the DMin program in the 2014-15 Academic year.**

Letter Grade	Numerical Value	Quality Points
A+	97-100	4.00
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
D+	67-69	1.30
D	65-66	1.00
D-	64-63	0.70
F	Below 63	0.00

WIP indicates *Work in Progress*.
P (Pass) – Accumulates Hours Earned Only; does not impact grade-point-average
S (Satisfactory) – Denotes successful completion of coursework; does not accumulate hours earned
W (Withdrawal) – accumulates no credit hours
I (Incomplete) – accumulates no credit hours

DROP PROCEDURES

When a student misses a colloquium and does not notify the Program Office in writing of his/her circumstances, the Director will contact the student requesting his/her intentions to continue with the program be submitted to the DMin office in writing. If no response has been received within 30 days, the student is subject to be automatically dropped from the program and will have to reapply for admission.

The maximum time a student may take to complete the program is seven (7) years from matriculation to the awarding of the degree.

POLICY FOR RETURNING STUDENTS

Students have 7 (seven) years in which to complete the DMin degree. Students who attend the Orientation, Colloquia, or the online course), but are unable to attend the next consecutive semester must file a continuation form and pay the required tuition. The student is then placed on Continuing Status and must file the form and pay the *Continuing* tuition each consecutive semester thereafter. Failure to follow the scribed policy will result in an *Administrative Withdrawal* from the program.

Re-enrollment must occur within such time as to allow the student to complete the degree within seven years of their original enrollment date. A student who wishes to return, but who has not maintained continuing status must reapply for admission to the program and the DMin Admission Committee will review the file for an admission decision. The date of entry is at the discretion of the DMin. Committee and is dependent upon the current program capacity and outline.

DOCTORAL EARLY ALERT REQUIREMENTS PROGRAM (DEAR)

All students are required to meet both Quantitative (pace) and Qualitative (grade point average or GPA) standards. A review will be made at the end of each semester to determine if the student meets these criteria. The purpose of the DEAR Program is to ensure that all students successfully persist through the DMin program. DEAR promotes the development of student's cognitive and affective skills while ensuring that they sequentially and successfully meet the milestones of the program. For details concerning the steps and initiation of this process, please contact the DMin Office at 804-354-5942 or DMO@vuu.edu.

HONOR STATEMENT

The purpose of the Honor System is to provide among peers an effective ministry for preventive and corrective guidance in the maintenance of high standards of decorum, conduct, and scholarly integrity.

The Academic Affairs Committee of the faculty serves as an honors committee for the purpose of hearing, investigating and devising means of dealing with serious social or academic misconduct among the students.

All matters of serious misconduct are referred to the Academic Affairs Committee and are subject to referral to the faculty, if other corrective measures prove to be in- effective. In cases of verified plagiarism, unauthorized use of materials and/or resources, and inappropriate consultation during examinations or preparation of written assignments, (it is the responsibility of the faculty to take necessary corrective action against the student –When warranted by the situation and recommended by the faculty, violations of the honor code may result in disciplinary or academic probation or expulsion.

APPEALING A PROGRAM DECISION

A student who wishes to contest a decision made regarding their status and/or process in the program may submit the request in writing to the Program Director. If a decision is not reached, after reviewing the request, and the program policies and procedures, the request is forwarded to the Academic Affairs Committee of the faculty. The Committee will judge the viability of the claim and render a decision. If deemed appropriate, the parties involved will be consulted and the

necessary course of action determined. In such cases, the Dean may confer with the Director and the Academic Affairs Committee to finalize decisions and appropriate action.

PROGRAM EVALUATION PROCEDURES

The following procedures are followed by faculty and students in an effort to achieve a constant and on-going evaluation of the DMin Program as it seeks to achieve its goals,

1. Information submitted by the applicant for admission is reviewed to ascertain its conformity with the goals of the program. On-going evaluative procedures determine designation of movement from applicant to participant to candidate for the degree. Notifications of Admission decisions are sent mid-February for early admission and mid-May for regular admission.

2. In order to secure feedback and concerns from DMin students, a series of evaluations are conducted. Following the New Student Orientation, students are asked to do a Critical Reflection on that session. The primary purpose here is to assess their general sense of expectancy in returning to the academic environment, their clarity of the course of study, and purpose of the Program. To assess the effectiveness of each specific session within a colloquium, and evaluation will be administered. An Overall Colloquium evaluation will be sent to students via his or her VUU email at the end of their Colloquia residency. In addition, evaluations will be sent following each online course. These evaluations probe the participant's awareness of the cultural ethos that is being addressed in the course of the students study, and how this facilitates their process in the Program. An Exit Evaluation is conducted following the defense of Project/Document with prospective graduates, the purpose of which is to ascertain areas for improvement and future planning for the program. Thus, each Colloquium and year produces evaluative data from Consultation and Advisement Progress Forms.

3. Faculty Assessments and Evaluations are conducted in several ways: via Student Performance Evaluations, Candidacy Review Evaluation, the Examining Committee Evaluations and a yearly Faculty Retreat. Where designated, Colloquium facilitators (STVU full-time faculty and adjuncts) complete Student Performance Evaluations for each student at the end of Colloquia I and II. It is designed to assess each student's academic performance: the quality of students' oral and written participation, as well as their ability to synthesize concepts and information from assigned readings. Students receive a copy of the form with their graded paper. The Candidacy Review Evaluation is conducted following the student's presentation of their Candidacy Paper in Colloquium III. It assesses how prepared the student is to move to the Candidacy stage in which they will conduct the final project. The Paper and their presentation of it are evaluated for: clarity of thought, integration of learning, clarity of written work, demonstrated knowledge level in area of interest and in their context. The Program Director and Advisor complete the form and determine the student's readiness to progress to the next level.

The Examining Committee Evaluations are conducted at the Defense stage. The final Project/Document and the student's presentation of it are assessed in the following categories: Participant Growth (personal and theological growth, competence in area of specialization, understanding of and ability to perform ministry); Comprehensiveness and Depth of Program (achievement of program goals, engagement with program and context participants, project effectiveness and depth of engagement with theological disciplines) and The Project/Document (demonstration of clear written expression, style and overall acceptability). The Committee is composed of the Advisor, the Program Director and Faculty Reader (s). Each Committee member individually evaluates the student and then consults jointly to assess the student in each category and determine whether the Candidate is recommended for the degree. A Contextual Associate is also present for the general examination and signs their approval on the Comprehensive Results form.

As part of the Faculty Retreat scheduled in May, the full faculty devotes time to deliberate on DMin Program matters: applicants, general issues and concerns, curriculum design and program procedures. The standard agenda includes (a) presentation of a summary of student evaluations; (b) report of evaluation of applicants and decisions about acceptance and denial of applicants for the upcoming academic year; and (c) Program evaluation and feedback. All participating faculty are asked for feedback (on teaching sessions, advisement meetings, logistics, etc.) of the Colloquia completed and their work with students.

4. The DMin Committee meets at least twice each year to assist in keeping the program on task with its objectives and to address matters of concern relative to the program. In that vein, they review evaluations and program issues. The DMin Director and the DMin Committee also make recommendations to faculty for curriculum and program changes. The DMin Committee will meet upon the request of the Director of the Program for evaluation of applicants and decisions about acceptance and denial of applicants for the upcoming academic year.

5. Alumni Evaluations are sent via email at the three and six year post graduation markers. The aim of these evaluations is to assess the long-term impact of the DMin program and assist with modification of procedures.

LIBRARY RESOURCES

The L. Douglas Wilder Library & Learning Resource Center serves as the theological library for the School of Theology and strives to provide an atmosphere that is both welcoming and conducive to research and study. It is located on the campus of Virginia Union University across the street from the Kingsley Hall. For the most accurate Library hours, please visit - https://www.vuu.edu/library/library-hours-forms

You may also contact the Library staff by calling the Circulation Desk at (804) 257-5822, Library Administration at (804) 257-5820, or access www.vuu.edu/library

APPENDIX

THE SAMUEL DEWITT PROCTOR
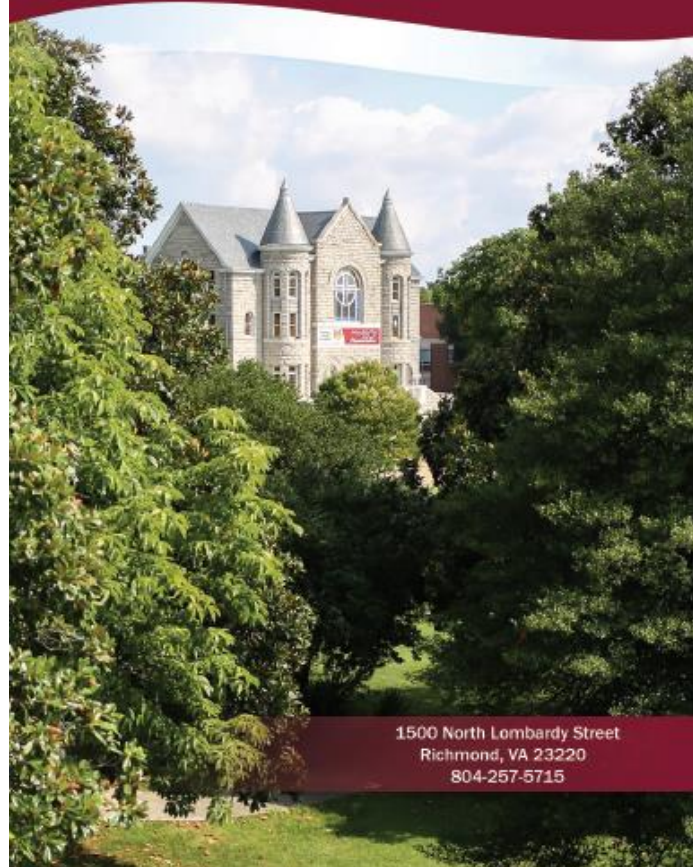SCHOOL OF THEOLOGY
VIRGINIA UNION UNIVERSITY

150th
ANNIVERSARY
Est. 1865

DOCTOR OF MINISTRY
PROGRAM

NURTURING FAITHFUL LEADERSHIP
CONNECTED AND COMMITTED TO
COMMUNITY CONCERNS

1500 North Lombardy Street
Richmond, VA 23220
804-257-5715

FORMS INDEX

Form	Description	Page
Registration Process Instructions	Students will complete process online each semester	22
Candidacy Proposal Application	Students will complete this form at Colloquium III; the deadline is December 1st.	24
Candidacy Review Team Evaluation	This form is completed by the Faculty or Cohort Advisor and the Program Director; the form is then submitted to the DMin Office and placed on the student's file.	26
Advisor Project/Document Approval Form	This form is completed by the Faculty or Cohort Advisor after the student's successful Candidacy Proposal. This form represents the student's preparedness for the Project/Document Defense process.	28
Institutional Review Board (IRB) Application Checklist	This checklist is to help students prepare for the IRB application process.	29
Institutional Review Board (IRB) Application	This form – once completed – is submitted to the Advisor, who will sign and submit to the DMin Office. The application deadline is December 1st.	30
Defense Process Instructions	This form gives students and advisors detailed information for the defense process from scheduling to submitting the final edited document	33
Project Document Defense Form	Completed by DMin Office and given to the Advisor on student's defense day	35
Project Document Defense Evaluation	Form supplied by the DMin Office and given to Defense Committee to evaluate and grade the student's defense	36
Granting of Degree: Examining Committee Comprehensive Results Form	Form stating results of student's Project/Document defense; completed by Defense Committee with a copy given to the student and a copy is placed on their permanent file.	37
Continuing Student Status Form	This form is required of all students who desire to maintain active enrollment in the program, but unable to fulfill the requirements of their current semester of eligibility. Active communication with the Program Director *and* Advisor is mandatory for continued enrollment.	38
Contextual Associates Pledge Form	This form is completed by each member of the student's Contextual Associate Committee; Form deadline is April 1st of the student's first year in the program.	39
DMin Program Evaluations	These evaluations are given to students at the end of each residency: New Student Orientation and Colloquia	40

DMin Online Registration Process

Please follow steps in the order listed:

1. **YOU MUST FIRST CONTACT STUDENT ACCOUNTS TO HAVE THE REGISTRATION HOLD REMOVED FROM YOUR ACCOUNT!**
   a. **If you are a student using <u>Federal Financial Aid</u>, please call Student Accounts at (804-257-5711; 257-5788 or 354-5949) to request "*Financial Clearance*".**

   b. *If you are a <u>self-pay</u> student, you must first make your tuition payment before you can obtain "**Financial Clearance**". **Tuition can be paid by phone, online or in person at the Student Accounts Office located in the CD King Building.** <u>Online payments can take from 48 – 72 hours to appear on your account.</u>*

2. **Once you have "*Financial Clearance*" - This clearance will remove the <u>registration hold</u> on your account. - visit <u>www.vuu.edu</u> to begin your course registration. STUDENTS *CANNOT* REGISTER OUTSIDE OF OPEN REGISTRATION PERIODS.**

3. After entering your courses, email <u>DMO@vuu.edu</u> – your name, Student and ID#. (*A confirmation email will be sent to you*)

4. **Continue to work and be present for your residency requirements! Attendance is crucial to all students who receive any type of Federal Financial Aid. Your aid <u>will not</u> be disbursed until your attendance is verified; we verify Doctoral attendance through your activity in the online courses and your residency (or Colloquia). It is a federal mandate that student attendance be submitted before financial aid funds are released.**

<u>FROM STUDENT ACCOUNTS</u>
- Whenever a student is *not* receiving Financial Aid to cover their tuition cost, *or* if you are not able to pay the full tuition amount at the time of registration, a Financial Agreement must *first* be put in place through the Student Accounts Department before clearance for registration can be obtained.
- When a Financial Agreement is set up, the first payment is due at time of registration.
- Payments can be made in person, by phone or online. **Online payments take 48-72 hours to post.**
- If you are a commuter student and/or unable to immediately get to campus, please communicate your situation with the Student Accounts staff and arrangements can be made to *fax or email* an agreement.
- Failure to comply with your Financial Agreement may result in the inability to register for the next semester.

Exceptions will not be made for those who do not follow procedures; therefore, it is imperative to keep in mind the timeline and deadlines of registration when utilizing the Financial Agreement options.

Campus Web Access

- To access the Campus Web, visit <u>www.vuu.edu</u>
- Select **"MyVUU.EDU"** and enter your assigned **VUU ID#** and the **case-sensitive password** issued to you during your orientation session.

<u>Adding Courses</u>

- Select, **"My Schedule"** located under **"Welcome to My-VUU"** or select **"My Schedule"** at the bottom right of the page.
  - Go to **Term** and select the semester of choice in the drop down menu. The correct semester must be in the drop down menu to see the corresponding course selections. The semesters are: **DM Fall or DM Spring**

- Select **COURSE SEARCH** located mid-screen, then select **SEARCH** at the bottom of the page. **(WE DO NOT RECOMMEND USING THE COURSE CODE METHOD; THIS FUNCTION DOES NOT WORK)**

- Under **ADD**, check the box to the left of each course you wish to add.

- At bottom of page, select **ADD COURSES.** You **will** get a message of approval – noted by a green (✓) **check mark** indicating success or a red (**X**) – a disapproval note; follow the directives indicated by the system.

Dropping a Course:
1. **Select** either **"My Schedule" located under "Welcome to my-VUU" or "My Schedule" at the bottom right of** the page.

2. Go to **Semester** of choice and select the appropriate semester in drop down menu.

3. Scroll to the bottom of the screen under "**Your Schedule,**" click drop box to the left of the course you wish to drop. Select, **"Drop Selected Courses."**

You will get a message indicating how your request was processed either successfully or non-successfully.

Note: After Add/Drop closes, the box to select a course for adding or dropping will no longer appear and tuition will incur for the enrolled courses. Students will be responsible for any charges generated by courses not properly dropped.

Once you are registered, you will have access to the course syllabus and the course calendar. Please review each of these items for information about course requirements and meetings.

NOT ATTENDING A COURSE IS NOT CONSIDERED DROPPING THE COURSE; JUST AS ATTENDING A COURSE WITHOUT PROPERLY REGISTERING FOR THE COURSE IS NOT CONSIDERED BEING REGISTERED FOR THE COURSE. **See your STVU Program Manual for proper** *Registration* **and** *Withdrawal* **processes.**

Samuel DeWitt Proctor School of Theology

DOCTOR OF MINISTRY CANDIDACY PROPOSAL

The Doctor of Ministry Candidacy Proposal form, once completed and signed by all parties, is an agreement among the student, the student's graduate committee, and the Proctor School of Theology Doctor of Ministry Program for the student's planned doctoral research. The student's approved proposal must be attached to this form. The form must be signed by the student, the student's committee, and the Director of the Doctor of Ministry Program.

If the student's research involves humans, animals or hazardous materials, the student is required to obtain approval from the Institutional Review Board (IRB). Attach a copy of the IRB application and subsequent approval letter.

If the form should be submitted omitting any information or signatures, the Graduate School will return the unapproved form. As soon as the Graduate School approves or denies the form, we will notify the student at the address provided below.

STUDENT INFORMATION

Name: _____   VUUID: _____

Street Address: _____   Daytime Phone: _____

City: _____ State: _____   Zip Code: _____

Program: _____   _____

Adviser: _____   Term & Year Began Program: _____

☐ Doctoral

COMMITTEE INFORMATION

Each committee member must sign this form to indicate a formal agreement between the student and the student's committee, and affirm that each committee member will read the professional project and attend the defense. If a committee member is not a faculty member at Virginia Union University, the student is responsible for verifying that a current curriculum vitae is on file in the Graduate School.

TYPED NAMES   **SIGNATURES**

Committee Director: _____   Committee Director: _____

Committee Member: _____   Committee Member: _____

Committee Member: _____   Committee Member: _____

Committee Member: _____   Committee Member: _____

Committee Member: _____   Committee Member: _____

COMMITTEE INFORMATION

I agree to this doctoral project as outlined, and the committee named above. I understand that even though I hold copyright of the finished project document, The Samuel DeWitt Proctor School of Theology at Virginia Union University considers it to be public document. As such, it may be made available for use by students, faculty or otherwise released to the public.

Planned completion date for the final project document: _____

Student Signature: _____   Date: _____

Program Director: _____   Date: _____

Advisor: _____   Date: _____

STUDENT INFORMATION

A. Research Area - Research for this project involves:

☐   Human Subjects (see below)

If human subjects are involved in your research, you must also receive approval from the Institutional Review Board (IRB) prior to initiating your research. The IRB requires you to submit the necessary protocol forms for review and approval of your research. For more information about this process, refer to the IRB Web site at vuu.edu. Approval of your outline by the Graduate School does not constitute approval by IRB. IRB forms should be submitted prior to or concurrent with your submittal to the Graduate School.

B.   **Title of Doctoral Project** - Do not exceed 120 characters including spaces, numbers, punctuation, etc., in your title so that it will fit on your official Virginia Union University transcript. Please type the title using upper and lower case, as appropriate - Do not use all capital letters.

Title:

C. Statement of the Problem - State the problem in plan, non-technical language.

D. Present Status of the Problem - Describe the problem as reported in the scholarly literature, not the state you have reached in studying the problem. (If the below space is not enough, please include attachment.)

E. Statement of Procedure or Methodology - Briefly describe the method(s) you will use in investigating the program. (If the below space is not enough, please include attachment.)

F. Tentative Outline of the Doctoral Project Document - Please include as an attachment.

G. Bibliography - Please include as an attachment.
H. Tentative Timetable - Please include as an attachment.
I. Candidacy Review Paper – Please include as attachment

PLEASE SUBMIT COMPLETED FORM TO THE DOCTOR OF MINISTRY PROGAM OFFICE

VIRGINIA UNION UNIVERSITY
SAMUEL DEWITT PROCTOR SCHOOL OF THEOLOGY
Doctor of Ministry Program

CANDIDACY REVIEW TEAM EVALUATION

STUDENT'S NAME: _____   DATE: _____

(Please rate the responses using the following scale 5 = Excellent and 1 = Inadequate)

1. Does the program focus adequately reflect an intersecting of the needs of the context and the interests of the participant?

   ☐5   ☐4   ☐3   ☐2   ☐1

2. Is the focus well developed?

   ☐5   ☐4   ☐3   ☐2   ☐1

3. Is the theological foundation of sufficient scope and depth to reflect a mature understanding of the relationship of the focus to Christian ministry?

   ☐5   ☐4   ☐3   ☐2   ☐1

4. Is the summary of learning needed by the participant and the persons in the context adequate to achieve the goals of the participant and the context?

   ☐5   ☐4   ☐3   ☐2   ☐1

5. Does the review of literature demonstrate adequate knowledge of what is being done within the participant's specialization?

   ☐5   ☐4   ☐3   ☐2   ☐1

6. Is the writing clear, consistent and in acceptable style?

   ☐5   ☐4   ☐3   ☐2   ☐1

7. Are the goals clear?

   ☐5   ☐4   ☐3   ☐2   ☐1

Additional Comments:

Recommendation:

☐ Candidacy be granted
☐ Candidacy be granted with conditions
☐ Additional work needed prior to another candidacy review
☐ Candidacy be denied

If not, what plans are in place to complete electives? _____

_____

_____

_____

Advisor Signature: _____

Program Director Signature: _____

VIRGINIA UNION UNIVERSITY
SAMUEL DEWITT PROCTOR SCHOOL OF THEOLOGY
Doctor of Ministry Program

ADVISOR PROJECT/DOCUMENT APPROVAL FORM

Name: _____   Date: _____

Advisor: _____

Working Title for Project/Document:

_____

_____

_____

I have reviewed the above-entitled project/document and hereby grant approval for defense before the Examining Committee.

_____   _____
Faculty Advisor's Signature   Date

Virginia Union University
Founded 1865

Institutional Review Board

Application Checklist

_____

Items to be included with the New Study Application Form

__ New Study IRB Application Form

__ Informed Consent Form

__ Assent Form (for minors)

__ Parental Consent Form (if minors are subjects)

__ Grant proposal, as submitted to potential sponsor/ funding agency, if applicable

__ Recruitment material, such as (but not limited to) flyers, posters, letters, e-mail text, newspaper ad text, web site text

__ Data collection instruments, such as surveys, questionnaires

__ Focus group questions, if applicable

__ Human subjects training certification for all research personnel

__ Conflict of Interest Form, to be completed for each person working on the project

Virginia Union University
Founded 1865

Institutional Review Board

New Study Application Form

For IRB USE:
Date Received: _____
IRB # _____

Type or Print all information except where indicated otherwise.

A. RESEARCH INVESTIGATOR INFORMATION

Study Title:

Principal Investigator: Title:

Department: Campus Address:

Phone :   FAX: E-mail:

Check all that apply: ___ Administrator   ___ Faculty   ___ Staff

Study Coordinator: Title:

Phone: FAX: E-mail:

Will your research be a collaborative effort with another institution(s): ___ Yes   ___ No

If so, Name of other institution(s):

All study personnel associated with this project are required to complete human subjects training as described in the "Institutional Review Board Policies and Procedures Manual. Please identify all study personnel in the chart below. This would include the PI, co-investigator, faculty advisor, coordinator, research assistants and all others who will interact with research participants and/ or data. Please attach an additional sheet as needed.

Name and Degrees	Role in Study	VUU Affiliation? Yes or No	Training Certification Attached? Yes or No	Conflict of Interest Form Attached? Yes or No
	Principal Investigator			

Samuel DeWitt Proctor School of Theology
Doctoral Handbook 2016-19

B. FUNDING

Is this study funded?   ___ Yes   ___ No

If "yes", attach a copy of the completed and approved *Authorization to Prepare a Sponsored Program Grant Application.*

Sponsor (s):

Grant Application #:   Anticipated Start Date:

C. RESEARCH PROTOCOL

 Check all that apply:

___ Minors (under the age of 18)

___ Pregnant women

___ Prisoners

___ Persons with mental, emotional or physical disabilities

___ Elderly (65 years and over)

___ Students in a class taught by the PI

___ Biological specimens (i.e.: saliva, blood)

___ International research

Please answer ALL of the following questions in narrative format, and attach to this form. If question is irrelevant to your study, indicate N/A.

1. Describe your purpose, hypotheses and methodology.

2. Describe your participants, specifying inclusion/ exclusion criteria, age, range, gender and number of participants.

3. Describe your method of recruitment and attach your recruitment material.

4. Identify any existing data or data sets that will be used; include appropriate references.

5. Describe the anticipated risks, and how you plan to minimize them.

6. Describe any illegal activities that are involved.

7. Describe any deception that is involved.

8. Describe any anticipated benefits to the participant, to the community, to the larger society.

9. Describe your method for obtaining informed consent, and attach the informed consent document.

10. Describe your procedures for maintaining privacy and confidentiality.

D. PRINCIPAL INVESTIGATOR ASSURANCE

Your signature assures Virginia Union University that you have read the IRB *Policies and Procedures Manual*. It also assures the IRB that all procedures will be conducted as stated in this application and that any modifications to the application will be submitted to the IRB for approval prior to implementation.

_____   _____

Principal Investigator   Date

E. SUBMISSION INFORMATION

If requesting **Exempt status**, submit the original and 1 copy of the completed application, with all attachments.

If requesting **Expedited Review**, submit the original and 1copy of the completed application, with all attachments.

If requesting **Full Review**, submit the original and 4 copies of the completed application, with all attachments.

Applications are to be submitted to:

Chair of IRB: Heidi F. Villanueva

Virginia Union University
Department of Psychology
1500 N Lombardy St   Richmond,
VA 23220

Email: hvillanueva@vuu.edu
Phone: 804-257-5770
Fax: 804-257-5739

F. FOR IRB USE ONLY

Assigned to Primary Reader: Date:

Assigned to Secondary Reader: Date:

Final review/ determination: ـــــ Exempt   ـــــ Expedited Review   ـــــ Full Review

ـــــــ Approved as submitted   ـــــ Must be modified   ـــــــ Not approved

Comments:

_____   _____

IRB Chair   Date

Doctoral Defense Process Instructions

<u>**Checklist**</u>:

☐ Once an advisor approves a candidate's document for defense, the candidate must upload her/his defense document to the MYVUU portal under the "coursework" section of the **DM608–Project Document** course.
  ➢ Your Advisor and Defense Committee Members will have access to the course so that they may download and read your document; *we no longer require printing and submitting paper copies of the defense documents*
  ➢ Please be advised that Committee Members <u>**must**</u> have 2 full weeks (*14 business days*) before your defense date to read your document.
  ➢ The DMin Office will download your document and attach it to your electronic file

☐ All Defenses must be scheduled <u>**and**</u> completed by **March 15th** of graduating term.

☐ Each Defense session is allotted **2 hours;** it is the practice of the DMin Office to schedule defenses at 10:00am and 2:00pm. In addition, we do not schedule more than 2 defense sessions per day.
  ➢ Defenses generally take place in the Kingsley Hall Conference Room, which will be reserved by the DMin Program Associate
  ➢ Should a candidate need a projector, please notify the DMin Program Associate at the time of the defense date confirmation for reservation

<u>**Scheduling a defense**</u>:
- The Advisor will contact the DMin Program Associate to schedule the candidate's defense.
- Advisors will recommend 2 other faculty or qualified community committee members to serve on the Defense Team; it is preferable that the advisor contact the committee members; however, the DMin Program Associate will make contact upon request.
- Advisors will inform candidates to notify at least one Contextual Associate to attend the defense.
- The DMin Program Associate will prepare all defense documents and forward them to the candidate's Advisor.

<u>**Day of Defense**</u>:
- Please arrive 30 minutes prior to defense start time.
- Candidates will have access to the conference room to set-up any audio-visual (if needed) **before** the defense start time
- Please notify the DMin Office when you arrive; only the candidate, defense committee members and the contextual associate will be allowed to attend the defense unless otherwise pre-approved by your Advisor and the DMin Director.
- After your defense presentation, a committee member will escort you to the 1st floor reception area. After deliberations, you will be called back to the conference room for final decisions.
- The defense committee will communicate all document deadlines; candidates must meet these deadlines in order to participate in the Spring commencement.
- The Advisor will forward all defense forms to the DMin Office; a copy of the forms will be forwarded to the student.

Advisors please enter a grade of Pass or Fail (P/F) in the MYVUU system for the defense.

After the Defense:

- Candidates should follow through with document deadlines; communicating frequently with their Advisor
- Advisors will notify the DMin Office and the candidate when final edits are approved; once approval is received, the candidate will upload her/his ***FINAL EDITED*** document in the MYVUU system under the "coursework" section of the **DM608-Project Document** course.
- After Final (edited) document is uploaded; the DMin Office will notify the Theological Librarian that the candidate is clear to submit her/his document to ***ProQuest®*** for binding. Candidates will then be sent instructions on process for uploading their document. Please note you are required to purchase 2 documents for the L. Douglas Wilder Library; one will be placed in Archives and the other in Circulation.
- Once your document has been ordered, please email confirmation of purchase to the DMin Office - DMO@vuu.edu. After receipt of document, candidates will be cleared to participate in the Spring commencement.
- No candidate is allowed to participate in commencement nor will their degree be conferred without ***all*** of the following:
    1. Successfully defending their project/document
    2. Submission of (advisor approved) final edited project/document
    3. Confirmation of document upload to ProQuest®

Project Document Defense Form

Defense Agenda for - _____

<div align="center">

Name of candidate

</div>

Opening and Call to Order - _____

<div align="center">

Facilitator

</div>

Introductions of Attendees - Advisor and Candidate

Candidate's Presentation *(approx. 15 minutes)*

Advisor's Comments

Open Dialogue with Candidate *(approx. 1 hour)*

Closed Session (Faculty Readers and Advisor)

Defense Decision: Candidate and Examining Committee

Conclusion

Please print the names of each Committee Member

1. _____ **Facilitator/Advisor**

2. _____ **Reader 1**

3. _____ **Reader 2**

4. _____ **Contextual Associate**

5. _____ **Program Director (optional)**

Note: The DMin Office will *forward an official statement to the Candidate of the conclusions of the Examining Committee regarding necessary revisions within two weeks from the Defense. Candidate will also receive a deadline for resubmission of the revised Document at that time.*

VIRGINIA UNION UNIVERSITY
SAMUEL DEWITT PROCTOR SCHOOL OF THEOLOGY
Doctor of Ministry Program

Project Document Defense Evaluation Form

Candidate Name: _____

Title of Project/Document: _____

Date of Defense: _____

Evaluation Criteria	Comments	Grade HP/P/I[4]
Defense of the content		
Ability to explain his/her work		
Knowledge of his/her subject area and related fields		
Flexibility of the student to		
Answer questions of Committee		
Make a point in discussion		
Transfer his/her results		
Presentation skills		
Ability to outline a topic		
Language skills		
Use of media and or Props		
Further comments: Due Date of Final Edits: _____		
Final Grade:	☐High Pass ☐Pass ☐Insufficient	

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[4] **H = High Pass; P = Pass; I = Insufficient**

GRANTING OF DEGREE
Examining Committee Comprehensive Results

Candidate Name: _____

The Project/Document of the above candidate has been examined. The judgment of the committee is as follows:

1. _____

2. _____

3. _____

4. _____

5. _____

☐ The committee recommends the conferment of this degree for the _____
Date of commencement

commencement pending the candidate meeting all said recommendations by _____.
Final edits deadline

☐ The committee *does not* recommend the conferment of degree at this time. The candidate must

adhere to all above stated revisions and resubmit work for evaluation by _____.
Deadline for revisions

Signatures of the committee members:

Advisor: _____

Faculty Reader #1: _____

Faculty Reader #2: _____

Contextual Associate: _____

Program Director: _____

A copy of this form goes to the candidate and on her/his file

VIRGINIA UNION UNIVERSITY
SAMUEL DEWITT PROCTOR SCHOOL OF THEOLOGY
Doctor of Ministry Program

CONTINUING STUDENT STATUS FORM

This form is required of all DMin students who desire to maintain active enrollment in the program, but unable to fulfill the requirements of their current semester of eligibility. Active communication with the Program Director *and* Advisor is mandatory for continued enrollment.

The due date of this form is _____

Student Name & ID#: _____   **Date:** _____

Please mark the last Colloquium attended: ☐I ☐II ☐III ☐IV

1. Please indicate any changes in your present ministry context that would prohibit you from moving forward with your project/document. If this question does not pertain to your situation, Please check the following box {☐ *not applicable*} and skip to question **#3**.

2. Please state your current research focus for the Doctor of Ministry Program:

3. Please list all circumstances that prohibit you from participating with your current Colloquium:

4. Please mark the year and semester you anticipate returning to the program ☐Fall   ☐Spring **20____**.

Please submit the following with this status report with any other update for your ministry context.

To confirm your continuing student status for the current academic semester, please submit this form with all required supporting documents. The tuition for continuing students is $250 per semester hour. All students must be actively enrolled by the drop/add deadline; students who do not comply to registration deadlines are subject to automatic withdrawal from the program and will have to reapply for admission.

VIRGINIA UNION UNIVERSITY
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Doctor of Ministry Program

CONTEXTUAL ASSOCIATES
Pledge Form

Contextual Associate

Recognizing the critical importance of the relationship between Contextual Associates and participants in the DMin Program in furthering the academic progress of Participants and spiritual enrichment of both, this Covenant Agreement between Participants and Contextual Associates is hereby affirmed:

We do hereby give thanks to God for professional and lay ministries, and for persons who are called by God to labor on behalf of God's people in this place and at this time.

We also affirm the critical importance of studying to further equip ourselves in the conduct of ministry, in the gaining of new insights in the practice of ministry and the needs of God's people.

As a Contextual Associate, I pledge to offer guidance, support, time and resources as may be mine to the Participant in making timely and substantial progress toward the completion of the Doctor of Ministry degree.

Participant

As a Participant, I pledge to shape my research and vision for ministry in such a way that Contextual Associates and others who may benefit from such research and ministry may enjoy a fuller measure of growth and spiritual maturity.

We both pledge to offer mutual support to one another during the tenure of the Participant's study in the DMin program, and beyond, as God shall determine.

Signed this _____
                                          Date

at _____
                                    (List organization)

in _____
                              (Address, City, State or Country)

Print Name of Contextual Associate: _____

Signature of Contextual Associate: _____

Print Name of DMin Participant: _____

Signature of DMin Participant: _____

DM601 Orientation Evaluation

Following the *Orientation Residency*, students are asked to do a critical reflection on each session. The primary purpose for this evaluation is to assess your general sense of expectancy in returning to the academic environment, your clarity of the course of study, and purpose of the program.

This will give you the opportunity to assess your initial experience in the program. These are guiding questions; please feel free to elaborate or comment on any topic or experience not expressed through these questions.

1. How clear is your understanding of the overall program process and course of study after attending the Orientation?

2. How helpful was the *Navigating the mechanics of Research* session with Mrs. Kay Darling? Please list any strengths and/or weaknesses of this session:

3. How helpful was the *Strategies for Success* session with Dr. Bond? Please list any strengths and/or weaknesses of this session:

4. How helpful was the *Preparing for the January Colloquium* session with   Dr. Alison Gise Johnson? Are you leaving this residency feeling equipped?

5. Please state what you experienced as strengths and/or weaknesses of the Orientation:

6. What are some of your expectations regarding your return (for Colloquium I in January) and do you feel prepared for your return?

7. Please feel free to give any general feedback or information you like to share with us to help improve the Orientation experience:

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DMin Colloquium I Evaluation

Following the *Colloquium*, students are asked to do a critical reflection on the session. The primary purpose here is to assess your general sense of expectancy in returning to the academic environment and your clarity of continuing this course of study. This gives you the opportunity to assess and evaluate your experience with the program. These are guiding questions; please feel free to elaborate or comment on any topic or experience not expressed through these questions.

1. How helpful was the ***Advanced Topics in Theology*** session with Dr. Katie G. Cannon?
   ☐ Very Helpful   ☐ A Little Helpful   ☐ Pointless

   Comments (*optional*):

2. How helpful was the ***Advance Topics in New Testament*** session with Dr. Boykin Sanders?
   ☐ Very Helpful   ☐ A Little Helpful   ☐ Pointless

   Comments (*optional*):

3. How helpful was the ***Advance Topics in Christian Education*** session with Dr. Denise Janssen?
   ☐ Very Helpful   ☐ A Little Helpful   ☐ Pointless

   Comments (*optional*):

4. How helpful was the ***Advance Topics in Practical Theology*** session with Dr. James Harris?
   ☐ Very Helpful   ☐ A Little Helpful   ☐ Pointless

   Comments (*optional*):

5. How helpful was the ***Liberation theologies Seminar*** with Dr. Madeline McClenny-Sadler?
   ☐ Very Helpful   ☐ A Little Helpful   ☐ Pointless

   Comments (*optional*):

6. How helpful was the ***Understanding the Social Context*** session with Dr. A. Gise Johnson?
   ☐ Very Helpful   ☐ A Little Helpful   ☐ Pointless

   Comments (*optional*):

7. How helpful was the *Understanding the Context of Self* session with Dr. Nathaniel West?
☐Very Helpful   ☐A Little Helpful   ☐Pointless

   Comments (*optional*):

8. How helpful was the *Autobiography as Theology* session with Dr. Harry Simmons?
☐Very Helpful   ☐A Little Helpful   ☐Pointless

   Comments (*optional*):

9. How helpful was the *Integrating Context, Self and Research* session with Dr. Jessica Brown?
☐Very Helpful   ☐A Little Helpful   ☐Pointless

   Comments (*optional*):

10. How helpful was the *Integrating Context, Self and Research Problem* session with Dr. Jessica Brown?
☐Very Helpful   ☐A Little Helpful   ☐Pointless

   Comments (*optional*):

11. Please use this space to give any additional feedback about the program and your experience.

DMIN COLLOQUIUM II EVALUATION

1. Write a statement indicating your assessment of the following:

   a) Was the opportunity to observe the Capstone Session beneficial to your progression in the program?

   b) Comprehending the requirements of the I.R.B. session with Dr. Heidi Villanueva and its relevance to your doctoral work:

   c) The relationship of Dr. Fluker's session to the research and relevance of your doctoral project:

   d) The relationship of Dr. Brown's session to the research and relevance of your doctoral project:

2. Identify areas of suggested improvement for the following areas; please be as specific as possible:

   a) Administrative leadership/direction?

   b) Advisory guidance?
   c) Scheduling of residency time?

4. Please feel free to list any other comments or concerns:

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DMin Colloquium III Evaluation

Following the *Colloquium*, students are asked to do a critical reflection on the session. The primary purpose here is to assess your general sense of expectancy in returning to the academic environment, your clarity of the course of study, and purpose of the program. This gives you the opportunity to assess and evaluate your initial experience with the program. These are guiding questions; please feel free to elaborate or comment on any topic or experience not expressed through these questions.

1. Reflecting on your Candidacy Presentation, how prepared did you feel for that moment?

    a. If you were not able to present, did sitting through the presentations this week help you in preparing for your moment to present?

2. Was it helpful to have the immediate feedback of the faculty and/or your peers?

3. Rate your thoughts of the format for Candidacy Presentations?
☐Perfect   ☐Could use a slight adjustment   ☐Way too much in one day

    Comments *(optional)*

4. How helpful was the ***Moving from Candidacy Proposal to Project Document*** session with Dr. Adam Bond?
☐Very Helpful   ☐A Little Helpful   ☐Pointless

    Comments (*optional*):

5. Please use this space to give any additional feedback about the program and your experience.

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DMin Colloquium IV Evaluation

Following the *Colloquium*, students are asked to do a critical reflection on the session. The primary purpose here is to assess your general sense of expectancy in returning to the academic environment, your clarity of the course of study, and purpose of the program. This gives you the opportunity to assess and evaluate your initial experience with the program. These are guiding questions; please feel free to elaborate or comment on any topic or experience not expressed through these questions.

1. Reflecting on your Capstone presentation, how prepared did you feel for that moment compared to your Candidacy Presentation?

    a. If you were not able to present, did you find sitting through the presentations helpful or inspiring?

2. What were your thoughts and/or feeling about receiving questions about your work from the public?

3. Reflecting on the **Writing Bootcamp** sessions with Dr. Katie Cannon, how helpful was this in relation to preparing to write your defense document?

4. How helpful was the **From Research to Resource: Publishing for Ministry Professionals** session with Rev. Rebecca Irwin-Diehl?

   ☐Very Helpful   ☐A Little Helpful   ☐Unnecessary

   Comments (*optional*):

5. How helpful was the **Defense Prep Wrap Up** session with Dr. Adam Bond?

6. Please use this space to give any additional feedback about the program and your experience.