

THE DOCTOR OF EDUCATIONAL MINISTRY PROGRAM

OF

COLUMBIA THEOLOGICAL SEMINARY

STUDENT MANUAL

2010-2011

P.O. Box 520
Decatur, GA 30031
www.CTSnet.edu
404-687-4534

(Revised 1/10)

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APPENDIX: "Guide to Style for the D.Ed.Min. Project Report" (10 pages)

INTRODUCTION

This manual is designed to give you information to assist you throughout your work as a Doctor of Educational Ministry student at Columbia Theological Seminary. It guides you through the steps you must follow. You should refer to it whenever you have a question about your responsibilities for your work. It will guide you in making plans for completing your Doctor of Educational Ministry (D.Ed.Min.) degree. This manual supplements Columbia's Catalog, published bi-annually. You may obtain a copy of the catalog from the Advanced Professional Studies Office, or it is available at Columbia's website (www.CTSnet.edu) by following the "Current Students" tab to "Academic Catalog" under "Academic Affairs." An electronic version of the manual is also available by following the "Current Students" tab to "D.Ed.Min." under "Degree Programs" to "D.Ed.Min. Manual."

In addition to this manual, the Office of Student Services publishes an on-line "Student Handbook" containing information about campus life and seminary policies and services. The CTS Student Handbook is found at the CTS web website (www.CTSnet.edu) by following the "Current Students" tab to "Student Life" to "Student Handbook." Among other important matters, the "Student Handbook" says this about student honor and plagiarism: *Term papers, reports, sermons, examinations, etc., turned in by a student are expected to be the work of the student. The appending of the student's name to a paper is considered to be a pledge that it is the student's work. A student found to have plagiarized is subject to the discipline of the faculty and its Academic and Judicial Commission. Such discipline may include but is not limited to suspension or dismissal from the seminary (15-16).*

If you have questions, which are not addressed in the manual, please have the manual by your telephone or your computer when you request clarification from:

Mike Medford

Registrar

Telephone 404-687-4576

Facsimile 404-687-4575

medfordm@ctsnet.edu

or

Advanced Professional Studies

Campbell Hall, Room 107

Azizi Awolana

Administrative Assistant for Advanced Studies

Telephone 404-687-4534

Facsimile 404-377-4575

awolanaa@ctsnet.edu

The degree is taken on the campus; however, Columbia regularly offers some courses that meet the elective requirements for the D.Ed.Min. degree at other locations, which may be nearer to your home. The degree consists of four parts: (1) introductory seminar, (2) required and elective courses, (3) practicum, and (4) final research project. The following pages tell you about each step and how they all fit together.

TRANSFER CREDIT

A maximum of six hours of credit may be submitted for Transfer Credit. Transfer Credit means that these courses may be counted towards meeting the requirements of the degree. The stipulations are as follows:

1. They must have been taken in the last five years.
2. The grade on each must be B or better.
3. They must be from an institution accredited by the Association of Theological Schools.
4. They must be of a graduate level (equivalent to Columbia 600 level).
5. They must not have been counted for another degree.
6. They must contribute to the D.Ed.Min. program.

In order to transfer credit into Columbia, the Office of Academic Affairs must receive a petition and your official transcript or, in the case of CPE or certified status, the certificates or certification documents. Please send these to the attention of the Associate Dean of Faculty.

COURSE WORK

Courses in Decatur, Georgia

The Introductory Seminar, required courses, and electives are taught on the Columbia campus each academic year. Limited guest housing is available on the Columbia campus.

Courses: Required and elective courses are taught in five different ways.

1. **January**. Intensive two-week courses (three hours per day in class for five days each week) may be taken during two weeks in January, the winter term.
2. **June & July**. Two blocks of intensive two-week courses are also offered during two summer sessions. Students may take one course each two-week period.
3. **Fall and spring semesters**. Elective courses are offered either twice a week or one day a week for thirteen weeks. One day a week classes meet for approximately three hours each week. Twice a week courses meet two days a

week for 90 minutes each day. Courses on the 700 level are graduate level courses. Courses on the 600 level may be taken with the permission of the instructor, provided extra work to raise the course to a 700 level is negotiated with the instructor before the beginning of the course.

4. **Fall and spring semesters.** Two-week electives are offered periodically. In the recent past, the pattern has been to offer an elective the last two weeks in October and the second and third weeks of February.
5. **Courses in Other Locations**
Columbia makes some courses available in off-campus locations.

GENERAL INFORMATION

1. **Email Accounts**
In an effort to be good stewards of Columbia's resources, we require D.Ed.Min. students to get information from their Columbia email account.

You may access your account by:
<http://students.ctsnet.edu>
Type in your user name and password
If you have technical difficulties, please email to
PCHelp@CTSnet.edu.
2. **Registration**
Before each academic term, D.Ed.Min. students will receive, at their Columbia D.Ed.Min. e-mail accounts, course and registration information for both on-campus and off-campus courses. Registration forms should be completed and mailed to "The Office of the Registrar" at the Columbia address in the front of this Manual. Alternatively, completed registration forms may be faxed to the Registrar at 404-687-4575. The student is responsible to register, order textbooks and prepare for the first class meeting. A \$50 late fee is charged for registration after the deadline date. If, after registering, the student wishes to drop or add a course, he or she must do so using a Drop/Add Form also mailed or faxed to "The Office of the Registrar."

All academic forms are available at www.CTSnet.edu by selecting the "Current Students" tab, then choosing "D.Ed.Min." under "Degree Programs."

3. **Payment of fees**

Payment may be made with the registration form sent to the Registrar. Payment or arrangements for payment must be made with the Business Office (404-687-4580) by the first day of class. The student may write a letter to the Business Manager to arrange a payment schedule on a monthly basis. All payment questions should be directed to the Business Office. Grades and academic transcripts may not be released for a student whose account is not current. Academic transcripts will not be released for students who have withdrawn or dropped out and have unpaid accounts with the seminary. All accounts with the Business Office and Library must be cleared before a student is eligible for graduation.

4. **Housing**

Short-term housing is available on campus in the Harrington Center, double occupancy, with linens provided. Housing request forms are available on Columbia's website (www.CTSnet.edu) to the "Current Students" tab, then "D.Ed.Min." under "Degree Programs.") and should be returned to the Business Office.

5. **Grades**

A grade of *B* or better must be earned in the Introductory Seminar, and the student's final GPA must be at least a 3.00 in order to graduate. Any course that a student fails is automatic grounds for dismissal from the program.

6. **Financial Assistance**

Columbia keeps the cost of the D.Ed.Min. program as low as possible and assumes that ministers can pay for the program costs. The Advanced Professional Studies Office does not have scholarship funds. To apply for academic loans, please contact the Director of Financial Aid, Vivian Hodo (404) 687-4582, or hodov@ctsnet.edu.

INTRODUCTORY SEMINAR

The Introductory Seminar, the first course of the degree, asks you to undertake academic study of significant texts, engage in critical theological reflection, work with peers in educational ministry, and write a major term paper examining your understanding of your calling to serve the church in educational ministry and your vision of new directions in educational ministry.

You are required to earn a grade of at least B in the Introductory Seminar in order to continue in the program. When the Introductory Seminar is completed, two copies of the paper are given to the professor. The Introductory Seminar counts for 6 semester hours.

COURSES

WHAT COURSES TO TAKE:

1. In addition to the introductory seminar, eighteen hours of course work are required for the degree. Each course is worth three hours of credit. Course schedules can be found on the CTS website (www.CTSnet.edu) by following the "Current Students" tab to "Course Schedules" under "Academic Affairs."
2. The eighteen hours of courses include twelve hours of required courses: P671 Teaching and Learning Theory, P672 Advanced Study in Faith and Human Development, P673 Advanced Study in Curriculum Theory, and P674 Theology, History and Philosophy of Educational Ministry. Beyond the four required courses, two elective courses must be chosen from the broader Doctor of Ministry Columbia curriculum. These courses must be taken from the **Biblical** and/or **Historical/Doctrinal** areas.
3. In the Introductory Seminar you will discover areas and courses you will want to pursue.
4. The Office of Academic Affairs assigns faculty advisers. Up until the project, faculty advisers help guide students in course selection. During the student's project work, the adviser may serve as either the first or the second reader.

HOW ELECTIVES ARE OFFERED:

1. Upon approval of Academic Affairs, students may take electives by **cross-registration** at any of the other **Atlanta Theological Association (ATA)** schools (Interdenominational Theological Center, Candler School of Theology, Erskine Theological Seminary, and Lutheran Theological Southern Seminary). Registration is through Columbia by contacting the Registrar. Both a regular registration form and a cross-registration form must be completed. Payment of fees is to Columbia.
2. Columbia seeks to bring international dimensions and perspectives to all aspects of its educational program. The seminary provides regular opportunities for D.Ed.Min. and D.Min. students to study in overseas settings.

Travel Seminars have gone to South Africa, China, Israel, and the Caribbean. You will see announcements for these and other programs.

GUIDELINES FOR DOCTOR OF EDUCATIONAL MINISTRY PRACTICUM

Credit: 6 semester hours

1. **Forms**

All forms for the D.Ed.Min. Practicum (SM687) can be accessed through Columbia's website (www.CTSnet.edu) by selecting the "Current Students" tab, then choosing "D.Ed.Min." under "Degree Programs."

2. **Prerequisites for the Practicum**

- A. The student must satisfactorily complete the Introductory Seminar and at least two other required courses before beginning the practicum. (The practicum should normally be done before the completion of all four required courses.)
- B. The student must make preliminary arrangements for the practicum with the Director of Contextual Education, Dr. Kim Clayton.

3. **Arranging for the Doctor of Educational Ministry Practicum**

Once the above prerequisites are satisfied, the student should formulate a detailed plan for the practicum. The following is a summary of the process:

- A. Develop a preliminary proposal for the practicum, following the outline found on proposal form. The Director of Contextual Education is available to consult with you about your proposal.
- B. Enlist your supervisor and peer group, following the guidelines in Section 5 below.
- C. Review the proposal with and receive the approval of the governing body or individual to whom you are accountable.
- D. Finalize "Proposal for Doctor of Educational Ministry Practicum," and review it with your CTS Faculty Advisor.
- E. Submit the proposal to the Director of Contextual Education who will act on your proposal, either approving it or indicating needed revisions, and notify you of this action in writing.
- F. Once approved, the Office of Contextual Education registers the student for the course with the Seminary's Registrar. The Business Office bills the student for tuition. This fee must be paid to complete the course registration.

4. **General**

A. **Choosing the Practicum Site.** The practicum may be done within or outside the student's ordinary work situation, but must be ministry accountable to a community of faith - not done privately outside the authority of a congregation or agency. The setting of the practicum should challenge the student to grow professionally in relationship to his or her call to educational ministry.

B. **Time Requirements:**

- *Minimum Length.* The minimum time required to complete the D.Ed.Min. practicum is 400 hours, including preparation time and supervision. Normally these 400 hours are spread over a period of 8-9 months, although one may complete it in as little as ten weeks of full-time supervised ministry.
- *Maximum Length.* The *maximum* time allowed for completing the practicum is 12 months.
- *Extensions.* If not completed within one year of the beginning date, the student must formally request an extension through the Seminary Registrar, Mike Medford, in the Office of Academic Affairs.

5. **Required Components of the Practicum**

A. **Supervision.** Supervision in the practicum is provided by both a supervisor and a group of peers.

a. **The Supervisor.**

1. **Qualifications.** The person nominated by the D.Ed.Min. student to serve as a practicum supervisor must possess the educational, theological, and experiential credentials that equip him or her with competencies to supervise this practicum. Normally, this means that the supervisor-candidate must:

- Hold at least a Master's degree in educational ministry, preferably the Master of Christian Education degree or its equivalent. (In cases where the degree is in a non-theological field, the person should demonstrate a capacity to relate theological understandings to the practice of ministry.)
- Have been actively engaged in educational ministry for a minimum of five years.
- Be committed to learning through an action-reflection educational process.
- Be in good standing with his or her own faith community.

- Have a basic knowledge of the practicum context.
- Be accessible to the student for supervisory responsibilities.

Ordinarily the supervisor will *not* be a member of the Columbia Seminary faculty.

2. **Approval of Supervisor.** The supervisor must be approved by the Director of Contextual Education prior to the beginning of the practicum. Information about the proposed supervisor must be included on the practicum proposal and submitted by the student to the Director of Contextual Education.
 3. **Preparation for the Supervisor.** Supervisors must review and agree to the purposes and expectations for supervised ministry as outlined in these "Guidelines." The Director of Contextual Education is available to review these materials with the supervisor.
- b. **The Peer Group.** The practicum shall ordinarily involve a peer group of two or more other persons who share concerns for the kind of educational ministry in which the student is engaged in the practicum. Peers are not required to be enrolled in the D.Ed.Min. program. However, they must be available and competent to engage in a disciplined process of theological reflection about the educational ministry of this practicum.
- c. **Time Requirements for Supervision.**
1. Supervision is done through a combination of both individual supervision (the student meeting privately with the supervisor), and group supervision (the student meeting with the supervisor and peer group).
 2. Supervision shall ordinarily involve a minimum of 3 hours of supervisory time for every 40 hours of ministry experience, or a total of 30 hours over the course of the practicum (including both individual supervision and group supervision).
 3. The division of time between individual and group supervision is determined by the student in consultation with the supervisor, based upon the goals for supervision and the circumstances of the practicum. However, group supervision must take place a minimum of three times during the practicum unless the requirement is waived by the Director of Contextual Education.

B. **The Learning Covenant.** In an effort to help focus the practicum, the student and supervisor shall work together during the initial weeks of the practicum to create a learning covenant that articulates the following:

- Learning goals of student for this practicum;
- Planned ministry experiences designed to achieve stated goals; and
- A plan for supervision, including schedule for meetings and how work will be supervised.

The student should distribute copies of the covenant to the supervisor, peer group, and Director of Contextual Education.

C. **Concluding Written Materials.**

1. **By the Supervisor.** At the conclusion of the practicum, the *supervisor* shall submit a written assessment of the student's work in this practicum. While no specific format is required, the assessment should address the following:

- a. A brief description of the work done by student;
- b. The supervisory process followed in the practicum;
- c. Progress of student toward goals stated in the learning covenant;
- d. Other key learnings not previously noted in the learning covenant;
- e. Strengths and limitations of the student in this practicum;
- f. A description of the student's operative understanding of educational ministry as evidenced in this practicum;
- g. Recommendations for continuing growth.

2. **By the Student.** At the conclusion of the practicum, the *student* shall submit an 8-10 page written paper that includes *all* of the following:

- a. Overview of Practicum:
 1. Name, address, and telephone of student.
 2. Name, address, telephone of supervisor.
 3. Supervisor's Social Security number (treated confidentially, but required for payment of stipend).
 4. Beginning and ending dates of the practicum.
 5. Briefly describe the practicum, noting any significant changes from what was envisioned in the practicum proposal.
 6. Summarize how your time was spent in the practicum—i.e., provide an itemized list of major activities and how much time was spent in each (including individual and group supervision), adding up to a minimum of 400 hours.

b. Self-Assessment:

7. Describe the supervisory process followed in the practicum, plus your evaluation of how supervision did or did not contribute to your learnings.
8. Summarize your progress toward the goals stated in your learning covenant.
9. Identify other key learnings not previously noted in your learning covenant.
10. Describe your strengths and limitations emerging in this practicum.

c. Understanding of Educational Ministry:

11. Describe the basic model or understanding of educational ministry that has informed your work in this practicum.
12. State how other D.Ed.Min courses taken to date support or challenge this understanding of ministry.
13. State how this practicum supports or challenges this understanding of ministry.
14. What are the implications of your practicum for the remaining D.Ed.Min courses (including your final project) and your future professional growth?

Prior to submitting the reports, the student and supervisor shall review the content of these reports with each other.

6. **Grade for the Course**

The final grade awarded for the practicum is either “satisfactory” or “unsatisfactory.” In order for the student to earn a “satisfactory” evaluation, all of the materials outlined in Section C above must receive a “satisfactory” evaluation. The Director of Contextual Education and the student’s faculty adviser will evaluate the materials submitted and assign a grade for the course.

7. **Financial Matters**

- A. Tuition for the course, to be paid by the student, is stated in the current seminary catalogue.
- B. The Seminary will pay the supervisor a stipend of \$500 for supervisory services.

ADVISER AND FIRST AND SECOND READER

The D.Ed.Min. adviser is a Columbia faculty member assigned by the Academic Affairs Office. The adviser becomes familiar with the student’s focus for the D.Ed.Min.

program from the Introductory Seminar paper and seeks to counsel the student in choosing elective credit courses, keeping in mind the student's own needs and goals, and the requirements of the program. Additionally, the adviser, in coordination with the Director of Contextual Education, evaluates the student's D.Ed.Min. Practicum materials and assigns a grade for the practicum.

When students are preparing for the Project Proposal Workshop they confer with their adviser about who might best serve as first and second readers for their D.Ed.Min. Project. The adviser may serve as either the first reader, when the project is within his or her field, or as second reader, when the project is within the field of another faculty member.

In preparation for the Qualifying Examination, the student consults with his or her first and second readers. The readers prepare the Qualifying Examination, of a type that they deem appropriate, and see that it is administered and graded. The examination may take the form of a literature review, the annotation of a selected bibliography, one or more research papers, an oral exam with the second reader participating, or other means of helping the student become fully qualified to undertake his or her research. The completion of the Qualifying Examination is communicated to the Registrar by means of the Qualifying Examination Form.

The readers are available to the student for counsel and advice during the time in which the D.Ed.Min. Project is carried out. The readers coordinate the evaluation of the D.Ed.Min. Project Report. When the readers have determined that the content of the D.Ed.Min. Project Report is acceptable, they will communicate this to the Registrar. Final copies of the D.Ed.Min. Project Report are signed by both readers.

COMPLETION OF COURSE WORK

Columbia expects D.Ed.Min. students to complete their work in four years. Therefore, when a student falls behind this timeline, the Director of Advanced Professional Studies sends a letter informing where the student is out of sequence.

THE DOCTOR OF EDUCATIONAL MINISTRY PROJECT PROCESS THE CULMINATION OF THE DEGREE PROGRAM

The D.Ed.Min. Project asks you to choose a topic, in an area of ministry that will be the focus of your 25-35 page project report. The D.Ed.Min. Project is designed to enable degree candidates to develop their abilities to engage in theological research from their own ministries for the sake of the Church. With the guidance and counsel of faculty members of Columbia, students engage in disciplined practices of research on issues and challenges in ministry, so that these practices can become part of their critical resources for doing ministry. Having researched one important question in the life of the church, it is expected that graduates will be able to use that process as they engage other problems and issues in ministerial leadership. In this way, students become researchers as practitioners (e.g., as a physician working in a clinical setting learning how to improve his or her practice). Subsequently, practice improves only when researchers also share their conclusions and, thereby, help others to learn from their research, raise their own questions, and find appropriate applications for their own settings. The D.Ed.Min. Project is Columbia's way of inculcating a learned educator for more faithful leadership for the church.

RESEARCH METHOD

The D.Ed.Min. Project is a multifaceted program of original research culminating in a presentation, ordinarily in written form, that describes what the student has learned for the good of the Church. This research project is of such character and quality that it can be shared with others in the practice of ministry. Therefore, the project is far more than the production of an acceptable paper and, as such, is a disciplined program of research, reflection, and practice, with many interrelated stages.

Throughout the project it is important for students to consider how they understand and approach their roles as theological researchers. Among contemporary research models in the social sciences, at least two broad approaches may be identified. In the first, a positivistic social science research method, researchers understand themselves as experts who carry new knowledge to a people. In this model, the student researcher attempts to form a hypothesis based on theory and intuition concerning the best way to fix the problem. In the second, an interpretivistic social science research model, the researcher takes on the role of a collaborative guide who works as a member of the larger community. Here the researcher seeks to make sense of the topic within a particular context through prolonged engagement with the members of the community. These two approaches may be used, with appropriate modification, in research for educational ministry. The following outline of the typical D.Ed.Min. Project at Columbia allows students to adopt either model.

APPROVAL OF D.ED.MIN. PROJECT PROPOSAL (3 parts)

1. **Preliminary Approval of D.Ed.Min. Project Proposal by First Reader**

The early germinal idea and how it will be carried out should be discussed with your adviser and then your first reader. It should be written up in a format, and with appropriate content, as directed by your first reader (see “5. The Project Proposal” below for likely items to include). It, or a revision, must be approved by your first reader prior to registration for the Workshop. Please use the **Approval of Project Proposal Form** below to indicate your first reader’s approval of the rough draft of your proposal.

2. **Workshop Instructor Approval of D.Ed.Min. Project Proposal**

All students are required to take the **Project Proposal Workshop**. A student is eligible to take the workshop when he or she has completed the Introductory Seminar and has a first reader-approved rough draft of the project proposal. This four or five-day workshop is usually offered during the first week of classes in January and during one week of each two-week Summer Session, with an additional Spring workshop added as needed. Because it meets in the afternoon, it can be taken at the same time that one is taking a course, since courses meet in the morning. While there is no credit granted for the workshop, students are required to successfully complete it before beginning their projects.

A faculty member leads the workshop, and it includes proposal development, help in structuring research, and instruction on form. The student brings the written, approved, rough draft of the Project Proposal to the Workshop, and works from it to develop a more polished and complete Project Proposal.

By the end of the workshop, the student will present a completed proposal in the form required by the Workshop instructor. When the Workshop instructor has approved the proposal in the form required, he or she will indicate this by signing **Part II Approval of Project Proposal Form**. The Workshop instructor will then return the signed form (along with a copy of the Proposal with related comments) to the student. The Workshop instructor will also communicate a grade of S (Satisfactory) to the Registrar after having approved the proposal.

3. **Final Approval of D.Ed.Min. Project Proposal by First and Second Readers**

Having received the Workshop instructor’s approval of the D.Ed.Min. Project Proposal, the student will present the completed proposal to his or her faculty readers for discussion and possible revision. When the student’s faculty readers judge that the Project Proposal is ready for final approval, they will indicate their approval by signing **Part III of Approval of Project Proposal Form**, after which the student can proceed to the qualifying exam and the execution of the project.

When the Registrar receives the completed form (all three parts), the student qualifies to be registered for the **Doctor of Educational Ministry Project** (ATA497, 6 hours credit). The Business Office will then bill the student for the D.Ed.Min. Project.

APPROVAL OF PROJECT PROPOSAL FORM

D. Min.

D. Ed. Min.

Please return this form to the Registrar (Box 11F) when Part I is completed.

Name _____

Address _____

Phone _____

I. Preliminary Approval of Project Proposal by First Reader:

Working Title of Project: _____

First Reader's Signature

Date

II. Workshop Instructor's Approval of Project Proposal:

Project Workshop Instructor's Signature

Date

Workshop instructor may attach comments for the first reader on a separate sheet.

III. Final Approval of Project Proposal by First and Second Reader

Working Title of Project: _____

First Reader's Signature

Date

Second Reader's Signature

Date

Please return this form to the Registrar (Box 11F) when Part III is completed

THE QUALIFYING EXAMINATION

1. The Examination is administered after the full approval of the Project Proposal.
2. The Examination is administered by the student's first and second readers.
3. The purpose of the examination is to discover if the student is qualified to begin the research for the approved project. If the faculty readers conclude from the examination that the student is not able to complete the D.Ed.Min. Project, and consequently assigns the student a grade of U (Unsatisfactory), the student is dismissed from the program.

When the Qualifying Examination is completed successfully, the student turns in the completed **Qualifying Exam Form** below to the Registrar.

4. Format
The faculty readers devise an examination appropriate for the student's proposed project which will broaden her or his competence and make the student better able to conduct research and write a publishable report. The examination may take the form of a literature review, the annotation of a selected bibliography, one or more research papers, an oral exam conducted by both readers, or other means of helping the student become fully qualified to undertake his or her research. The examination must be evaluated by the faculty readers, and perhaps other scholars of their choosing.
5. Arrangements for Exam
The D.Ed.Min. student has first responsibility to meet with the first reader and plan for the Qualifying Examination.
6. Paper work procedure
The student is responsible for completing the **Qualifying Exam Form** (found below) and for returning it to the Registrar.

QUALIFYING EXAMINATION FORM

Name _____

Address _____

Phone _____

Fill in after satisfactory completion of Qualifying Examination.

The above named student has satisfactorily completed the Qualifying Examination.

The Qualifying Examination was completed on _____ (*date*).

First Reader's Signature

Date

Second Reader's Signature

Date

Please return this form to Registrar (Box 11F).

ELEVEN COMPONENTS OF THE PROJECT

Each of the following components of the project requires thorough consultation with the faculty readers.

1. The identification of a topic

Both required and elective courses should allow the student to establish a broad base of subjects for research and to explore diverse theoretical orientations and methods. The courses lead one toward a focus for the D.Ed.Min. Project. This topic should be stated in the form of a brief narrative (to be shared with potential readers) that could consider a practice of educational ministry, an issue of theological relevance to the church, or a problem or a need facing the church. This topic arises out of the student's own experience and context, either in the life of the church or possibly in the public sphere. Especially as students near the end of their course work, they may wish to seek opportunities within their remaining courses to explore portions of the project.

In presenting the topic of research, it is necessary to clarify the boundaries and character of the project, to state what is (and is not) being studied. To help clarify, the researcher might ask: What is the chief, essential question being pursued? What are the theological issues at stake, and why are they important for the writer? What kind of event is the focal point of investigation? Who might be concerned with this topic and why?

2. Discerning and naming contexts:

The goal of this aspect of the project is to provide the necessary framing material that helps both researcher and readers locate and make sense of a project. Thus, the primary concern is to identify as thoroughly as possible, through thick description, the setting in life of the proposed topic. This should include:

- Description of relevant theological assumptions and convictions, faith perspectives, and pertinent ecclesiastical considerations.
- Relevant characterizations of demographics—including age, gender, race, socio-economic factors, and the like—may help highlight all of the pertinent information that makes this matter distinctive, as well as typical.
- Structural/systemic considerations should consider what key intellectual movements, cultural currents, or world-views are factors in the problem, need, issue, or practice. How does the issue or practice being considered relate to larger systemic factors and forces? Who or what are the dominant powers or forces at work, and how do the main characters in the drama relate to these expressions or embodiments of power?
- Who are the identified “protagonists” or “antagonists,” if any?

- How is this topic to be located historically? Where can it be located in reference to other events or to the intersecting timelines of events and characters that make life so complex? What causal factors have led up to the present situation or event?
- What are the symbolic expressions that illustrate or illumine the context, what are the telling expressions of this topic—whether social, artistic, architectural, etc.?

In this stage, it may be possible to begin to see the topic in new ways, to probe underneath presenting issues to the level of assumptions. For example, it might be useful to ask the following sequence of questions:

- What is the presenting issue?
- What are the immediate causal factors?
- What are the motivations of the persons involved?
- What are the underlying assumptions or ways of thinking that have led to the present situation?

3. **Outlining theoretical framework:**

The theoretical framework, sometimes referred to as the literature review, is the conversation that the research is joining. In other words, who are the primary intellectual influences or conversation partners in the development of the student researcher's approach to the topic? This stage of the process may at first consist of little more than a statement of the hunches a researcher has about "what's going on" in the topic under investigation. Yet, early on it is important to identify the nature and source of the researcher's operating theoretical perspective. Does the proposed theoretical framework have its roots in the researcher's experience, in knowledge of scripture or tradition, in a particular ecclesial or ideological setting, in distinctive theological convictions, and/or in certain philosophical or social scientific assumptions? The two primary goals of the theoretical framework of the project are to:

1. help the student researcher become more critically reflective about his or her assumptions, intellectual habits, or tendencies, and also to help the researcher move toward critical awareness of the "social locations" in which these assumptions, habits, or tendencies have been formed and
2. provide the theoretical lens with which to examine the topic in a particular context.

Identification of the primary location of the student researcher's theoretical orientation—experience, scripture, theological convictions, the history and traditions of the Church, or current philosophical and educational movements—may point the way to areas where further research is necessary in order to balance or enhance the researcher's perspective. If, for example, the researcher's initial hunches are strongly rooted in experience to the exclusion or diminishment of the other theoretical aspects, then attention could be directed toward redressing this imbalance. This aspect of the project may also help to raise crucial interpretive issues and assumptions. In considering a theoretical framework, researchers should above all else reflect critically on their primary theological convictions.

4. **Discerning and clarifying appropriate research methods**

The Project Proposal Workshop focuses attention on helping student researchers to lay out and describe their research methods. Before a particular research methodology can be developed, however, a clear articulation of the topic, context, and theoretical framework must be presented. It is common for researchers to come to this seminar with one proposal that is in fact multiple studies. Therefore, the seminar strives to help the student researchers narrow their research project while addressing research methodology questions.

Given the theoretical diversity of a theological faculty, a wide variety of research models are possible. In addition to the disciplines normally associated with theological investigation, the student researcher should consider relevant methodologies in the arts and sciences. Broadly understood, research methodologies fall into one of two categories—quantitative and qualitative.

1. ***Quantitative*** methods focus on the collection and analysis of data in the form of numbers that are then mathematically analyzed (e.g., regression analysis). This method is typically used to test a preconceived hypothesis.
2. ***Qualitative*** methods focus on the collection and analysis of data in the form of words that are then qualitatively analyzed (e.g., case study). This method is typically used to help make sense of a certain situation.

For obvious reasons, the vast majority of D.Ed.Min. projects use qualitative research methods. Some examples of qualitative research methods are:

1. ***Ethnography***: Usually a one-two year study in field. It is the oldest qualitative methodology coming out of anthropology.
2. ***Grounded Theories***: Start in a setting then move to theory. It is a fishing expedition for theory development. It is a first generation of qualitative research that still has vestiges of the scientific method.
3. ***Life Study***: A person(s) life is the focal point.

4. ***Narrative Study:*** A story about a person or organization. Narrative study differs from a Life Study in that it focuses on one story of the person, not his or her whole life.
5. ***Case Study:*** Uses general qualitative methodology to study an entity (such as a congregation). The case is descriptive in nature.
6. ***Historiography:*** This study uses history to understand the people, places, and movements. Revealing what has taken place over the years in a family, an organization, or a community exposes the circumstances, the causes of change, and the motives for present circumstances.

Finally, researchers face an important ethical consideration regardless of which research methodology they employ. That is, are they going to study this particular community for the sake of gaining knowledge, or do they believe that the research itself is part of the ongoing work of the life of the community? A pro-active research approach, also known as critical theory, intends for the research to better, or transform, the individuals and groups involved. Rather than merely describing or understanding a phenomenon, the researcher seeks to stand with the members of the community in an advocacy role. D.Ed.Min. projects are typically pro-active in nature.

5. **The Project Proposal:**

The Project Proposal succinctly states the results of the preceding stages of the process, so that peers and faculty readers can critically engage with the student researcher's area of interest, posing questions, and offering suggestions leading to further refinement. Student researchers must enter the Project Proposal Workshop with a tentative proposal or narrative in hand, the result of preliminary conversations with the faculty readers. This proposal for the project must be approved on "Approval of D.Ed.Min. Project Proposal" Form, Step 1, prior to registration for and participation in the workshop.

Outline of Project Proposal:

1. ***Topic***
The topic section details the problem, issue, or need that the student researcher desires to study.
2. ***Context or Contexts***
Given the topic outlined in the first section, this section provides a thick description of the context for the research project and will usually be a particular community that exhibits the topic.

3. ***Theoretical Perspectives***
In the theoretical perspectives section the student chooses the most appropriate questions from the literature review and applies them to the research.
4. ***Research Question(s)***
In one sentence, the student presents his or her primary question for the research. In this question, the reader finds what the researcher intends to explore given the topic, context, and theoretical perspective. Typically this is accomplished in one question but is not limited to one.
5. ***Methodology***
A description of the specific research steps that will be taken to answer the research question.
6. ***Working Bibliography***
List the books, in proper bibliographical form, which have already contributed to the project design and some, which might be used in the future.
7. ***Courses***
A list of courses which have informed the project proposal.

Four key questions for student researchers to clarify in the above project proposal outline:

1. Who is the intended audience and who would be affected?
2. If successful, what are the intended outcome(s) of the study?
3. How is the project (and its theoretical framework and research methods) related to a named discipline or body of research?
4. Is the theoretical framework integrated and consistent with the author's theological stance in ministry?

6. **Research**

In this phase of the project the student researcher engages in the diverse kinds of research necessary to develop, refine, and execute the project. Unless the Qualifying Examination is already complete, the student and his or her faculty readers will now determine how the Examination is to evaluate the project. The student and his or her faculty readers will determine when it is appropriate to evaluate the project. Questions are drawn up by the faculty readers and given to the student in order to focus his or her

preparation. The examination itself may take a variety of forms. It may, for example, take the form of a series of short, preliminary explorations to be submitted to the student's faculty readers for evaluation and refinement, or a formal examination to be written under agreed-upon circumstances and time constraints.

The goal of the research and evaluation phase is to encourage the student to approach the topic from a number of angles, including especially those that are crucial to the effective practice of educational ministry. The purpose is to enable the student to establish the broad, critical awareness necessary both to complete the project and to engage more effectively in the practice of educational ministry. Not all of the material generated in the research and examination portions of the project will show up explicitly in the final presentation of the project, but it should nonetheless contribute either to the student's informational, practical, and theoretical bases, or to his or her critical awareness and disciplinary acumen. Most projects will touch on a variety of perspectives, such as experience, scripture, theological convictions, the history and traditions of the Church, social and cultural analysis, current educational, philosophical, intellectual movements, and missional perspectives.

Experience calls on students to reflect on their own practices and what they have already learned in educational ministry, and to bring this into conversation with the other elements of the research program. In what ways, for example, is experience challenged by scripture or by the theological tradition, or in what ways might contemporary experience add to the tradition or lead to fresh and faithful improvisation? Engagement with the theological *tradition* requires students to assess their work or the topic in light of the Church's history and theological convictions, mining these for analogies, precedent, and correction. Likewise, engagement with *scripture* necessarily plays a significant role—what might it teach us? How does it challenge our assumptions? What new practices or vocational awareness does it engender?

Furthermore, *theoretical and practical knowledge* from the work of other practitioners and researchers may significantly inform the students' research, including, for example, other *theological disciplines, cultural or social analysis, Church practices, and the educational, philosophical, and intellectual movements* at work in the public sphere.

Finally, all projects must address the relation between the matter under investigation and the education of God's people. This aspect of the project has its roots in the mission statement and emphases of Columbia Theological Seminary as an educational institution and is regarded as one of the distinctive aspects of this degree program. Exploring the educational dimensions of a given project requires that students reflect on their chosen topic in light of their understanding of the education of the Church, as well as their own sense of vocation as educational leaders.

For example, in what way does the project contribute to the realization of the Church's calling to enable persons of all ages to participate in God's work of reconciling a broken creation? How does the project facilitate the efforts of Christians to participate faithfully in God's work to bring about justice in the world, to include the excluded, to break down the walls of racism, sexism, and class-consciousness? In what ways does the project open up new perceptions of what God is doing in the world and how we might participate

faithfully? How does it challenge our imagining of the way the world works and expand our awareness of what God is doing and intends to do?

7. **Human Subjects Socio-Religious Research Policy**

Students, in consultation with their first and second readers, are to follow the protocol for conducting their research in a manner that respects the dignity, privacy, and due regard for the subjects of their research. The guide for this concern for the ethical conduct of research is “Human Subjects Socio-Religious Research Policy” approved by the faculty of Columbia Seminary. The Policy is distributed and discussed in the Project Proposal Workshop. It is available on the web site. Students, following the Policy, are asked to assess the level of risk in their research, write a protocol, and conduct research in accord with the Policy. If warranted, students must have consent forms for the research for review and approval by the first and second readers. A guide and form for the Protocol and the Consent Form are given at the Project Proposal Workshop and available on the website.

8. **Completion of Research**

The next step focuses on gathering and organizing data. The stage of generating data necessarily begins during the pre-examination phase of the project. Still, student researchers finally must collect and organize the data and their findings—whether in the form of exegetical studies, theological probing, field notes, “found” documentation, verbatim, surveys, interviews, questionnaires, or investigator’s journals—in a responsible manner. One of the key indicators of whether this phase is completed is whether a reader with full access to the data would find the claims advanced in the final presentation an honest and compelling representation of what was gathered in the course of the project. Finally, the research summarizes the project by drawing conclusions from the findings. This summary can be a metaphor, diagram, suggested plan, narrative, or other means of expression that helps capture for the reader the heart of what the research has found.

9. **Presenting the Project**

The goal of this phase of the project is to present the project in a compelling narrative form with special attention to educational and theological understanding of the Church’s life. Ordinarily this takes written form, whether as a critical essay, a practitioner’s thesis, a practical, theological case, or another evocative expression of the project. Student researchers compose this presentation with a mind to what readers want to know.

Such questions include: *What did you learn? Why should we care? Why is the subject of this project important? What contributes to the ways things are and how did you find that out? How should we think about it? What are the key resources for coming to terms with the subject and how can they be accessed and used? How might this understanding improve the educational practice of the church? In what ways has this understanding already informed your practice of educational ministry?*

As student researchers move through the various stages of the D.Ed.Min. Project, they should be sifting the layers of material at their disposal with an eye to what really fits within the boundaries of the project and helps them refine their initial questions and

hunches. As the project evolves, certain themes, theses, metaphors, or images will begin to surface. These may become the key elements that shape the final project presentation.

The presentation of the project must be publishable in the field of educational ministry. Project write-ups should be about 25-35 pages in length (typed and double-spaced). The presentation should set forth not only the results of the student's research, but also raise questions and highlight resources for further study.

10. **Public Presentation**

When the student has completed a draft of the project presentation that both the student and faculty readers deem appropriate for public presentation, the student should arrange some form of public presentation leading to critical evaluation of the project. The goal of this phase of the project is to provide students a chance to field test the project, to get some critical feedback, and to learn from peers or other interested parties, just prior to doing final revisions. The format and audience for the evaluation may take a variety of forms depending on the character of the project and the student's situation. It might, for example, take the form of a focus group consisting of selected members of a student's Church community, or a peer group of local pastors or other experts, including particularly those having interest or expertise in educational ministry. In most cases, participants would be asked to respond to the written presentation of the project, and would both engage with the student in critical dialogue around the content of the project and offer suggestions for refinement or improvement of the project.

The form of evaluation should be worked out in advance with the student's faculty readers, but should ordinarily focus on matters of both content and presentation. Students should develop a clearly defined set of objectives and evaluative tools appropriate to the determination of the relative success or failure of the project presentation in achieving these objectives.

11. **The final copy:**

Drawing on the results of the public presentation, and in consultation with the faculty readers, the student now edits the presentation for final submission to the Seminary for dissemination to the wider public. Each D.Ed.Min. Project Report deemed satisfactory for graduation is bound for use by the student and by others in the practice of ministry. The faculty may select excellent D.Ed.Min. project reports for publication or posting on the Seminary's website. Two bound copies remain in the Seminary library. For the series of graduation deadlines for the D.Ed.Min. project report, see "Schedule for D.Ed.Min. Project Completion" below.

SCHEDULE FOR D.ED.MIN. PROJECT COMPLETION

Having completed the Qualifying Examination, the student should begin work on the D.Ed.Min. Project itself, as soon as possible. As you can see from the description of the D.Ed.Min. Project process on the preceding pages, the D.Ed.Min. Project is an extended process. It is wise, therefore, to work out a precise schedule, with some built-in flexibility.

The following is illustrative and minimal. Each individual schedule will need to be adjusted in accordance with the time when the student wishes to complete the work and graduate. However, the February – April deadlines are firm for graduation in any given graduation cycle.

Summer, or January, or Spring Term – student successfully completes the Project Proposal Workshop.

February – student and his/her faculty readers agree on the final form of the Project Proposal.

March – student completes the Qualifying Exam and is authorized to begin work on the D.Ed.Min. Project.

April to November 1 – student does research, carries out evaluation, and writes a draft of the project report.

November 1 to February 1 – student prepares the presentation of the project, offers the public presentation, and prepares the final draft.

February 1 – submission of final rough draft to faculty readers.

The content must be in such shape that it does not require major revision. If it does require major revision at this submission, the student will not be able to complete the work in time for graduation. In that case, the student should continue to work toward completion for graduation the following year.

February 15 – if the submission does not require major revision, the first reader will return it to the student for final revision and typing.

March 1 – student returns the D.Ed.Min. Project to the Advanced Professional Studies Office for form and style reading. The marked copy is then returned to the student for corrections.

April 15 – student submits the final four copies of the project for binding to the Advanced Professional Studies Office.

May – Commencement.

GUIDE TO STYLE FOR THE D.ED.MIN. PROJECT REPORT

The “Guide to Style for the Doctor of Educational Ministry Project Report” has been written with great care and must be followed precisely. You will find this 10-page Guide below as an appendix to this D.Ed.Min. Student Manual. These guidelines, based on Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th edition, should answer most questions of style and format. Most other questions can be answered by referring to the Turabian text itself. The Guide also answers questions about the process of submitting the D.Ed.Min. Project Report for form reading and binding. In case of serious problems the first reader is consulted.

COMMENCEMENT

The timeline for graduation, which is detailed above (February – April deadlines), is firm. Therefore, if a student fails to meet any of the steps, he or she will not be able to graduate in that cycle. It is best for the student to stay in close contact with his or her first and second readers and to hand in materials prior to the deadlines. Graduation is only once a year, in mid-May. **By January 1, all students who intend to graduate in May must** notify (email, mail, or phone) the Registrar and the Advanced Professional Studies Office of their intention to graduate. This is necessary in order to receive graduation-related forms and information from the Academic Affairs Office. Information concerning Commencement/Graduation is emailed to the student from the Academic Affairs Office. This information includes forms for ordering cap, robe, hood, and announcements; information about diplomas, fees, and clearing-up of student's account in the Business Office and the library, a schedule of events which the student should attend, and other instructions.

If the student cannot attend the Graduation ceremony and wishes to receive the degree in absentia, a letter must be sent to the Dean of Academic Affairs requesting permission to be absent and the reasons for the request **by April 1**. If permission is granted, the diploma is mailed following graduation.