



WINEBRENNER

THEOLOGICAL SEMINARY

DOCTOR OF MINISTRY PROGRAM

CURRICULUM UPDATE EFFECTIVE FALL 2019 TRIMESTER

Purpose

The purpose of the course of study leading to the Doctor of Ministry (DMin) degree is to enhance the practice of ministry for persons holding the Master of Divinity (MDiv) degree or its equivalent, and who are currently engaged in positions of Christian leadership. The program is practical in nature and is designed to increase professional competency. Students will be equipped at a more advanced level of theological reflection, critical thinking, communication skills, and leadership formation than that achieved in the foundational work of the MDiv. A program assumption is that the ministry of the doctoral student will provide the context for the research project.

Doctor of Ministry Director's Vision: "Professional and personal development of Christian leaders is a vital objective to globally enhance the extension of God's kingdom. The currency of the 21st Century is time; this becomes the primary challenge for doctoral students to experience freedom in Christ's *kairos* kingdom time zone!"

—Dr. M. John Nissley

Program Outcomes for D.Min. Graduates

1. Gain Knowledge (Knowing): The graduate will investigate and reflect on critical ministry challenges and theological issues with a cogent biblical worldview.
2. Pursue Wholeness (Being): The graduate will manifest growth in achieving personal, spiritual, and professional formation.
3. Change Lives (Doing): The graduate will contribute new insights to the body of ministerial practice through quantitative and qualitative research during an intensive field research process based on her/his ministry context.

Description

As a four-year, in-service degree, the Winebrenner Doctor of Ministry degree program affords students the opportunity to begin their doctoral degree program in any of the three trimesters (Spring, Summer, or Fall) and to complete the program while remaining in full-time ministry. The program consists of 32 credit hours composed of courses focused on personal and professional development while completing a comprehensive research project report.

A distinctive feature of the Winebrenner DMin program is that it begins with the initial research methodology course as the student designs a prospectus to guide his or her research project, instead of waiting until mid-way through the program. The intensive one-week courses

are held twice annually in the Fall and Summer trimester on the Seminary's campus located in Findlay, Ohio, and the online courses are offered in the Spring trimester.

The focus of a Winebrenner doctoral candidate's research project is leadership formation by enhancing leadership effectiveness, spiritual formation, and theological praxis. The design and intent of this degree program is to provide an opportunity for students to be engaged in prolonged research with a Personal Research Design (PRD) for the duration of the four-year degree program. This PRD is a unique feature of the Winebrenner doctoral program that affords a venue for in-depth exploration, reflection, and review with feedback from peers, mentors, and professors in the student's specific area of ministry and research emphasis. The parameter for research study emphasis is to be within the broad scope of kingdom service in the student's ministry context.

Course Format: Components

1. Contextualized Learning in the Students' Ministry Context

Students meet with professors and other students for intensive, week-long courses in two trimesters/year (Summer and Fall) on the Findlay, Ohio campus. During each of these intensive weeks students complete two courses with pre- and post-course assignments along with assignments during the week of the intensive courses. In the Spring trimester, an online course is offered to provide an extended 12-week contextualized learning experience. Doctoral courses are equivalent in contact hours to a 2-credit hour course over a 12-week trimester, which involves 24 hours of learning activity via in-class and contextualized learning format. The research courses are 1-credit hour that involves 12 hours of learning activity via in-class plus contextualized learning projects.

Spring trimester (January-March), during the 12-week trimester, online courses (24 hours) emphasize focused inquiry on contemporary theological issues from a biblical and social perspective within diverse cultural contexts. These four courses undergird doctoral students' theological formation and help shape their research projects.

Summer trimester (May), on the Winebrenner campus, students meet Monday through Thursday to engage in studying contemporary practical ministry issues utilizing case study and reflection skills (20 hours) with follow-up contextualized field research (4 hours). Research and writing courses (DM 880 & DM 881) meet Monday through Wednesday (12 hours) in these intensive courses. Mentored research study is guided by the RPT during the trimester to complete the research and writing assigned chapter. Symposium presentations (DM 884) are frequently scheduled in this trimester for doctoral candidates who intend to graduate in August.

Fall trimester (November), on the Winebrenner campus, doctoral students meet in the morning Monday through Thursday (20 hours) to focus on personal formation, resilience, leadership, and wholeness issues, by completing four core formation courses (DM 800, DM 840, DM 845, and DM 847). The contextualized learning component consists of case study and focus group process in the student's ministry context (4 hours). In the afternoon, students complete research and writing courses (DM 880 &

DM 884) during the afternoons Monday through Wednesday (12 hours) of these intensive weeks. Doctoral students meet in cohorts to focus on the research process and on writing their project reports as they present a current chapter for cohort processing, evaluation, and feedback. Faculty and students each bring academic and practical knowledge to the discussion. Mentored research study is guided by the Research Project Team (RPT) during the trimester to complete the research and writing assigned chapter.

2. Individual Self-Directed Learning

Adult learners function best when they are directly involved in the learning process. The DMin program assumes that the students are adult learners who not only receive information but who also actively participate in their own learning. Students are held accountable for their own learning through pre- and post-session readings and projects related to their ministry contexts.

3. Community Peer Learning

Participants in the DMin program are expected to think and work both independently and collaboratively. The traditional model assumes that teachers transmit significant knowledge to passive receivers of that knowledge. Learning, however, also takes place in community. Adults bring a large pool of previous experience and wisdom to the classroom. Thus, collaborative learning in community with other ministry peers and practitioners creates an atmosphere where students can learn from and share with one another.

4. Research Project

The DMin research project is the culminating learning experience of the doctoral program and is intended to challenge the candidate to think and act theologically with integration by identifying a specific problem in ministry, organizing an effective research model, gathering appropriate resources and data, and evaluating the results. The research should be conducted within the applied setting of the student's own context of ministry. The research project may not be started until the prospectus has been approved by the Director.

The candidate has great latitude in the selection of a focus for the research project, which may include many possible ministry situations. In terms of quantity and quality, each research project report will be evaluated according to professional standards commensurate with doctoral level work as defined by the Seminary's comprehensive chapter evaluation rubrics. Prior to beginning the data collection phase of the research study, students will submit an Ethical Research Plan to the Seminary's Institutional Review Board (IRB) for review and approval. After the IRB and the RPT approve the Ethical Research Plan, the student may commence the data collection phase.

The purpose of the research project is to provide students with an opportunity to study a particular ministry problem and provide an effective solution. The research study may emerge out of the following areas of inquiry: administration and leadership, church development and planting, Christian education, counseling, discipleship, evangelism, missions, pastoral care, preaching, spiritual formation, stewardship, teaching, worship, youth work, and other kingdom ministry areas. The research project

should demonstrate doctoral level work and display the candidate’s competence in critical thinking, analysis, and synthesis. Research projects are completed under the direction of a project mentor, external reader, writing stylist, and the DMin Director.

Specialized Requirements for Graduation: Research Emphasis

The unique emphasis at Winebrenner is that 25% of the doctoral degree program is weighted in completing a sequence of eight 1-credit research seminars over the duration of the degree program. Students will engage in exploring and designing creative approaches to issues that are experienced within their specific area of research. Winebrenner has a distinctive approach in guiding students through the four-year research experience that provides a unified structure for all DMin students yet affords diversity in research emphasis while engaging the students in cohorts for peer evaluations and feedback during the research journey.

Research Project Template Options

The DMin program has two template options for students to select in designing their research project report. The preferred template is selected by students during the first year of their doctoral program. The following chart provides a basic explanation to guide students in making this vital decision:

Components	Project Report	Applied Project Report
Focus	Students research a ministry or theological issue that will benefit the student’s ministry context and the broader church. In this option, students develop an in-depth report that describes their research journey.	Students research a ministry or theological issue that will benefit the student’s ministry context and the broader church. In this option, students develop a succinct report that explains their research journey and resource materials focused on their ministry issues.
Format	Students craft a six-chapter project report that follows the research design process yielding a 165-220-page high quality written document. This is a qualitative and quantitative research process that utilizes theological reflection, cogent research models, and practical ministry outcomes.	Students craft a six-chapter project report that follows the research design process yielding a 120-page high quality written document, plus 120 pages or more contained in the appendix in the form of a practical application manual, a book, or a book and application manual. This is a qualitative and quantitative research process that utilizes theological reflection, cogent research models, and practical ministry outcomes.
Follow-up	Students apply research findings in their ministry context and in the broader church.	Students apply research findings in their ministry context and in the broader church. Students may also publish their resource materials developed during the research process.

CURRICULUM SUMMARY

Personal Formation [Fall courses]: 8 credits

Theological Critique [Spring courses]: 8 credits

Ministry Development [Summer courses]: 8 credits

Research & Writing courses: 8 credits

Year	Spring [Online]	Summer [2nd week of May]	Fall [1st week of November]
#1 2019	DM 820 Theological Reflection	DM 871 Conflict Management & Resolution DM 881 Research Methodology	DM 847 Emotionally Healthy Leadership DM 880.1 Project Research & Writing
#2 2020	DM 835 Biblical Theology	DM 855 Missional Context & Design: New Realities for Engaging the Church DM 880.2 Project Research & Writing	DM 845 Leadership Resilience & Ethics DM 880.3 Project Research & Writing
#3 2021	DM 842 Evangelicalism & the Dynamics of Power	DM 854 Preparing Leaders for the 21 st Century DM 880.4 Project Research & Writing	DM 840 Formed in Christ for & in Community DM 880.5 Project Research & Writing
#4 2022	DM 812 Prophet, Priest, & Sage: Models for Ministry	DM 805 Systemic Issues in Pastoral Care DM 880.6 Project Research & Writing	DM 800 Spiritual Formation DM 884 Symposium Presentation