

VIRGINIA UNION UNIVERSITY

The Samuel DeWitt Proctor School of Theology



**THE DOCTOR OF MINISTRY
HANDBOOK**

**SAMUEL DEWITT PROCTOR
SCHOOL OF THEOLOGY
VIRGINIA UNION UNIVERSITY**

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Association of Theological Schools in the
United States and Canada

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Director, Doctor of Ministry Program

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Program Associate, Doctor of Ministry Program

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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 Bond, *Assistant Professor of Historical Studies*

Katie G. Cannon, *Adjunct Professor of Theological Ethics*

Nathan Dell, *Assistant Professor of Homiletics*

Patricia Gould-Champ, *Assistant Professor of Practical Theology*

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Ray McKenzie, *Coordinator – Evans-Smith Institute and Instructor of Urban Ministries*

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*

Gloria Carter Taylor, *Assistant Professor of Christian Education*

Robert Wafawanaka, *Assistant Professor of Biblical Studies*

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Mary Young, *Associate Dean and Assistant Professor of Christian Education*

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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

The Doctor of Ministry (D.Min.) Program at the School of Theology of Virginia Union University focuses on personal and cultural realism in ministry, and therefore, 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.

The time has passed when one would associate laudable high standards with cultures other than one's own, or those which assumed an arrogant or culturally imperialistic stance. Therefore, this program is the culturally-oriented continuation of work which our founders launched in 1865.

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 ministries for at least three 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 B average, demonstrated quality in communication skills, and cognitive ability as ascertained in a review of the application packet.

FOUR-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 the minister serves.
- **TO EQUIP** the minister to enable others to do a better job of serving because of the leadership skills acquired. Particular attention is given to the impact of cultural context on the styles and methods of ministry.
- **TO ENHANCE** communication skills, writing and speaking, by applying them to the various cultural traditions and to empower new contributions concerning the understanding of ministry which are worthy of sharing in and between various groups which 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 may become the project/document of each candidate. Participation in the group process, however, familiarizes all members of a class with the unique contribution of each participant.

FOUR-FOLD PROGRAM SCOPE

- A disciplined self-appraisal of the participant's role as individual, family member, and professional, focusing in elective studies on identified needs as well as insights for the written project. 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, 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

Application Submission Deadline	April 30
Admission Decisions Completed	May 30

FIRST ACADEMIC YEAR

	<u>Course Number</u>	
Orientation Retreat (1 qtr. hour)	ORI 601	September
Orientation Evaluation		October
Spiritual Autobiography Assignment Due		December
Colloquium I (5 qtr. hours)	COL 602	January
(Seminar papers due at colloquium)		
Elective Course ** (5 qtr. hours)		

SECOND ACADEMIC YEAR

	<u>Course Number</u>	
Colloquium II (5 qtr. hours)	COL 603	July
(Seminar papers due at colloquium)		
Faculty Consultation with Advisor		
(4 qtr. hours)	CON 606	July
In-Service Credo Assignment Due		August
Selection of Contextual Associates Committee		September
Colloquium III (5 qtr. hours)	COL 604	January
(Candidacy Proposal due)		
Elective Courses ** (10 qtr. hours)		

** Electives include classroom courses or experiential events, which are determined at the discretion of the student and his/her academic advisor.

THIRD ACADEMIC YEAR

	<u>Course Number</u>	
Colloquium IV (5 qtr. hours)	COL 605	July
Faculty Consultation with Advisor		
(5 qtr. hours)	CON 607	July
Graduation Intent Form Due		December
Project Document (10 qtr. hours)	DIS 608	January
Penultimate Draft of Project/Document Due		February 1
Defense of Project/Document		March – April
Approval of Candidate for Conferring of Degree		May

TOTAL PROGRAM HOURS (55 qtr. hours)

TUITION CHARGES
(\$162.00 per quarter hour)

FIRST ACADEMIC YEAR

Fall: (September)

Orientation Retreat (1 qtr. hour)	\$162.00	
Library Fee	\$250.00	\$412.00*

Spring: (January)

Colloquium I (5 qtr. hours)	\$810.00	\$810.00*
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TOTAL YEAR 1 **\$1,222.00**

SECOND ACADEMIC YEAR

Fall: (July)

Colloquium II (5 qtr. hours)	\$810.00	
Faculty Consultation (4 qtr. hours)	\$648.00	\$1,458.00*

Spring: (January)

Colloquium III (5 qtr. hours)	\$810.00	\$810.00*
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TOTAL YEAR 2 **\$2,268.00**

THIRD ACADEMIC YEAR

Fall: (July)

Colloquium IV (5 qtr. hours)	\$810.00	
Faculty Consultation (5 qtr. hours)	\$810.00	\$1,620.00*

Spring: (January)

Project/Document (10 qtr. hours)	\$1,620.00	
Graduation Fee	\$150.00	\$1,770.00*

TOTAL YEAR 3 **\$3,390.00**

TOTAL COST OF PROGRAM **\$6,880.00****

* An additional fee of \$75 will be assessed by the University if student does not pay the total tuition **before or on** the day of registration.

** The cost of 15 quarter hours of electives is not included in the tuition paid to the University

OTHER CHARGES (paid directly to outside vendors):

Academic Regalia (robe, hood and tam)	\$670.00
Books (estimated cost for entire program)	\$350.00
Project/Document Binding (estimated cost per copy)	\$15.00

A continuation fee (\$810.00) is assessed at the beginning of the term in which a student informs the Director in writing that s/he will not participate in a colloquium. Additionally, this fee is assessed each consecutive year that a student does not return to the program for up to seven (7) years, after which time a student must apply for readmission to the program.

PROGRAM REQUIREMENTS

The program requirements include active participation in an orientation retreat, four (4) colloquia, completion of three (3) elective courses, consultation with an Advisor and the submission and defense of a Project Document. ***Students are required to attend at least 75% of each colloquium to satisfy the attendance policy of the Program.*** The earliest possible conferring of the degree would be during the May commencement at the end of the third academic year of the program.

ORIENTATION RETREAT (ORI 601)

This retreat is a two-day session in which participants become acquainted with the relationship between the Doctor of Ministry and Master's level programs. In addition, the School's understanding of its mission in relationship to the church is explored. A brief overview of the scope and purpose of the studies and forthcoming colloquia are provided for participants and their spouses.

The theme for the orientation period is explored in the sessions, a reading list is provided, and future assignments are made. (Students have the opportunity to meet with the entire student body, faculty and staff and tour library facility.

COLLOQUIUM ONE (COL 602)

The Participant - A Self Study

This is the first of four two week intensive colloquia in the D. Min. Program. The Spiritual Autobiography (assigned at the Orientation Retreat) assists the student with gaining a deeper level of self-knowledge by assessing personality traits, work habits, professional strengths and weaknesses, devotional life and vocational commitment. In the context of faculty led group sessions, this analysis is grounded in biblical, theological and historical reflection.

Colloquium Objectives

- To enable the student to use various diagnostic tools to gain a better understanding of critical aspects of the self.
- To enable the student to begin the process of integrating fresh insights into one's personal life with the various ministerial roles played out in context.

PROGRAM REQUIREMENTS (cont'd)

COLLOQUIUM TWO (COL 603)

An Interdisciplinary Colloquium on the Foundations of Ministry

This colloquium is a comprehensive review and update of previous (M. Div.) studies, with special emphasis on the academic disciplines as the frame of reference for discussion of ministry. The colloquium explores the various ways and roles in which the participant is a practitioner of ministry.

Colloquium Objectives

- To enable the student to gain fresh insights into how the academic disciplines of theological education inform and enrich the practice of ministry.
- To enable the student to understand the full array of roles required for the comprehensive practice of ministry and to appreciate the full integration of these roles in a comprehensive vision for ministry
- To enable the student to begin the initial stages in the conception of a proposal, and the research and writing of the Project/Document.

The insights gained in Colloquia I and II are to be reflected in the "In-Service Credo." This is a current statement of faith with respect to the practice of ministry that affords the student the opportunity to integrate theory and practice. The emerging Project/Document should begin to take on solid form and shape.

COLLOQUIUM THREE (COL 604)

An Interdisciplinary Colloquium on Research and Writing

The primary focus of this session addresses the systematic review of strategies and methods for research in reflection upon the various academic disciplines in the curriculum. Each student is expected to present a draft of her or his Candidacy Paper at a class session in which the student's advisor is in attendance. Critical response from the class informs further refinements of the Candidacy Paper.

Colloquium Objectives

- To enable the student to refine the proposal for the Project/Document and prepare for Candidacy Review
- To enable the student to learn requisite research skills and methods necessary for the successful completion of the Project/Document

PROGRAM REQUIREMENTS (cont'd)

COLLOQUIUM FOUR (COL 605)

An Interdisciplinary Colloquium on Leadership Praxis: the Action/Reflection Model

This colloquium assembles various perspectives on how leadership is exerted within ministerial context. Particular attention is paid to the development of leadership styles appropriate to specific contexts and conditions. In this regard, the contexts in which students are in ministry, with specific reference to the Project in progress, function as case studies for group discussion.

Colloquium Objectives

- To enable the student to gain insights into the nature of ministerial leadership, particularly as leadership is exerted in a context in tandem with the completion of the Project/Document.
- To assist the student in addressing any problems in the final stages of the Project/Document.

ELECTIVES

A total of 15 quarter hour units of electives are required. Courses chosen to fulfill these units must be related to the student's area of concentration in the D. Min. project and/or to the student's peculiar needs as a person and as a practicing professional minister. Electives required can be taken at STVU or any other approved and accredited graduate school. These elective requirements may be met through classroom study, directed study or through experiential events. Approved electives are normally limited to one from each category. The student's advisor and the Director of the Program must approve all electives. When electives are taken at other institutions it is the responsibility of the student to make sure that transcripts are forwarded to the Doctor of Ministry Office at STVU. In the case of experiential events, the student's advisor and the Director of the D. Min. Program must certify completion of the event.

CONSULTATION WITH ADVISOR (CON 606 & CON 607)

During the colloquia, there are scheduled Faculty Consultation periods for which the participant is responsible to contact 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.

PROGRAM REQUIREMENTS (cont'd)

THE PROJECT/DOCUMENT (DIS 608)

The Project/Document will represent a model for ministry which incorporates insights from relevant theological disciplines and should show originality, intellectual rigor, and spiritual depth. Upon the granting of candidacy, D. Min. participants begin 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 February 1. In order to facilitate the submission of a document ready for defense, the School strongly advises the student to secure competent editorial assistance.

Names of editors are available in the Program Office.

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 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 between 75 to 100 pages.

DEFENSE OF THE PROJECT/DOCUMENT

Once the Advisor is able to certify that the Project/Document is ready for faculty review, the Director of the Program appoints an Examining Committee. This Committee consists of the Advisor, a second faculty reader, an outside consultant (if needed), and the Director. 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 personal growth, the quality of the candidate's academic program, and the quality of the Project/Document. This judgment is recorded on the designated D. Min. Form. The Committee will also note on the same form a determination whether or not to recommend to the faculty the granting of the degree, and if the recommendation is subject to any conditions.

The final copy of the Project/Document must be typed on 20 lb. acid free bond paper. The document is bound to be placed in the VUU Wilder Library. The cost for binding the document is included in the total tuition charges of the program.

CONTEXTUAL ASSOCIATES COMMITTEE

One of the guiding assumptions of the D. Min. 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. When possible, this Committee will meet with faculty members for the purpose of orientation and periodic evaluation of a participant's progress toward the completion of the program.

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 D.Min. 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 D.Min. participant the necessary time and attention essential to the educational process involved in the D.Min. Program. The committee completes its function when the Project/Document is approved for defense.

The committee should meet at intervals determined by the D.Min. participant, but not less than twice per semester during the life of the student's tenure in the program. Where possible and deemed necessary by the D.Min. 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 sequentially within the three year program.
- is current with finances; and/or
- is writing the project document within the three year program.
- is current with all assignments prior to the beginning of any new colloquium.

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 zero (0) quarter hour course, during each colloquium missed.
- submits the Continuation Status Report at the beginning of the colloquium s/he misses.
- pays the \$810.00 continuation fee each year s/he does not participate in the program, with payment beginning the first term of the continuation status.

INACTIVE STUDENT:

- was admitted into the program but is unable to participate, and/or
- was absent without written notice for one year.

DROP PROCEDURES

When a student misses a colloquium and does not notify the Program Office in writing of his/her circumstances, the Director will send a letter requesting his/her intentions 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 at a later time.

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

PROGRAM EVALUATION PROCEDURES

In order to achieve a constant and on-going evaluation of the D. Min. Program as it seeks to achieve its goals, the following procedures are followed by faculty and students:

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. This occurs as part of the May Retreat schedule.
2. In order to secure feedback and concerns from D. Min. students, a series of evaluations are conducted. Following the *Orientation Retreat*, 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. A Colloquium/Program evaluation form will be completed the second week of *Colloquia I and II*. An evaluation session will be scheduled for students to complete the form and return it prior to leaving campus. In addition, at *Colloquiums III and IV* a Colloquium/Program Evaluation is given at the end of the second week. It is also to be completed and returned prior to leaving. These evaluations probe the participant's awareness of the cultural ethos that is being addressed in the course of his or her study, and how this facilitates their process in the Program. An *Exit Evaluation* is conducted in May (following the defense of Project/Document) with prospective graduates. A questionnaire is administered, 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. 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. Each student receives 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.

PROGRAM EVALUATION PROCEDURES (cont'd)

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 consult 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 schedule in May, the full faculty devotes time to deliberations on D.Min. 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) 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 D.Min. 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 vain, they review evaluations and program issues. The D. Min. Director and the D. Min. Committee also make recommendations to faculty for curriculum and program changes.
5. Yearly Alumni Evaluations are conducted for those who have been out of the Program for three and six year periods. The aim is to assess the long-term impact of the 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. The Library's hours are

Regular Library Hours

Monday – Thursday	8:00 a.m. – 10:00 p.m.
Friday	8:00 a.m. – 8:00 p.m.
Saturday	8:00 a.m. – 5:00 p.m.
Sunday	2:00 p.m. – 10:00 p.m.

Library Computer Lab Hours

(Lab closes daily from 12:00 p.m. – 2:00 p.m.)

Monday – Thursday	9:00 a.m. – 9:30 p.m.
Friday	9:00 a.m. – 4:30 p.m.
Saturday	1:00 p.m. – 5:00 p.m.
Sunday	4:00 p.m. – 9:30 p.m.

Reference Reading Room Hours

Monday – Thursday	8:00 a.m. – 9:30 p.m.
Friday	8:00 a.m. – 4:30 p.m.
Saturday	1:00 p.m. – 5:00 p.m.
Sunday	4:00 p.m. – 9:30 p.m.

Periodicals Reading Room Hours

Monday – Thursday	8:00 a.m. – 10:00 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	1:00 p.m. – 5:00 p.m.
Sunday	2:00 p.m. – 10:00 p.m.

Study Lounge Hours

Monday – Thursday	8:00 a.m. – 10:00 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	1:00 p.m. – 5:00 p.m.
Sunday	2:00 p.m. – 10:00 p.m.

The library hours vary during mid term and final exams, VUU breaks and the summer. Any changes or exceptions to library hours will be posted at the library. More information can be obtained by calling the Circulation Desk at (804) 257- 5822, Library Administration at (804) 257-5820, or access vuu.edu/library/home.htm.

APPENDIX

DOCTOR OF MINISTRY PROGRAM ADMINISTRATIVE FORMS



DOCTOR OF MINISTRY PROGRAM FORMS INDEX

<u>TITLE</u>	<u>COMPLETED BY</u>
Checklist of Critical Documents	Program Associate and placed in each student's file
Registration Form	Program Associate during the Fall and Spring registration periods
Consultation & Advisement Progress Record	Faculty advisor records notes from consultation and advisement sessions
Colloquium/Program Evaluation Form	Student at end of Colloquia I and II
Colloquium/Program Evaluation Form	Student at the end of Colloquia III and IV
Record of Academic Performance in Colloquium	Facilitator for each student participating in the session
Elective Course Provision Form	Faculty advisor and the student after the selection of elective courses and faculty advisor after elective completed
Application for Candidacy	Student with candidacy proposal at Colloquium III
Candidacy Review Team Evaluation	Faculty advisor & review committee during Colloquium III candidacy session
Advisor Project/ Document Approval Form	Faculty advisor when candidate is prepared for project/document defense
Examining Committee Evaluation Guide and Individual Guide	Program Director and Defense Team
Examining Committee Comprehensive Results	Each member of the Defense Team
Exit Questionnaire	Student at the end of the program
Alumni Questionnaire	Alumni three years post graduation
Alumni Questionnaire	Alumni six years post graduation
Continuing Student Status Report	Student at the beginning of any academic year in which s/he is not active
Covenant Agreement between Doctor of Ministry Participant and Contextual Associates	By each member of the student's Contextual Associates Committee

DOCTOR OF MINISTRY PROGRAM CHECKLIST OF CRITICAL DOCUMENTS

First Academic Year

- _____ Orientation Registration/Tuition (July, 1st year)
- _____ Orientation Reaction Paper (September, 1st year)
- _____ Spiritual Autobiography Assignment (December, 1st year)
- _____ Colloquium I Registration/Tuition (January, 1st year)
- _____ Colloquium I – Reading Assignments
- _____ Consultation & Advisement Progress Record
- _____ Elective Course Provision Form – Course 1

Second Academic Year

- _____ Colloquium II Registration/Tuition (July, 2nd year)
- _____ Colloquium II – Readings Assignments
- _____ Consultation & Advisement Progress Record
- _____ In- Service Credo Writing Assignment
- _____ Covenant Agreements between D.Min. Participant and
Contextual Associates
- _____ Colloquium III Registration/Tuition (January, 2nd year)
- _____ Consultation & Advisement Progress Record
- _____ Application for Candidacy & Candidacy Paper
- _____ Elective Course Provision Form – Courses 2 & 3

Third Academic Year

- _____ Colloquium IV Registration/Tuition (July, 3rd year)
- _____ Consultation & Advisement Progress Record
- _____ Graduation Intent Form (Form is distributed by Program Associate)
- _____ Project/Document Registration/Tuition (January, 3rd year)
- _____ Penultimate Draft Project/Document
- _____ Final Project/Document

DOCTOR OF MINISTRY PROGRAM CONSULTATION & ADVISEMENT PROGRESS RECORD

(To be completed by advising faculty during consultation sessions with the student.)

Student Name _____ Year of Admittance: _____

Advising Faculty: _____ (Please attach separate sheets of paper if necessary)

Date	Session Notes	Recommendations	Initials

Colloquia & Dates of Completion:

Advisor Initials

Colloquium I (January) ___/___/___

Colloquium II (July) ___/___/___

Colloquium III (January) ___/___/___

Colloquium IV (July) ___/___/___

Electives with Places & Dates of Completion:

(1) _____

___/___/___

(2) _____

___/___/___

(3) _____

___/___/___

Advisor's Signature: _____

**DOCTOR OF MINISTRY PROGRAM
COLLOQUIUM/PROGRAM EVALUATION FORM**

STUDENT'S NAME: _____ **DATE:** _____ **COLLOQUIUM NUMBER:** _____

1. Write a statement indicating your assessment of the following:
 - (a) The relationship of the readings to the Colloquium design.

 - (b) Your understanding of the relationship between this colloquium and your developing project.

 - (c) Identify the teaching-learning methods used during this Colloquium: (check all that apply)
 Lecture Invited Presenter Collegial Discussion
 Small Group Work
 Other (Please specify): _____

 - (d) Your understanding of the role of faculty in facilitating the colloquium.

 - (e) What is the overall evidence of preparation by the session facilitators?
 Excellent Very Good Good Fair Poor

2. What has been or is to be the purpose of the advisor/advisee process. (List any advantages and/or disadvantages.)

3. Identify areas of suggested improvement; be specific:
 - (a) Administrative

 - (b) Academic

 - (c) Advisory

4. Provide your assessment of the program to this point (Include benefits received as well as anticipations not realized. Indicate your unmet needs in this program):

Col. I & Col. II
D.Min. Form

DOCTOR OF MINISTRY PROGRAM COLLOQUIUM/PROGRAM EVALUATION FORM

(This form is to be completed by the student at each colloquium as a part of ongoing program evaluation.)

Colloquium Number: _____ Dates: _____

Student Name: _____

Faculty/Advisor: _____

2. Review the prior two week intensive in view of assignments made and time spent with advisor. What has been the quality of your consultation sessions and assistance of advisor at this point in the Program?

2. Identify the teaching-learning methods used during this Colloquium:
(check all that apply)

Lecture Invited Presenter Collegial Discussion Small group work

Other: (specify): _____

3. What is the overall evidence of preparation by the session facilitators?

Excellent Very Good Good Fair Poor

4. How will the content of this colloquium relate to your final Project work?

5. What are areas of improvement would you recommend to the colloquium coordinator for this session?

6. Provide your assessment of the program to this point (Include benefits received as well as anticipations not realized. Indicate your unmet needs in this program):

**DOCTOR OF MINISTRY PROGRAM
RECORD OF ACADEMIC PERFORMANCE IN COLLOQUIUM**

STUDENT NAME: _____ **COLLOQUIUM NUMBER:** __

DATES: _____ **SESSION:** _____

_____ **Requirements met** _____ **Unsatisfactory**

PLEASE RATE THE STUDENT'S ACADEMIC PERFORMANCE BASED ON THE FOLLOWING CRITERIA:

	Excellent	Good	Fair	Poor
Quality of Reaction Paper Submitted:	()	()	()	()
Participation in Your Colloquium Session:	()	()	()	()
Ability to Process and Relate to Information Shared:	()	()	()	()

COMMENTS: _____

Please give a suggested remedy, if student performance is unsatisfactory.

Faculty's Signature

DOCTOR OF MINISTRY PROGRAM ELECTIVE REQUIREMENTS

Participants are encouraged to begin talking early to advisor(s) about meeting requirements for electives. Your advisor must approve each elective **before** the class or event commences. You are to complete **three** electives and you have **four** options:

- A. **Class in residence** here or at another accredited institution. Classes in residences are established courses offered by institutions.

To receive credit for a class in residence taken **here** you must (1) submit an Elective Provision Form along with the requested information to the Doctor of Ministry Office prior to beginning and (2) officially register for the course in an established registration period through the Office of Graduate Enrollment Services.

To receive credit for a class in residence taken **at another institution** you must (1) submit an Elective Provision Form along with the requested information to the Doctor of Ministry Office prior to beginning (2) follow the registration policies and procedures of the institution and (3) submit an official transcript from the institution.

- B. **Directed Study** with a full time faculty member here or at another accredited institution. Directed studies are established courses taken at times other than the regular scheduled period.

To receive credit for a Directed Study taken **here with a full time faculty member** you must (1) submit an Elective Provision Form along with the requested information to the Doctor of Ministry Office prior to beginning (2) officially register for the course in an established registration period through the Office of Graduate Enrollment Services. The faculty member will submit your grade to the Office of Graduate Enrollment Services.

To receive credit for a Directed Study taken **at another institution** you must (1) submit an Elective Provision Form along with the requested information to the Doctor of Ministry Office prior to beginning (2) follow the registration policies and procedures of the institution and (3) submit an official transcript from the institution.

ELECTIVE REQUIREMENTS (continued)

- C. **Independent Study** with a full time faculty member here, a non full time faculty member or at another accredited institution. An Independent Study is a course designed by the student and faculty member.

To receive credit for an Independent Study taken **here with a full time faculty member** you must (1) submit an Elective Provision Form along with the requested information to the Doctor of Ministry Office prior to beginning (2) officially register for the course in an established registration period through the Doctor of Ministry Office. The faculty member will submit your grade to the Doctor of Ministry Office.

To receive credit for an Independent Study taken **with a non full time faculty member here** you must 1) submit an Elective Provision Form along with the requested information to the Doctor of Ministry Office prior to beginning (2) discuss with the course facilitator the terms in which they will conduct the course including any monetary fees that may be involved. The course facilitator will submit your grade to the Doctor of Ministry Office.

To receive credit for an Independent Study taken **at another institution** you must (1) submit an Elective Provision Form along with the requested information to the Doctor of Ministry Office prior to beginning (2) follow the registration policies and procedures of the institution (3) submit an official transcript from the institution.

- D. **Experiential Event** (student-designed learning opportunities, seminars and conferences).

To receive credit for an Experiential Event you must (1) submit an Elective Provision Form along with the requested information to the Doctor of Ministry Office prior to beginning (2) follow the registration policies and procedures of the person(s) or organization conducting the experiential event and (3) submit a write - up of the event and a certificate of completion or participation as determined by you and your advisor.

Please Note

If you desire to take a course with VIPCare (Virginia Institute of Pastoral Care) and count it toward meeting elective requirements, please follow the steps under Directed Studies taken at another institution.

Also, talk with your advisor about writing a summary of something you have already done during your tenure as a D.Min. student as possible credit for an elective. To receive credit, please submit an Elective Provision Form and a written summary of your work to the Doctor of Ministry Office.

DOCTOR OF MINISTRY PROGRAM ELECTIVE COURSE PROVISION FORM

This agreement between the student and advisor, to be completed by the student is for the purpose of identifying the relationship between the elective courses and the final Project/Document of the Doctor of Ministry Program. Any option must be approved by the advisor prior to participating.

Note to Student: Please decide upon the option that best describes your elective and answer the related questions, attaching any necessary documentation.

OPTION A: Class in Residence

- (a) Name of Instructor & Affiliated Institution:
- (b) Title, Course Number & Course Description:
- (c) Learning Objectives:
- (d) Relationship of Course to project/document:
- (e) Criteria for Evaluation (how will course outcomes be accessed?):
- (f) Course Bibliography:
- (g) Established assignments:
- (h) Length of Course (term or semester):

OPTION B: Directed Studies

- (a) Name of Instructor & Affiliated Institution.
- (b) Title & Course Description:
- (c) Learning objectives:
- (d) Relationship of Course to project/document:
- (e) Criteria for Evaluation (how will course outcomes be accessed?):
- (f) Course Bibliography:
- (g) Established assignments:
- (h) Length of Course (term or semester):

OPTION C: Independent Studies

- (a) Name of Instructor & Affiliated Institution.
- (b) Title, Course Number & Course Description:
- (c) Learning Objectives:
- (d) Relationship of Course to project/document:
- (e) Criteria for Evaluation (how will course outcomes be accessed?):
- (f) Course Bibliography:
- (g) Established assignments:
- (h) Length of Course (term or semester):

OPTION D: Experiential Event

- (a) Name of event/lecture series:
- (b) Sponsoring Institution/Church and Location of Event:
- (c) Length of Event:
- (d) Describe your role: (participant, leader, facilitator, etc.):
- (e) Credit hours requested:
- (f) Relationship of Course to project/document:
- (g) Supplemental work required:

**DOCTOR OF MINISTRY PROGRAM
ELECTIVE COURSE PROVISION FORM**

I hereby agree to provide to the Doctor of Ministry Office the outlined information of all courses and confirmation of any experiential event as a provision of this learning contract.

Student Name _____

Signature: _____

Date _____

Faculty Advisor Name: _____

Signature: _____

Date _____

Director Name: _____

Signature: _____

Date _____

FOR OFFICE USE ONLY:

(complete when elective has been met)

CERTIFICATION OF COMPLETED ELECTIVE

I have reviewed the above referenced course or experiential event in which the student has participated. I certify that the requirements for the completion of this course or event have been met.

Faculty Advisor's Signature

Date

**DOCTOR OF MINISTRY PROGRAM
APPLICATION FOR CANDIDACY**

NAME: _____ DATE: _____

ADVISOR'S NAME: _____

ACADEMIC PROGRESS MILESTONES COMPLETED?

	YES	NO
Attended three (3) Colloquia	()	()
Completed In-Service Credo	()	()
Three Electives Completed: (If no, indicate plan of completion below)	()	()

Plan of Completion for Electives: _____

WORKING TITLE FOR PROJECT: _____

SUMMARY OF PROJECT DOCUMENT: (Summary of methodology for designing, implementing and evaluating the project document.)

Attach Candidacy Paper.

**DOCTOR OF MINISTRY PROGRAM
CANDIDACY REVIEW TEAM EVALUATION**

STUDENT'S NAME: _____ **DATE:** _____

(5 = Excellent; 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 learnings 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

**DOCTOR OF MINISTRY PROGRAM
CANDIDACY REVIEW TEAM EVALUATION**

Written Comments:

Recommendation:

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

Elective Status:

Have been met Have not been met

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

ADVISOR _____

PROGRAM DIRECTOR _____

**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

DOCTOR OF MINISTRY PROGRAM EXAMINING COMMITTEE EVALUATION GUIDE AND INDIVIDUAL EVALUATION

(This guide will assist members of the defense team in evaluating the candidate's readiness for graduation See Page 2.)

I. Participant Growth

1. What evidence is there that the participant has reached personal growth goals?
2. Is the participant able to articulate a personal theological position and apply theological insight to particular issues?
3. Does the Participant display an openness to evaluation and to differing views? Has the participant grown adequately in the ability to evaluate?
4. Does the participant show evidence of being able to: 1) define a problem, 2) work with people in the definition of that problem, and 3) strategies toward a solution to the problem?
5. What do you judge to be the level of competence of the participant's own particular specialization in ministry?
6. Does the participant show evidence of growing in understanding of the nature of ministry and in ability to take responsibility for one's own ministry?
7. Has the participant moved to a style of ministry fit to represent the degree?

II. Comprehensiveness and Depth of Program

1. To what degree did the participant actually reach program goals as defined in the final document?
2. To what degree were the context Associates moved to a new kind of ministry?
3. What changes happened in the context?
4. What will happen next in the context as a result of this program?
5. What evidence is there that the candidate made adequate use of the biblical, theological and historical resources appropriate to the program?
6. Is there evidence of extended, disciplined involvement in peer learning?
7. Was the engagement with the Consulting Faculty sufficient to insure a quality program?
8. To what degree was there ecumenical involvement?
9. To what degree was the program related to the larger community and society?
10. What do you judge to be the level of this program's contribution to ministry?
11. Has adequate evaluation of the program been maintained to insure a quality program?

III. The Final Document

1. Does the final document meet acceptable standards for professional and formal writings?
2. Will the larger church community be able to read the document with understanding?
3. Does the document adequately describe what took place in the program and the contribution to ministry which was made?
4. What, if anything, is there in the final document which is new (instruments of evaluation, resources for ministry, etc.)
5. In your judgment, is the document acceptable? What, if anything, is necessary to make it acceptable?

DOCTOR OF MINISTRY PROGRAM EXAMINING COMMITTEE EVALUATION GUIDE AND INDIVIDUAL EVALUATION

This form is intended to assist and not cramp the examining committee member's evaluation. So please use it in the way that best enables you to provide the candidate and the committee with the most helpful guidance you can offer.

NAME OF CANDIDATE: _____

Please evaluate the progress and achievement of the participant in the following aspects by checking the appropriate category; leave blank if you have no judgment.

<u>PARTICIPANT GROWTH</u>	INADEQUATE	ADEQUATE	GOOD	EXCELLENT
1.1 Personal Growth	()	()	()	()
1.2 Theological Growth	()	()	()	()
1.3 Ability to Evaluate	()	()	()	()
1.4 Problem Solving Ability	()	()	()	()
1.5 Competence in area of Specialization	()	()	()	()
1.6 Understanding of Ministry	()	()	()	()
1.7 Ability to Perform Ministry	()	()	()	()

COMPREHENSIVENESS AND DEPTH OF PROGRAM

2.1 Achievement of Program Goals	()	()	()	()
2.2 Growth Achieved by Context Associates	()	()	()	()
2.3 Positive Effects of Program on Context	()	()	()	()
2.4. Likely Future Effects of Program	()	()	()	()
2.5 Use of Biblical, Theological, Historical Resources	()	()	()	()
2.6 Involvement in Peer Learning	()	()	()	()
2.7 Engagement with Consultants	()	()	()	()
2.8 Ecumenical Involvement	()	()	()	()
2.9 Relationship to Larger Community	()	()	()	()
2.10 Overall Contribution of Program	()	()	()	()
2.11 Effectiveness of Evaluation Process	()	()	()	()

THE FINAL DOCUMENT

3.1 Literary Style	()	()	()	()
3.2 Clarity of Writing	()	()	()	()
3.3 Completeness in Description of Program and Contribution	()	()	()	()
3.4 Distinctiveness of Contribution	()	()	()	()
3.5 Overall Acceptability	()	()	()	()

**DOCTOR OF MINISTRY PROGRAM
EXAMINING COMMITTEE COMPREHENSIVE RESULTS**

CANDIDATE: _____

DATE: _____

1. The personal growth and development of the candidate has been duly examined. The judgment of the committee is:

2. The program of the candidate has been examined. The judgment of the committee is that:

3. The final document has been examined. The judgment of the committee is that:

4. The committee recommends for the degree: ____ YES ____ NO

This recommendation is made subject to the following conditions or for the following reasons:

Signatures of the committee members:

ADVISOR: _____

SECOND FACULTY READER: _____

CONTEXTUAL ASSOCIATE: _____

**CONSULTING FACULTY/
OUTSIDE EXAMINER (if needed):** _____

**DOCTOR OF MINISTRY PROGRAM
EXIT QUESTIONNAIRE**

Student Name: _____

Dates Enrolled in Program: _____

1. Present Ministry Capacity:

____ Pastor/Priest

____ Associate/Assistant Minister

____ Health Care Chaplain

____ Pastoral Counselor

____ Military Chaplain

____ Other Institutional Chaplain

____ Parish Nurse

____ Secular _____

____ Other Please specify _____

2. Indicate whether you anticipate any change in your ministry setting or employment upon completion of the D. Min. Program.

3. Ordination/Licensures/Certification(s) received while in the D. Min. Program.

4. Reason for participating in Doctor of Ministry program.

Exit Questionnaire (continued)

5. Identify program components you felt were particularly strong (indicate with "S") and those that were not helpful ("NH"). Indicate all that apply.

_____ Quality and challenge of written assignments

_____ Use of colloquium time and space

_____ Consultation with faculty advisor

_____ Interpersonal group experiences

_____ Theological Reflection

_____ Emphasis on Personal Growth

_____ Interaction with staff

_____ Didactic sessions

Other: _____

6. In what way(s) were these Program components helpful to you?

7. What would you change about or how would you add to the D.Min Program?

8. How has the program/degree impacted your life personally and professionally?

9. Comments/Suggestions:

**DOCTOR OF MINISTRY PROGRAM
ALUMNI QUESTIONNAIRE
THREE YEARS POST GRADUATION**

Student Name: _____

Dates Enrolled in Program: _____

1. Present Ministry Capacity:

____ Pastor/Priest

____ Associate/Assistant Minister

____ Health Care Chaplain

____ Pastoral Counselor

____ Military Chaplain

____ Other Institutional Chaplain

____ Parish Nurse

____ Secular _____

____ Other (Please specify) _____

2. Upon completion of my Doctor of Ministry program, I returned to my previous:

Employment Setting ___ Yes ___ No

Ministry Setting ___ Yes ___ No

Other _____

3. Degree (s) received since participating in the D. Min program. List type(s) of degrees.

4. Ordination/Licensures/Certification(s) received since program completion. (List types)

5. Reason for participating in the D. Min. Program? Or Post-D. Min. Studies?

Alumni Questionnaire
Three Years Post Graduation (continued)

6. Identify program components you felt were particularly strong (indicate with “S”) and those that were not helpful (“NH”). Indicate all that apply.

- _____ Quality and challenge of written assignments
 - _____ Use of colloquium time and space
 - _____ Consultation with faculty advisor
 - _____ Interpersonal group experiences
 - _____ Theological Reflection
 - _____ Emphasis on Personal Growth
 - _____ Interaction with staff
 - _____ Didactic Sessions
 - _____ Other _____
-

7. In what way(s) were these Program components helpful to you?

8. How has the program/degree impacted your life personally and professionally?

9. What would you change about or add to the D.Min Program given your post degree experiences?

10. In what ways did your theological preparation in the D. Min. Program change your understanding of and practices in ministry?

11. Comments/Suggestions:

**DOCTOR OF MINISTRY PROGRAM
ALUMNI QUESTIONNAIRE
SIX YEARS POST GRADUATION**

Student Name: _____

Dates Enrolled in Program: _____

1. Present Ministry Capacity:

- _____ Pastor/Priest
 - _____ Associate/Assistant Minister
 - _____ Health Care Chaplain
 - _____ Pastoral Counselor
 - _____ Military Chaplain
 - _____ Other Institutional Chaplain
 - _____ Parish Nurse
 - _____ Secular _____
 - _____ Other (Please specify) _____
-

2. Upon completion of my Doctor of Ministry program, I returned to my previous:

- | | | |
|--------------------|-----------|----------|
| Employment Setting | _____ Yes | _____ No |
| Ministry Setting | _____ Yes | _____ No |
| Other | _____ | |
-

3. Degree (s) received since participating in the D. Min program. List type(s) of degrees.

4. Ordination/Licensures/Certification(s) received since program completion. (List types)

DOCTOR OF MINISTRY PROGRAM CONTINUING STUDENT STATUS REPORT

This form provides information to your advisor and the program staff regarding your current progress toward completing the Doctor of Ministry degree and must be submitted at the beginning of each year in which the student fails to maintain an active student classification (see “Student Classifications”)

Date: _____

Student’s Name: _____

1. Provide complete name & address of present ministry context and indicate if a change has occurred since the last academic year in which you were enrolled:

2. My academic focus for the Doctor of Ministry Program is:

3. I anticipate making the following progress in the _____ academic year toward completing my D.Min. degree. (Provide timeline with tasks on separate sheet, if necessary)

4. I plan to complete all graduation requirements during the following academic year: _____.

5. Please submit the following with this status report:
 - An updated resume
 - A list of professional/ministry conferences attended in the last year
 - Any other updates for your ministry context

In order to be considered a continuing student for the current academic year, you submit this form and the required supporting documentation along with the continuation fee of \$810 to confirm your continuing student status. If no response has been received within 30 days, you are subject to be automatically dropped from the program and will have to reapply for admission.

DOCTOR OF MINISTRY PROGRAM CONTEXTUAL ASSOCIATES

Contextual Associate

Recognizing the critical importance of the relationship between Contextual Associates and Participants in the D.Min. 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 D. Min. program, and beyond, as God shall determine.

Signed this _____ day of _____, 20____

at _____ (Church/Context)

in _____ (City and State/Country)

Name of Contextual Associate: _____

Signature of Contextual Associate: _____

Name of D.Min. Participant: _____

Signature of D.Min. Participant: _____