DOCTOR OF MINISTRY HANDBOOK

ACADEMIC YEAR 2026-2027

HJ International Graduate School for Peace and Public Leadership

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Welcome to the Doctor of Ministry Program at HJI

The Board of Trustees, Administration, and Faculty wish to welcome you to the Doctor of Ministry Degree Program at HJI. The pursuit of a doctoral degree is a major step in anyone's professional career. This is especially true of those men and women who are engaged in ministry. Our global society is in a particularly critical time right now. It seems that our societies are surrounded by violence and hatred – whether it is in such faraway places as Iraq, Israel, Afghanistan and the Sudan or whether it is in our own communities, neighborhoods and homes. So, to pursue the Doctor of Ministry is a serious undertaking.

In his commencement address in 1985, the founder of HJI said "*I have also endeavored for this campus to be a place where the students can develop deep personal faith and authentic spiritual communication with the Spirit of God*." – Sun Myung Moon

In order to effectively address these global issues, we need God the creator of the Universe. It is becoming increasingly clear that legislation and diplomacy, as valuable as they are, will not bring us a lasting peace in our world. Nor can they solve the basic problems that plague our families and communities. That is where men and women of faith play a key role because, through each of your diverse ministries, solutions to these problems and a resolution to a new way of living will emerge. As you go about your faith-filled work each day, you are indeed making a decided contribution to effective address social, political and relational problems for a better society.

That is why there is no better degree than the Doctor of Ministry and no better time than now to take this important step. By taking this step, you will be engaged in a process that will take your ministry to new heights as you develop a higher level of ministerial competency. By taking this step, you will become part of a process through which you will develop spiritually and personally. By taking this step, you will be involved in a deeply reflective process through which you will form a greater appreciation of ministry in general and your own ministry in particular. And by this step, you will be contributing to the practice and development of ministry so that all may learn and benefit.

As you read through this *Handbook*, I encourage you to write down any questions that you may have. Through being actively involved in your degree program, you will benefit even more. This is a degree program for which you can feel a sense of ownership. It is a dynamic program. But it can only be dynamic if you, the student, take an active role in it. This *Handbook*, then, is designed to help you navigate your way through this beginning stage of your doctoral journey. So feel free to ask questions, make notes, and offer feedback.

Again, I want to welcome you to the HJI Doctor of Ministry Degree Program. May you have an enriching and rewarding experience as you embark on this journey to greater theological, ministerial, and spiritual development.

Dr. DRISSA KONE
Chair, Doctor of Ministry Degree Program

HJI Governance

HJI Mission Statement

HJ International Graduate School for Peace and Public Leadership provides advanced academic and professional education for women and men who aspire to serve the wider society and world as transformational leaders in faith-based ministries or professional fields related to religion, peace, and public leadership.

Introduction to the Program

Program Description

The Doctor of Ministry Degree Program at HJ International Graduate School for Peace and Public Leadership is an advanced degree program designed to offer students who are engaged in some form of ministerial, religious or civil society leadership, the opportunity to enhance and expand their ministerial skills and competencies as well as reflect more profoundly on their own theological and spiritual development as men and women of faith.

The D.Min. Program is the capstone professional degree for those individuals who hold the Master of Divinity degree or its equivalent. After 34 years (1975-2009) of providing quality graduate education at HJI, through the Master of Religious Education and the Master of Divinity Degree Programs, it became clear that those men and women working in diverse ministries needed further study and reflection to develop the advanced skills and knowledge necessary to do ministry in the twenty-first century. With this in mind, the Doctor of Ministry Degree Program was created.

Relying on a peer-learning pedagogical model, the HJI Doctor of Ministry Program challenges students to: (a) develop new insights into their ministerial effectiveness and leadership, (b) re-examine their own continuing theological and spiritual development in light of their present ministerial responsibilities, (c) develop greater competency in their ministries, (d) pursue more comprehensive research in their chosen ministry areas, allowing them to critically exam contemporary developments in the theology and practice of ministry, and (e) become peer ministers and teachers to their colleagues in the Program.

In order to accomplish this growth and development in ministry, the D.Min. should be integrated with the actual practice of ministry. Therefore, all students are expected to fulfill the requirements of the degree program while being engaged in their own practice of ministry – whether it is a congregational ministry, youth ministry, social service ministry or some other form of ministry. Only in doing so will the student reap the benefits of the Degree Program.

Program Learning Outcomes

HJ International Graduate School for Peace and Public Leadership's Doctor of Ministry Degree Program seeks to further prepare mature men and women to achieve ministerial excellence in serving God and our global community by providing a theologically sound, academically rigorous, and spiritually enriching advanced educational opportunity.

The HJI Faculty approved the following Program Learning Outcomes for D.Min. students:

1. Use critical and analytical tools to evaluate the effectiveness of their ministerial leadership and identify improvements for their ministry.
2. Assess their strengths and limitations in ministry and reflect on their theological and personal gifts that they bring to ministry so as to support effective self-care and greater ministerial competency.
3. Integrate mastery of scripture, tradition and reason within their practice of ministry for ministerial effectiveness.
4. Re-examine the ministry context through their personal theological and spiritual perspectives in a changing world.
5. Demonstrate effective leadership of their community of faith with a diverse and appropriate skill set.

At the dissertation project defense, the defense committee conducts a summative qualitative assessment of the student's achievement of these Program Learning Outcomes. See Appendix XII, Qualitative Assessment of Program Learning Outcomes.

Admission to the Program

Entrance Requirements

To be considered for admission to the D.Min. Program, a candidate must have completed one of the following:

- A Master of Divinity (M.Div.) degree from an accredited school with a minimum grade-point average of B (3.00)
- A Master's degree: Those applicants who have completed a Master's degree will have their transcripts assessed in order to determine the additional coursework that would be required for entry into the Program (see section on "Pathway to the D.Min. Program" below).

Required Documents

- A completed Doctor of Ministry application (online).
- Official transcripts from all colleges, universities and seminaries attended: These must be mailed directly to the HJI Office of Admissions from the issuing institution. If the original transcript is in a language other than English, the applicant must also submit the English translation. The translation of the official transcript should be word for word and in the same format as the original document.
- Two recommendation letters of which one must attest to the applicant's ministry: Recommendation letters by persons related by blood or marriage to the applicant are not acceptable. HJI accepts digital recommendation letters if they are submitted via the Populi application process.
- An autobiographical statement in the form of an extended essay: The essay should be 5-7 pages long and include:

  1.A review of past and current ministerial experience
  2.Reasons why the applicant wishes to pursue the D.Min. degree
  3.A theological reflection on the applicant's ministerial goals
- An interview with the chair of the D.Min. Program
- One digital photograph
- For non- native English speakers and those whose M.Div. degree is from a non-English speaking institution, an English Language Proficiency score of 80 on the TOEFL iBT, or 6.5 on IELTS, or 56 on Pearson Test of English is required.
- For those students attending on campus, proof of immunization for Measles, Mumps, and Rubella (MMR). Students born before 1/1/1957 are exempted from this requirement.
- For those students attending classes on campus, a completed "Meningococcal Meningitis Response Form".
- Application fee.

Pathway to the D.Min. Program

Candidates who have completed a Master's degree other than the M.Div. degree must complete a series of leveling courses before admission to the D.Min. Program. Leveling courses are designed to make sure the student is prepared to succeed in the D.Min. Program.

The courses required for leveling will be determined by the Chair of the D.Min. Program, based on a review of the student's transcripts, admissions essay and the admissions interview with the Chair. The evaluation is based on the following criteria as prescribed by ATS Standard 5.5:

- The ability to thoughtfully interpret scripture and the theological tradition of one's ministry context,
- The capacity to understand and adapt one's ministry to the cultural context,
- A basic self-understanding of one's ministerial identity and vocational calling,
- A readiness to engage in ongoing personal and spiritual formation for one's ministry,
- An accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling, and
- Significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate.

In line with the above-listed criteria, a student who has completed a Master's degree other than the M.Div. degree must complete leveling courses.

- Students with a non-theological Master's degree are expected to complete 24 credits of leveling courses.
- In addition to the 24 credits of leveling courses, one Unit of CPE (Clinical Pastoral Education) is highly recommended for applicants with a non-theological Master's degree.
- Students with a theological Master's degree other than the M.Div. are expected to complete up to 18 credits of leveling courses. (See list below)

Leveling courses to be completed for entrance to the D.Min. Program

Required

- SCR 5131 Hebrew Bible
- SCR 5141 New Testament Foundations
- 1 course in the history of Christianity: LTR 5131/5132 History of Christianity 1 or 2
- THE 5131 Systematic Theology
- MIN 5107 Leadership and Congregational Development
- PAS 5101 Pastoral Care and Counseling

Recommended (depending on student's background and ministerial focus)

- A second course in scriptural studies
- THE 5141 Ethics and Social Justice
- LTR 5513 World Religions and the Encounter with Religious Pluralism
- MIN 5106 Ecumenism and Interfaith
- MIN 5102 Worship and Liturgy
- MIN 5104 Homiletics

- EDU 5311 Spiritual Formation
- PAS 5312 Theories and Techniques of Counseling
- PAS 5501 Marriage and Family Counseling

The Program

Overview of the Program

The HJ International (HJI) Doctor of Ministry (D.Min.) program is a 34-credit degree program consisting of fourteen (14) credits in the first academic year and fourteen (14) credits in the second academic year, and six (6) credits for the dissertation project beginning in the third year.
The courses are taught in a fifteen-week class format period in both the fall and spring semesters. Courses are taught both in-person courses and online using Canvas and Zoom to convey course content and facilitate interaction between the instructor and students.

The academic study (coursework) component of the D.Min. Program at HJI can be completed in two years. Completion of the whole Program normally requires at least three years but no more than five years. However, for students requiring an additional year to complete the Program, an extension of one year may be granted.

The HJI D.Min. Program is an online or in-person program that requires students to complete 28 credits of coursework and 6 credits for a written doctoral-level dissertation project utilizing an action research model, for a total of 34 credits. The 28 credits are divided as follows: 4 D.Min. Core Courses (3 credits each) that all students take; 4 Concentration Courses (3 credits each), chosen from either the Family and Educational Ministries concentration or Peace & Justice concentration; plus 4 Dissertation Research Seminar courses (1 credit each).

By the time the student completes their coursework, they will also have submitted a proposal for their dissertation project. Once their coursework is completed, students then spend the remainder of their time researching and writing their dissertation projects. The Doctor of Ministry degree is awarded after the successful completion of their coursework and successful oral defense of their dissertation projects.

For a one-page listing of course/credit requirements see DMin Worksheet in Appendix I.

Components of the Degree

Courses

1. Core Courses

The four D.Min. Core Courses serve to both integrate the student into the Program and to begin the critical process of self-reflection. Based on a peer-based model of learning and utilizing the best engaging and adult-focused methods of teaching, students are challenged to focus and shape their inquiry into effective ministry. These courses create a common language with which the students can discuss, reflect and form their personal views of ministry in light of the issues raised by each course.

The four D.Min. Core courses are:

- MIN 8101 D.Min. Core Course I: Spiritual Formation and Integration

- MIN 8102 D.Min. Core Course II: Theological and Ethical Perspectives of Ministerial Leadership
- MIN 8103 D.Min. Core Course III: The Changing Face of Society: Diversity and its Impact on Ministry
- MIN 8104 D.Min. Core Course IV: Faith Leadership in Today's World

2. Concentration Elective Courses

The two concentration areas of the HJI D.Min. Program offer the opportunity for focused and integrated studies. The concentration courses will support the student's efforts to achieve professional competency in their chosen ministry and facilitate their ability to reflect theologically on the practice of ministry. The two concentrations not only reflect the strengths of academic study at HJI but also address many of the contemporary critical issues in today's world.

Family and Educational Ministry Concentration Courses:

The four courses in this concentration delve into contemporary research on religious education and the family so as to offer a more integrated and intergenerational approach to this field of ministry. Students will be able to deepen their understanding of the theological themes, issues and current research concerning family ministry, family-based religious education, generational and intergenerational concepts in an educational ministry, and contextual factors influencing such ministries.

The Family and Educational Ministry Concentration elective courses are:

- MIN 8501 Ministry In the Midst of Diverse Lifestyles
- MIN 8502 Religious Education and Ministry Needs of the Postmodern Family
- MIN 8503 Challenges and Possibilities of the Emerging Global Family
- MIN 8504 Faith Formation, Spirituality and Counseling in the Contemporary Family

Peace & Justice Ministry Concentration Courses:

Students whose ministries take them into the wider society, face numerous issues and problems. Students with such ministries often find themselves in need of more effective ecumenical, interfaith, and social justice knowledge and skills than ever before. Students taking the courses in this concentration will be challenged to reflect on how their current ministries can be more relevant and can serve the wider community more effectively as they strive to develop better modes of conflict transformation and so create peace and harmony in their communities.

The Peace and Justice Concentration elective courses are:

- MIN 8701 Multiculturalism, Diversity and Non-violent Conflict Resolution
- MIN 8702 Issues in Ecumenical and Interfaith Relations
- MIN 8703 Creating the Beloved Community
- MIN 8704 Change Management for Faith Leaders

3. Dissertation Research Seminar Courses:

Students prepare for their dissertation project by taking four 1-credit D.Min. Dissertation Research Seminar courses consecutively. This allows the students to consistently work on their dissertation project proposal and project itself throughout the coursework component of the degree program. The

Dissertation Research Seminar courses help students with the nuts and bolts of developing, researching and writing their dissertation project.

The four 1-credit Dissertation Research Seminar courses will emphasize:

- MIN 8801 Dissertation Research Seminar I: Formulating the Question
  Formulating the research question from within the student's ministry
- MIN 8802 Dissertation Research Seminar II: Bibliographical Research & Overview of the D.Min. Dissertation
  Researching and selecting the appropriate literature of the field
- MIN 8803 Dissertation Research Seminar III: Research Design Strategies
  Understanding ministerial research methodology and the dissertation project
- MIN 8804 Dissertation Research Seminar IV: Designing the Project Proposal
  Organizing the dissertation project proposal and dissertation project

Dissertation Project

The capstone project for the D.Min. Degree is the doctoral dissertation project. The dissertation project challenges students to put into perspective those insights and understandings gained throughout the doctoral program and then integrate those insights with reflections and assessments of their own ministerial context. Students select a theme or issue that requires a resolution or response of some type for their dissertation project from within the field of ministry. As the dissertation project reflects the reality of issues and challenges of real ministries, the project also has the potential to contribute to the theory and practice of ministry in the contemporary world as the findings and/or solutions offered by each student are applied to other contexts.

Because the dissertation project is the final requirement of the D.Min. Program, it should reflect the student's interaction with their entire program, while allowing them to make a clear contribution to the field of ministry. The dissertation project is composed of two parts. The project itself is the first part. As students complete the project work, they then begin to work on their written report – the dissertation – of their project.

In addition to the Faculty Advisor, there will be a second reader for each dissertation project. The second reader should be chosen by the student in consultation with their Faculty Advisor and the Chair of the D.Min. Program. In selecting the second reader, students should consider individuals with expertise in the specific topic of the dissertation project and who complement the expertise and wisdom of their Faculty Advisor. In addition, the second reader should possess an earned doctorate in the theological/ministerial field. However, individuals who have a widely acknowledged expertise and knowledge of the specific ministry field addressed by the student's dissertation project topic but do not possess an earned doctorate, but may be considered as a second reader.

The purpose of the second reader is to provide the student with as much wisdom and knowledge of their chosen ministry field as possible. It is the student's job to keep both the Faculty Advisor and second reader well-informed and up to date with developments in their dissertation project. The student should certainly share all insights from their second reader with their Faculty Advisor as that person has

primary responsibility for the grading of the dissertation project. The second reader should be determined no later than completion of the dissertation project registration process.

Dissertation Project Proposal

The first step to preparing the dissertation project is the dissertation project proposal. The proposal is an organizational tool for the student's dissertation project. Once the student knows clearly what issue or theme in ministry that they want to develop in their dissertation project, the proposal challenges them to think through how they will actually develop that theme or issue and the design of the project as well as the methodology they will use in their project work. The proposal will help guide the student's research process as well as allow them to discern what will be central to their dissertation project and what is not central to it.

Doctor of Ministry students whose projects involve research on human subjects must comply with HJI's Institutional Review Board (IRB) requirements. When applicable, students are required to submit the *IRB Review Application Form* and obtain IRB approval prior to beginning any data collection.

Students should consult with the Program Chair and their faculty advisor early in the project development process. Detailed policies and procedures are outlined in the *Academic Policies and Procedures (APP) Handbook* under *Research at HJI, Protection of Human Subjects, and the HJI Institutional Review Board (IRB)*. Failure to obtain required IRB approval may result in the project being deemed ineligible for academic credit.

The dissertation project proposal will consist of such elements as:

- A summary statement of the problem
- The purpose or objective of the dissertation project
- Highlights of the literature of the area
- The thesis statement
- The research questions that will guide the project
- A rationale for the dissertation project
- The theological and scriptural framework behind the project
- The research design and methodology to be followed
- A narrative account of the dissertation project
- Delimitations and limitations of the dissertation project
- A proposed bibliography

The four 1-credit Dissertation Research Seminar courses will help the student develop and write their proposal. All students will complete their proposals by the conclusion of the fourth Dissertation Research Seminar course as it is the final required component of their two-year course period and is required before the student can begin their dissertation project itself.

After completion of the last Research Methods course (IV), students are to submit their dissertation project proposals to both the faculty member responsible for Research Methods IV and their faculty advisor. The Research Methods faculty member will submit a course grade for the student and offer

his/her suggestions for improvement to the student, and the student's faculty dissertation advisor and the Chair of DMin program. The faculty dissertation advisor and the Chair of D.Min. program have final approval on the dissertation project proposal.

Once the proposal has been approved, the dissertation project proposal process is complete when the student submits the Proposal Approval Form, signed by their faculty advisor, the Chair of the DMin program. A copy of the proposal is to accompany the Approval Form for placement in the student's file.

Students who do not successfully pass MIN 8804 must register for Pre-Dissertation in the following semester. Student will be permitted to retake the course once. Failure to pass the course on the second attempt may result in administrative withdrawal from the program.

In general, D.Min. students are expected to complete all coursework prior to beginning work on their dissertation project.

See Appendix II for the Dissertation Project Proposal Approval Form.

D.Min. Dissertation Project Guidelines and Template

The Dissertation should follow a consistent style of footnoting, bibliographic entries, capitalization, use of commas, etc. Consult the Turabian, Chicago Manual of Style, or the MLA Style sheets.

For documentation, use either 1) footnotes or endnotes and bibliography (MLA) or 2) author-date parentheses in the text rather than footnotes or endnotes and with a "References" rather than a bibliography (APA).

Please see Appendix IV for a template for the written Dissertation Project.

Dissertation Project Defense

After completing the dissertation project, the student will then defend their work in a dissertation project defense. The defense is basically an oral report and discussion of the student's project work and findings. While the primary focus of the defense is the student's dissertation project, the committee may also use this opportunity to review the student's overall fulfillment of the Program outcomes and the student's own Learning Contract through the Program to add to the overall summative assessment of the student. This defense is conducted by the dissertation project committee and is composed of the Chair of the D.Min. Program, the candidate's Faculty Advisor and second reader. In some instances, the Chair of the D.Min. Program may appoint an additional faculty member to the defense committee.

The Chair of the D.Min. Program serves as the chair of the defense committee. The committee will make a formal recommendation to the Board of Trustees recommending the candidate for the D.Min. degree after he/she has successfully defended their dissertation project and completed all requirements for the degree. Any revisions suggested by the committee will be given to the student to make before submitting a final copy of their dissertation project to the HJI library.

While the primary focus of the defense is the student's dissertation project, the committee may also use this opportunity to review the student's overall fulfillment of the Program outcomes and the student's own Learning Contract through the Program, to inform the overall summative assessment of the student. See Appendix XII.

In cases where the defense committee does not feel that the candidate has successfully defended their dissertation project, the candidate will be given their determination in writing and will indicate the areas of contention, the nature of the revisions needed and generally what the student needs to do before defending their dissertation project again. When ready, a second defense will be organized for the candidate.

In order to give the student adequate time to revise and edit their dissertation project and ensure that the proper documentation has gone through the appropriate administrative reviews, all dissertation project defense actions must take place at least 5 weeks before graduation. As HJI holds its graduation ceremony in the middle of May each year, they would need to complete their defense no later than the second week in April. For December graduates, the deadline for their defense is the middle of November.

November 14	……	Deadline for dissertation project defense for December graduates
April 14	……	Deadline for dissertation project defense for May graduates

Please see the detailed Dissertation Defense Procedure in Appendix V.
Please see detailed Guidelines for the Dissertation Project Oral Defense in Appendix VI.

Final Copy and Abstract

Once the student has completed and successfully defended their dissertation project, they are given time to make any and all edits or changes suggested by the dissertation project defense committee. After they have finished editing their dissertation project and have proofread it, the student is then ready to submit their final digital copy to the library.

Each student is responsible to turn in a digital copy in pdf-format of their dissertation project to the Library and *ProQuest Dissertations & Theses Solutions*. In addition, an abstract is to accompany each dissertation project. Abstracts should be approximately one paragraph in length, but no more than 150 words, and should serve as a summary of their dissertation project.

If a student wants their personal hard copy of their dissertation, it is the responsibility of the student to make the necessary arrangements.

The Academic Year

Applications for the D.Min. Program are accepted throughout the year. However, there is only one entry point each year and that is for the Fall semester. Once an application has been received and the Admissions Committee has accepted the applicant into the Program, the student will then receive all of the necessary degree program materials. Applicants should plan to have their application materials submitted no later than May 20th of the year they wish to begin the program.

Registration materials and course syllabi are generally posted to the HJI website or through Populi, the student information system, about three months before a course is scheduled to begin. It is in the student's best interest to register as quickly as they can so as to give them the most amount of time to obtain their course texts and prepare for the course.

An Orientation to the D.Min. Program for the new entering class will be before classes are to begin. The Orientation session will acquaint the new student with all Program needs, procedures and faculty. Students will also receive a copy of the D.Min. Handbook at this initial Orientation session.

The student is responsible for obtaining the necessary texts as listed in their course syllabi which can be downloaded from the website.

Orientation

An important component of the entry process is the Orientation to the Program. This orientation program will prepare the students for this new stage in their spiritual, academic and professional journey. At the Orientation the following points will be explained: program requirements, key components of the Program, expectations, and the registration process. In addition, students' questions will be addressed. Students will be introduced to the faculty advisor system and the importance of the Faculty Advisor. Students will be presented with the *HJI Doctor of Ministry Handbook* as well as any other documents required for the successful completion of the Program. In addition, students will be introduced to the Chair of the D.Min. Program and become acquainted with the Chair's role in supporting students in the successful completion of the degree program. And, finally, the courses will be reviewed, the Learning Contract will be introduced, the meaning of the Site Team and Field Supervisor will be explained, and an introduction to HJI's Library resources will be offered.

The Learning Contract

After acceptance into the Program, students will develop a **Learning Contract**. The purpose of the Learning Contract is to assist the students in identifying those areas that they wish to develop and strengthen in their quest for greater ministerial effectiveness. The Learning Contract outlines their personal learning goals for their doctoral program, creates a plan to reach those goals, and clarifies areas of growth and development – both personally and professionally.

The Learning Contract also provides material for discussion between the student and their Field Supervisor, Site Team, and Faculty Advisor throughout the student's experience at HJI. Therefore, the Learning Contract is something that will be reviewed, reflected on, and possibly revised periodically as the student goes through the D.Min. Program to guide him/her in assessing how far they have come in addressing stated goals and to assess those areas still in need of development with an eye toward how best to meet these concerns. The Learning Contract can also serve to help the student develop the skills and attitudes necessary for continued personal and professional reflection for life after the doctoral degree.

The student will receive an outline that will help them write their Learning Contract during their orientation program. (See back of *Handbook* for "Contract") A copy of the student's Learning Contract is to be given to the Chair of the D.Min. Program and kept on file.

See Learning Contract Guidelines in Appendix VIII.

Supervisory Support

Doctoral degree programs can often become challenging as the student works to complete their dissertation project in the midst of a busy lifestyle. Between family obligations, ministerial or vocational responsibilities and personal needs, it is not easy to complete such degree programs, especially once the courses have been completed and the student is trying to work through the dissertation project. That is why the HJI D.Min. program makes supervisory support available for each D.Min. student:

Faculty Advisor

The Faculty Advisor plays an important role in the D.Min. Program at HJI. Each student will receive a Faculty Advisor. Their role will be to provide the academic grounding, continuity and quality control for the student throughout their HJI career. Simply put, the Faculty Advisor is there to advise the student as they work their way through the Program. They not only advise the student as to their possible dissertation project work, but they also serve as a mentor to the student.

The Faculty Advisor also mentors the student as they develop their Learning Contract. They encourage the student to continually reflect on what they are reading and learning and to search for ways to apply the theory to the practice of their own ministry as they strive to achieve ministerial excellence. As the institution's link to the student, they are also there to guide the student through their research and questioning phase as they work on their dissertation project, encouraging the student to invest academically, spiritually, and personally in their Program. The Faculty Advisor is in communication with the student's Supervisor to ensure a harmonious and supportive voice for the student. These two roles will develop a synergistic relationship from which the student can benefit tremendously. If a potentially divisive conflict arises between these two roles, it is the Faculty Advisor who ultimately has the stronger voice and authority. In addition, the Faculty Advisor works with the Chair of the D.Min. Program to ensure that the student is working their way appropriately through the Program. The Faculty Advisor not only serves on the dissertation project defense committee, but also helps the student define the composition of their committee. Faculty Advisors will be in continued communication with their advisees throughout their doctoral experience.

Each student is expected to be proactive in meeting and talking with their advisor. It is their doctoral program. Therefore, it is important for each student to maintain regular communication with their Faculty Advisor.

Field Supervisor

The Field Supervisor is chosen by the student, in consultation with the Chair of the D.Min. program and the Faculty Advisor, and is the student's ministerial mentor or field mentor. As someone who has greater ministerial expertise within the community in which the student lives, the Field Supervisor provides valuable feedback and encouragement to the student as they continue their ministry and as they seek to prepare to apply the theoretical premises from their courses to their real-life ministries. In essence, the Field Supervisor is there to support the student as they seek to develop new insights into their ministerial effectiveness and leadership.

One initial responsibility of the Field Supervisor will be to continue to guide the student as they finalize the process, begun at HJI, of developing their Learning Contract. The Field Supervisor will also encourage the student to reflect on that Learning Contract throughout their D.Min. experience.

It is important that the Field Supervisor and the Faculty Advisor be in communication, as mentioned above. As someone with living experience and expertise in a contextual ministry, the Field Supervisor's voice can be a tremendous addition to the guidance of the Faculty Advisor as the student seeks to apply new theories and perspectives in the field. The Field Supervisor also chairs the Site Team meetings. The Field Supervisor and student are expected to meet on a regular basis.

The selection of the Field Supervisor will be done in conjunction with the Chair of the D.Min. program.

Site Team

The Site Team is chosen by the student to be a supportive cohort and network for the student. Students are encouraged to create a Site Team of approximately 3-4 people with varying experiences and years of experience in ministry. Ideally, the Site Team should be composed of someone younger in ministry, someone with greater experience in ministry, as well as someone with equal experience in ministry to fully complement the team and the student. The Site Team's role is solely to encourage and support the student in their ministry, provide feedback to issues and questions that may arise as the student conducts research for their dissertation project, to offer some insights from their personal perspective, and to be there to support the student as they work to complete the D.Min. Program. The Site Team has no role in determining grades but simply serves in an advisory capacity as well as a possible ministerial model that the student may wish to utilize after they complete the program.

The student should be in some form of regular communication with their Site Team members. This can be in the form of emails, phone calls, and face-to-face meetings. While they do not have to meet as frequently as the student meets with their Field Supervisor, nevertheless, they should meet on a consistent basis. When they do meet, the Field Supervisor will serve as the chair of the Site Team. The ability to meet regularly should be a consideration when forming the Site Team.

The Chair of the D.Min. Program will work with the student as they begin to think about and select their Site Team.

Academic Performance

Grades and Required Grade Point Average for the Program

Grading is a professor's attempt to evaluate objectively a student's achievement in relation to the stated aim of a course. Evaluation is based on papers, examinations, class participation, and completion of other stated assignments or course objectives. Grades are recorded by letter, and are understood as follows:

A Excellent
B Good
C Acceptable
D Acceptable, but below expectations
F Failure

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A	4.00	A-	3.67	B+	3.33
B	3.00	B-	2.67	C+	2.33
C	2.00	C-	1.67	D+	1.33
D	1.00	D-	0.67	F	0.00

A minimum grade point average of 2.50 is required for satisfactory academic standing in the program and to be recommended to enter the dissertation project phase of the Program. If a student's G.P.A. falls below the minimum after completing the second Intensive period, the Chair of the D.Min. Program may recommend that the student be placed on academic probation. The student's advisor will be notified so that they may work with the student to help them in raising their G.P.A. If the student is not able to go beyond academic probation, they will not be allowed to continue in the Program.

Incomplete Policy

Each faculty member determines whether or not they give a grade of Incomplete for their course. HJI encourages all of its students to complete their assignments on time. However, should a faculty member give an Incomplete, the policy is as follows.

An Incomplete grade may be carried through one grading cycle only. If the required coursework is not completed by the grade submission deadline of the following semester, the Incomplete will automatically convert to a failing grade ("F"), and the student must repeat the course. This policy applies except for MIN 8804 Research Seminar IV, which is discussed above. Incomplete grades are granted solely for compelling medical or personal circumstances and require appropriate documentation and approval.

Academic Grievance

A student with a complaint relating to academic work may appeal for review according to the following procedure:

a. The student must first consult with the Faculty member involved. Most cases should be resolved at this level.

b. A student who chooses to appeal the matter further may bring the matter to the attention of the Associate Provost or Provost. The student's complaint should be submitted in writing as the basis for scheduling a meeting with the Associate Provost or Provost.

c. If the matter is not resolved by the process described above, the student may appeal in writing to an *ad hoc Grievance Committee,* which shall consist of the Associate Provost, two Faculty members (not to include the Faculty member involved in the complaint), the Chair of the Graduate Student Advisory Council and an additional student representative from the Graduate Student Advisory Council chosen by the Graduate Student Advisory Council Chair. The committee shall by a majority vote (by secret ballot) arrive at a recommendation to be presented in writing to the student and the Faculty member involved. Any decision made by the Grievance Committee will be binding on both parties.

The time limit for filing an Academic Grievance is 12 months from the end of the term in which the incident occurred.

Any other question concerning academic policies may be found in the *Academic Policies and Procedures Handbook*.

Academic Policies and Procedures

Registration Process

Students should register for their coursework prior to the start of the semester. Students are notified by the Registrar's office as to when registration is open. Students register through Populi. The Finance Office will send them their bill with option on how to pay for their Tuition and any other fees.

Be advised that registration for the Dissertation Project requires prior approval of the Dissertation. Registration for the Dissertation Project is carried out through the office of the Registrar.

D.Min. students are considered full-time students if any one of the following applies:

- Being enrolled for 7 credits in a semester
- Having registered and paid for the Dissertation Project (6 Credits)
- Being enrolled as a continuing dissertation student

Transfer Credits

Candidates who have previously earned credit for doctoral-level academic work from a school accredited by an agency that is recognized by the United States Department of Education, or in the case of international institutions, by an agency that is recognized by its national government or equivalent and with a minimum grade of B may request transfer credits of up to 9 credits. The credits must have been earned within the last ten years of admittance to the DMin. program. Requests for transfer credits are reviewed by the Chair of the DMin. program.

Tuition and Fees

The institution has made an effort to keep the tuition and fee structure as affordable as possible, yet still maintain a program of high quality and one that meets the needs of its students. Therefore, the schedule of fees and tuition for the current academic year are posted on the HJI website and are listed in the Catalog.

Withdrawal and Leave of Absence

The D.Min. program requires the full 28 credits of course work, plus the completion of the dissertation project. Completion of all requirements of the Program normally requires not less than three years or more than five years. All students should complete the program within five years of matriculation and maintain a minimum grade point average of 2.50. For students requiring an additional year to complete the Program, permission from the Chair of the D.Min. Program will be needed.

However, a student who must interrupt their program study for compelling reasons may request a leave of absence for up to one year. Students requesting a leave are to submit a written request to the Chair stating their reasons for the leave of absence. Because the cohort model is utilized, students are strongly encouraged to keep up with the schedule and remain with their entering cohort. Students who discontinue enrollment without an official leave of absence may be required to apply for readmission.

Once the Chair of the D.Min. program has approved either a Withdrawal or Leave of Absence, students submit a copy of the approval to the Registrar's Office.

Student ID Cards

Student ID cards are available upon request.

Campus Facilities

Library Procedures

The Library hours are posted on the website: https://www.hji.edu/library/

Students may check out any book from the circulating library. Those resources that are in the Reserve section may only be used within the confines of the library.

In addition to its hard-copy collection, the Library also has a large collection of e-books. The use of Library resources is subject to the current library policies and regulations.

HJI students are provided with user codes and passwords that will allow them access to all databases to which HJI subscribes. This is particularly helpful for students as the databases include a wide selection of theological and ministerial journals to assist them in researching their papers and dissertation projects. The databases are accessible from any internet-accessible computer that students may use away from campus.

Use of Other Libraries

Students may be able to utilize the library resources of an academic or institutional library within their community. Many libraries are members of particular library associations and so honor students who are registered students of academic institutions whose library is also a member of that particular association. However, students are subject to the rules and regulations of those libraries. Often, those libraries do not allow students to check out books but will allow students to use their facilities on site. Most often, the student must show the HJI student ID to gain access to those libraries. Students should speak with the Associate Librarian for advice on utilizing other libraries.

Campus Regulations

HJI is a no smoking environment. Students who smoke may do so only outside of the buildings. Alcoholic drinks and illegal substances are also prohibited on campus.

PROGRAM FORMS AND APPENDICES

APPENDIX I: DOCTOR OF MINISTRY PROGRAM WORKSHEET

Entering Academic Year 2026/27 – Class 21

NAME: _____

DMIN CORE COURSES

[ ] MIN 8101 Spiritual Formation and Integration	3
[ ] MIN 8102 Theological and Ethical Perspectives on Ministerial Leadership	3
[ ] MIN 8103 Diversity and Its Impact on Ministry	3
[ ] MIN 8104 Faith Leadership in Today's World	3

RESEARCH SEMINARS

[ ] MIN 8801 Sem I: Formulating the Question	1
[ ] MIN 8802 Sem II: Bibliographic Research & Overview of the DMIN Dissertation	1
[ ] MIN 8803 Sem III: Research Design Strategies	1
[ ] MIN 8804 Sem IV: Designing the Project Proposal	1

ELECTIVE COURSES

Family and Educational Ministry

[ ] MIN 8501 Ministry in the Midst of Diverse Lifestyles	3
[ ] MIN 8502 Religious Education and Ministry Needs in the Postmodern Family	3
[ ] MIN 8503 Challenges and Possibilities of the Emerging Global Family	3
[ ] MIN 8504 Faith Formation, Spirituality & Counseling in the Contemp. Family	3

Peace and Justice Ministry

[ ] MIN 8701 Multiculturalism, Diversity and Non-violent Conflict Resolution	3
[ ] MIN 8702 Issues in Ecumenical and Interfaith Relations	3
[ ] MIN 8703 Creating the Beloved Community	3
[ ] MIN 8704 Change Management for Faith Leaders	3

DISSERTATION PROJECT

[ ] MIN 8390/8690 _____ 6

Credits needed for graduation: 34

Credits fulfilled so far:

Credits incomplete or F:

APPENDIX II: DOCTORAL DISSERTATION PROJECT PROPOSAL APPROVAL FORM

HJI Doctor of Ministry Program

Student: _____

Faculty Advisor: _____

Second Reader: _____

Title of the Dissertation Project:

_____

_____

Approved:

Date

Chair of D.Min. Program

Date

Faculty Advisor

Please attach a copy of the Dissertation Project Proposal

APPENDIX III: DOCTORAL DISSERTATION PROJECT REGISTRATION FORM

HJI Doctor of Ministry Program

Name: _____(Please sign at the bottom of form)
(print name)

Class: 20___ Entering Class (Year you entered the D.Min. Program)

Dissertation Project Title: _____

_____

Discipline or Area of the Dissertation Project: _____

Credits _____

Student Signature _____ Date _____

D.Min. Chair Signature _____ Date _____

Bursar Signature_____ Date _____

APPENDIX IV: D.Min. Dissertation Project Template

Guidelines for the Written Document

Title Page

Copyright Page

Dedication (optional)

Acknowledgements (optional)

Abstract

Table of Contents

Title Page

The title page must follow the standard format provided in the D.Min. Handbook (see Sample Title Page below). It must include:

- Dissertation title
- Student's full name
- Institutional name (HJ International Graduate School for Peace and Public Leadership)
- Degree (Doctor of Ministry)
- Date of graduation (month and year)
- Dissertation committee members' names and roles, listed as:
    - Dissertation Advisor
    - Program Director
    - Second Reader

Note: Signatures are not included on the title page. Formal approval is recorded separately through institutional processes.

Copyright Page

A copyright page is required and must appear immediately following the title page.

Format:

© [Year]
[Full Name]

All Rights Reserved

Note: No signature is required. Copyright is also affirmed through the electronic submission process (e.g., ProQuest).

Table of Contents

I. **Chapter I: Purpose of the Study**

This chapter should introduce the Project, the need for the Project, the background of the ministry with focus on the context of that ministry - who is involved, what are they like, what are their descriptors; then what is the leadership opportunity presented by this specific Project; spiritual autobiography in terms of the part of your life that is directly involved with the Project - what got you to this point. Then a simple discussion of the Project itself.

A. Introduction
B. Statement of Problem (Hypothesis)
C. Ministry Context
D. Leadership Opportunity
E. Spiritual Autobiography
F. Ministry Team and Responsibilities
G. Anticipated Outcomes

II. **Chapter II: Review of the existing Literature.**

This means a review and summary of key points from the 2-3 areas in which you read as preparation for the Project. Explain the relevance of the literature to your Project. What did you learn from them that helped you to shape your Project? How do they contribute toward answering your research questions? Also, look at them critically in terms of the quality of their studies and the applicability of their context to your ministry context.

III. **Chapter III: Theological/Scriptural Framework.**

Discuss the theological and/or scriptural concepts that have shaped you as you did the Project.

A. Tradition (Historical/Systematic)
B. Scripture (Exegesis)
C. Theory (Sociology, Anthropology, Psychology…)
D. Experience (Personal reflection of author in ministry/ no use of "I").

IV. **Chapter IV: Project Design.**

This is a more in-depth discussion of the Project Design.

A. Expanded Purpose Statement
B. Goals and Objectives
C. Research Questions
D. Research Population and sampling measure
E. Means of Analysis
F. Ethical Considerations or guidelines

G. Methodology and Implementation
H. Reliability and Validity

V. **Chapter V: Results of the Project.**

This should clearly present all of the data you collected and your clear analysis of that data.

A. Discussion and analysis of all Data
B. Limitations of the Study

VI. **Chapter VI: Recommendations and Conclusion**

A. Summary of Findings
B. Recommendations that Stem from the Research/Analysis
C. Conclusion

Bibliography
Appendices

Notes:

1. The total length of the documents is to be at least 100 pages not including any appendices, using 12-point Times Roman font, single spaced, and one-inch margins.
2. Only the "Spiritual Autobiography" is written in the first person. All other sections are written in the third person.
3. All sections except "Recommendations" are written in the past tense. "Recommendations" can include present and future tenses.
4. All dissertations are reviewed for plagiarism and AI by Turnitin software.

Doctor of Ministry Dissertation Title Page (HJI Standard)

[TITLE OF THE DISSERTATION]

by
[Full Name]

A Dissertation Submitted to the Faculty of
HJ International Graduate School for Peace and Public Leadership
in Partial Fulfillment of the Requirements for the Degree of
Doctor of Ministry (D.Min.)

[Month Year]

Dissertation Committee:
[Name], Dissertation Advisor
[Name], Program Director
[Name], Second Reader

APPENDIX V: Dissertation Defense Procedure and the Process for Completion of Degree Requirements

1. Students must submit their completed dissertation to their Faculty Advisor for approval before scheduling the Defense. The oral defense should be scheduled by the Chair of the D.Min. Program, in consultation with defense committee (chair of the defense, Faculty Advisor and second reader) two weeks after receiving the dissertation project. If the student's advisor is the Chair of the D.Min. Program, another D.Min. faculty will be suggested as the defense chair to avoid a conflict of interest.
2. For May graduation, defenses must be completed by the second week of April; for December graduates, the deadline is mid-November.
3. Students are required to prepare a PowerPoint presentation in accordance with the guidelines outlined in the provided form. The PowerPoint must be well-structured and effectively highlights the key components of your project. (See form attached)
4. Students must send their PowerPoint presentation to all committee members at least 24 hours before the defense.
5. During the defense, the student will present for 20 minutes, followed by a 40-minute Q&A session with the committee.
6. Immediately after the oral defense, the committee decides if the candidate 1. failed, 2. passed with revision, 3. satisfactory passed or 4. passed with distinction, and determines areas needing revision. During the discussion, committee members complete the qualitative assessment on the defense form.
7. After the oral defense, the Chair of the D.Min. Program will email the candidate the necessary revisions based on committee feedback, which will also be summarized on the oral defense form.
8. Students must work closely with their Faculty Advisor until all requirements are met.
9. Revisions must be completed at least two weeks before graduation. Final submission deadlines are May 14 for Spring graduation and December 14 for Fall graduation. Students who miss the revision deadline may not participate in the graduation ceremony without the special permission from the Program Chair, the Provost and the Dissertation Advisor.
10. The Chair of the D.Min. Program will conduct a final review before library submission approval. The final copy of the dissertation should meet writing and publication standards before submission to the library.
11. If some issues are raised at this stage, the student will be asked to correct them before the final approval. In case the student fails to make the corrections, the dissertation project cannot be accepted as a library resource and the student won't receive their diploma.
12. The degree is awarded once all academic requirements are fulfilled.

APPENDIX VI: Guidelines for the Slide Presentation to be Prepared for the Oral Defense

As you prepare for your upcoming oral presentation, please find below the guidelines to be included in your slide presentation: [1]

1. Research Topic: Clearly state your research topic at the beginning of your presentation.
2. Justification: Explain why you chose this particular topic and its significance.
3. Research Questions: Restate your research questions to guide the audience through your study.
4. Ministry Overview: Provide an overview of the ministry or context within which your research was conducted.
5. Literature Review: A summary of your literature review how previous research (books, articles, journals...) help answer your research questions? Are they valuable for your study, or should they be critiqued or rejected?
6. Findings and Evidence: Present evidence from your research that directly addresses and answers your research questions.
7. Contribution to the Field: Highlight the specific contributions your research has made to the field of ministry.
8. Limitations: Acknowledge any limitations or constraints encountered during the research process.
9. Future Research: Suggest potential areas for future research to build upon your findings.
10. Recommendations: Offer recommendations based on your research outcomes and insights.

Note: *Given the time constraint of 20 minutes, it is essential to be brief, concise, and precise in your presentation to effectively cover all key points.*

Furthermore, please ensure that your slide presentation is shared with all members of the defense committee at least 24 hours prior to your defense to allow for review and preparation.

[1] Slides presented using PowerPoint or similar software.

APPENDIX VII: Oral Defense and Dissertation Approval Form for the Doctor of Ministry Degree

Student Name: _____

Title of Dissertation Project (please type):

_____

_____

_____

I. Oral Defense

Date of Defense: _____ Place: _____

After review of the dissertation project and on the basis of the oral defense, the defense committee certifies that the candidate:

[ ] Passed the oral defense of the dissertation project with distinction

[ ] Satisfactorily passed the oral defense of the dissertation project

[ ] Passed conditionally pending minor revisions

[ ] Passed conditionally pending major revisions

[ ] Did not satisfactorily pass the oral defense of the dissertation project

Recommendation: _____

_____

_____

Committee Signatures (please type name and sign):

Dissertation Advisor: _____ Date _____

Second Reader: _____Date _____

Defense Chair: _____Date _____

II. Dissertation Approval

The revisions have been satisfactorily incorporated in the dissertation project, the condition for passing the oral defense can be lifted, and the dissertation meets writing and publication standards.

Signature
Chair of the D.Min. Program:_____Date _____

Upon receiving all signatures, the dissertation project is approved.

APPENDIX VIII: LEARNING CONTRACT GUIDELINES

A. Introduction

1. What is your personal vision of ministry?
2. What will be the focus of your D.Min. Program?

B. Ministry Description

1. Describe your current ministry position, responsibilities and context.
2. How is your ministry performance assessed and evaluated?

C. Learning Contract

1. What are your learning and professional objectives for the D.Min. Program?
2. What are the objectives of your current ministry work?
3. What would constitute a sense of growth and development in the quality of your ministry?
4. What would constitute growth and development in the community in which you minister?
5. What steps will be required on your part to realize these objectives?
6. How will you assess your ministerial effectiveness?

D. Supervisor Meetings

1. What are your objectives for this relationship?
2. What are your meeting arrangements?
3. How will you assess and evaluate these meetings?

E. Site Team Contract

1. What are your objectives for your work with the Site Team?
2. What are your meeting arrangements?
3. How will you assess and evaluate these meetings?

APPENDIX IX: Plagiarism, Use of Artificial Intelligence, and Academic Integrity Policy

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student's own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.

Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer's work is the student's own. In these cases of plagiarism, the instructor may give the student an "F" for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an "F" for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors' works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

APPENDIX X: Sexual Misconduct Statement

HJI is committed to maintaining a workplace and educational environment free from all forms of harassment and unlawful discrimination, including sexual harassment and sexual misconduct. HJI does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Any student, employee, or other individual covered by the policy who engages in unlawful sex discrimination, including sexual harassment or retaliation, will be subject to remedial and/or disciplinary action, up to and including termination, expulsion, and/or legal action.

Inquiries about Title IX may be referred to HJI's Title IX Coordinator, Deputy Title IX Coordinator, and/or the U.S. Department of Education's Office for Civil Rights.

Frank LaGrotteria
Title IX Coordinator
Vice President for Administration
4 West 43rd Street
New York, NY 10036
Phone: (212) 563-6647 ext. 115
Email: f.lagrotteria@hji.edu

Lynn Walsh
Deputy Title IX Coordinator
4 West 43rd Street
New York, NY 10036
Phone: (212) 563-6647 ext. 120
Email: l.walsh@hji.edu

Appropriate action will be taken to investigate and address any complaints about sex discrimination and sexual misconduct. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to HJI's full Sexual Misconduct Policy. HJI's full Sexual Misconduct Policy, including grievance procedures, is available in Populi or on HJI's Institutional Policies webpage at https://www.hji.edu/sexual-misconduct-policy.

For complaints and reports regarding unlawful discrimination or harassment not based on sex, please refer to HJI's Nondiscrimination and Equal Opportunity Policy. HJI's full Nondiscrimination and Equal Opportunity Policy and grievance procedures can be located in Populi or on HJI's Institutional Policies webpage at https://www.hji.edu/nondiscrimination-and-equal-opportunity-policy.

APPENDIX XI: Doctor of Ministry Program Learning Outcomes Rubrics

Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Use critical and analytical tools to effectively assess their ministerial leadership for changes and needs in their ministry.	Describe their ministerial leadership and identify the changes they are striving to make in their ministry	Employ analytical tools to assess changes they are striving to make in their ministry	Use analytical tools effectively, identifying outcomes and assessing the effectiveness of their leadership for realizing them	Use analytical tools effectively, identifying outcomes and assessing the effectiveness of their leadership for realizing them; explain the rationale for using these tools and critically evaluate their strengths and weaknesses	
Assess their strengths and limitations in ministry and reflect on their theological and personal gifts that they bring to ministry so as to support effective self-care and greater ministerial competency.	Describe the value of their spiritual journey, outline the theological gifts that they bring to ministry	Explain their theological commitments; discuss their strengths and limitations in ministry; describe means of self-care and strengthening spiritual life	Explain how they apply their theological commitments in the practice of ministry, utilize their strengths and manage their limitations for ministerial competency, and practice self-care and ways to strengthen spiritual life	Regularly practice critical reflection on their theological commitments and personal gifts, and implement insights for greater ministerial competency	
Integrate mastery of scripture, tradition and reason within the practice of ministry for ministerial effectiveness.	Describe the scriptural basis of their ministry, discuss the traditions their ministry follows, and identify one or two other rationales for their ministry	Discuss how their ministry strives to Incorporate scripture, tradition and reason	Demonstrate integration of scripture, tradition and reason in the practice of ministry	Recognize the hallmarks of ministerial effectiveness in the integration of scripture, tradition and reason in the practice of ministry	

Re-examine their ministry context through their personal theological and spiritual perspectives in a changing world	Identify the context of their ministry and recognize the need to minister in a changing world	Discuss the role of context and its impact on their ministry	Demonstrate effectiveness in analyzing their specific and wider ministry context in a changing world	Develop a ministry plan for an ongoing ministry that features contextualization based on a critical analysis and assessment of a wider society.	
Demonstrate effective leadership with diversity of skills appropriate to leading their communities of faith	Articulate a basic understanding of their leadership skills and outline their impact on their ministry	Demonstrate acquisition of new leadership skills and tools, and explain their impact on their ministry	Utilize assessment to demonstrate effective ministerial leadership with the practice of a variety of skills and approaches	Demonstrate effective leadership by consistent assessment, collaboration, and development of new skills and resources	

APPENDIX XII: Doctor of Ministry Qualitative Assessment Form

Qualitative Assessment of Student Learning for the D.Min. Dissertation

To be completed by all members of the Defense Committee at the time of the student's oral defense. For each of the following criteria, each defense committee member should provide detailed and illustrative comments.

Student Name: _____

Title of Dissertation Project: _____

1. **Ministry context**

   Recognizes particularities of ministry context and focuses on addressing context-specific needs

   Relates to PLO 4: "Students re-examine their ministry context through their personal theological and spiritual perspectives in a changing world"

Comments:

Advisor:

Second reader:

Defense chair:

2. Theological Reflection

Explains theological commitments; delineates the goals of their ministry and explains the operating theology and its application in practice.

Draws upon tradition, scripture, social science and experience in developing a personal theology of ministry

Relates to PLO 3: Students integrate mastery of scripture, tradition and reason within their practice of ministry for ministerial effectiveness.

Relates to PLO 4: "Students re-examine their ministry context through their personal theological and spiritual perspectives in a changing world"

Comments:

Advisor:

Second reader:

Defense chair:

3. Literature Review

Literature review is extensive, appropriate to the topic, covers relevant theological and ministerial issues adequately

Applies insights from the literature to their practice of ministry

Relates to PLO 3: Students integrate mastery of scripture, tradition and reason within their practice of ministry for ministerial effectiveness.

Comments:

Advisor:

Second reader:

Defense chair:

4. Research Design and Assessment

Formulates research questions, defines outcomes and develops and implements instruments suitable for measuring outcomes in accordance with best practices in research design and methodology

Interprets data appropriately

Uses results of the study to assess ministry effectiveness, identify unmet needs

Follows ethical guidelines

Relates to PLO 1: Students use critical and analytical tools to effectively assess their ministerial leadership for changes and needs in their ministry.

Comments:

Advisor:

Second reader:

Defense chair:

5. Ministerial Leadership

Provides evidence of effective leadership

Demonstrates a diverse skill set for ministry excellence

Addresses congregational and community needs effectively and appropriately

Relates to PLO 5: Students demonstrate effective leadership of their community of faith with a diverse and appropriate skill set.

Comments:

Advisor:

Second reader:

Defense chair:

6. Self-assessment of strengths and weaknesses as a minister and assessing practices of self-care

Utilizes autobiography for self-assessment

Demonstrates critical reflection on their performance in ministry, identifying weaknesses and taking steps for improvement

Practices regular self-care to strengthen spiritual life

Relates to PLO 2: Students can assess their strengths and limitations in ministry and reflect on their theological and personal gifts that they bring to ministry so as to support effective self-care and greater ministerial competency.

Comments:

Advisor:

Second reader:

Defense chair: