

BARRY UNIVERSITY



DEPARTMENT OF THEOLOGY AND PHILOSOPHY

DOCTOR OF MINISTRY PROGRAM

STUDENT HANDBOOK

2017 - 2018

FOREWORD

This handbook has been prepared to serve as a guide for students enrolled in the Doctor of Ministry Program at Barry University. While an attempt has been made to provide information regarding matters of policy and procedures of progress toward the degree, this document is intended to supplement, not replace, the University Graduate Catalog.

Students are responsible for adhering to the guidelines found in this handbook, and the Graduate Catalog. Students are advised to become familiar with the contents of these publications, and to seek further information from their advisor or the Director of the Doctor of Ministry Program.

This handbook is subject to periodic revision.

ACCREDITATION

The Department of Theology and Philosophy is accredited and has full membership in the Association of Theological Schools in the United States and Canada (ATS).

Barry University is accredited by the Southern Association of Colleges and Schools (SACS).

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MISSION STATEMENT

The Department of Theology and Philosophy promotes the ongoing search for truth and the practice of justice by interpreting the historical and contemporary world, engaging human experience, and responding to God's revelation through the Catholic and Dominican traditions of reasoned analysis and faith.

DOCTOR OF MINISTRY PROGRAM

1. INTRODUCTION

1.1 PROGRAM OVERVIEW

The Doctor of Ministry degree (DMin) at Barry University is an advanced degree for ordained and non-ordained women and men engaged in full-time ministry from a variety of denominations. The program of study leading to the DMin degree prepares experienced ministers for advanced leadership activities and develops analytical skills of theological reflection on specialized ministerial or pastoral practices. The DMin degree is the highest degree offered in the College of Arts and Sciences.

1.2 PROGRAM GOALS AND PURPOSE

1.2.1 Doctor of Ministry Degree

The Program Purpose and Goals of the Doctor of Ministry degree program are designed to develop theological and ministerial leadership and to enhance the practice of ministry by:

- providing advanced theological study of ministry and reflection on the purposes of particular ministerial practices
- investigating theological issues and ministerial practices in the context of academic study
- examining the praxis of ministry and fostering the knowledge and skills necessary for the development of a clear conception of the church's ministry
- forming a critical understanding of a particular ministerial practice, correlating a theological theory, and proposing a new understanding of that practice for contemporary ministerial needs
- developing those skills and competencies necessary for ministerial leadership
- advancing theological understanding of ministerial praxis.

1.2.2 Concentration in Hispanic Latino Theology and Ministry

The Doctor of Ministry, with a concentration in Hispanic Latino Theology and Ministry, provides you with an opportunity for advanced theological study and examination of your particular ministerial practice. To receive the Doctor of Ministry with a concentration in Hispanic Latino Theology and Ministry, you will need to satisfactorily complete five courses and all other requirements for the doctoral degree.

1.2.3 Concentration in Institutional Ministry

Military Chaplains and chaplains engaged in similarly institutionalized ministries are confronted with many challenges that are critical to institutions—challenges with colleagues, administrators, and their service corps. This area of research enhances the institution-sponsored certifications and provides opportunities for an advanced focus on the specialized field of ministry. Vital issues arising in the context of institutional life invite critical theological reflection to meet the pastoral needs of minister-leaders and those they serve.

1.2.4 Certificate in Healthcare Ethics

Healthcare in the United States has its roots in the hospital care that congregations of Catholic women religious provided. Many of these congregations, such as the Sisters of Bon Secours, Religious Sisters of Mercy, Sisters of Charity, Franciscan Sisters, among others, founded hospitals to serve those who were sick and poor when no other care options existed. Many of these congregations continue to sponsor these hospitals. Increasingly, as women religious retire, lay persons have taken up the responsibilities of directing operations. Both the congregations and lay persons sharing their ministry are concerned with the continuing original mission and charism of the founding orders. The Department program in healthcare ethics addresses some of these concerns as it provides an examination of the ethics that informs healthcare ministries.

1.3 AREAS OF INTEREST AND RESEARCH

During the course of study, students are required to choose a particular area of interest and research, which relates their academic pursuit of practical theology to church ministry. This focused area enables the student to reflect on the practical implications of theological study for ministerial praxis. The Doctor of Ministry Program offers four areas of interest and research: Practical Biblical Theology, Practical Systematic Theology, Practical Liturgical Theology, and Practical Moral Theology, addition to a Concentration in Hispanic Latino Theology and Institutional Ministry.

1.3.1 Practical Biblical Theology

The Bible arises from the actual experience of the people of Israel in their relationship to God and from the actual experience of Jesus by his followers as expressing their relationship to God. This area of interest and research emphasizes both the origins of the Bible as the record of people's relationship with God in Israel and through Jesus and how this record affects people today. Students study the Bible to bring guidance to the faith community in their present search for God and to assist the community in its identification of a proper response to the offer of a relationship to God through Jesus.

1.3.2 Practical Systematic/Liturgical Theology

Theology as faith seeking understanding and the *lex orandi* as the *lex credendi* (the rule of praying affecting the rule of believing) is part of the experience of God and Church in the Catholic and Protestant Christian communities. This area of interest and research investigates the insights and implications of systematic and liturgical theology for their influence upon the experience of faith and prayer in the contemporary Christian church. Systematic and liturgical theology are studied to further appreciate and enrich the understanding of the experience of God as it is expressed especially in the prayer and liturgy of the people of faith as the people of prayer.

1.3.3 Practical Moral Theology

As a practical discipline, moral theology demands a critical and faith-filled evaluation of conduct and policy in every area of human involvement from bioethics to social justice. This study offers its resolutions to the human community for the realization of the reign of God. This area of interest and research investigates personal and communal activity and institutional and structural systems that promote or obstruct Christian justice and love.

1.3.4 Concentration in Hispanic Latino Theology and Ministry

This area of research articulates the lived experience of a culturally mediated faith and explores U.S. Hispanic/Latino(a) contextual theologies as a framework to analyze issues that arise in Hispanic/Latin(a) communities. As a contextualized study of theology and ministry, an understanding of the experiences of Hispanic/Latino(a) communities is attained.

1.3.5 Concentration in Institutional Ministry

The concentration in Military Ministry can be adapted to meet the needs of chaplains engaged in other institutional ministries, such as Healthcare, Prison, and Fire and Police ministry. Chaplains may transfer 6 credits from their existing graduate educational formation and a ministry-integrating course would follow that specialized content. The Department will tailor courses for the integration of coursework from other institutional chaplaincy programs that will have prerequisites and registration limits similar to Integrating JPME S&P and JPME NMSD with Ministry.

1.3.6 Certificate in Healthcare Ethics

The purpose of the certificate is to provide a fundamental background in healthcare ethics. The program examines the following: the rise of bioethics as an academic discipline and its place in healthcare ministries; local and national health policy and health law; emergent issues surrounding reproductive and genetic technologies, neonatal health and the welfare of children, death and dying; organizational ethics; healthcare mission and advocacy outreach.

2. ADMISSION

2.1 REQUIREMENTS FOR ADMISSION

2.1.1 The applicant for the Doctor of Ministry Program must present satisfactory evidence of the following:

2.1.1.1 A completed application payment of a non-refundable application fee

2.1.1.2 A master's degree in divinity or its educational equivalent from an accredited college or university

2.1.1.3 Three (3) years of experience in ministry

2.1.1.4 Three (3) letters of recommendation; one recommendation must be an academic reference

2.1.1.5 An autobiography that speaks about the applicant's personal goals and interests in ministry

2.1.1.6 Curriculum Vitae that describes the applicant's ministerial training and formation

2.1.1.7 An interview with the Graduate Theology Committee

2.1.1.8 Access to distance learning resources and technology (such as the Internet)

2.2 SCREENING FOR ADMISSION

2.2.1 The Program Director reviews the completed application.

2.2.2 The Program Director presents the applicant's file to the Graduate Theology Committee.

2.2.3 The Graduate Theology Committee reviews the applicant's file and recommends action on the application.

2.2.4 The Program Director follows the Committee's recommendation on action. If recommended, an interview appointment with the applicant will be set by the Program Director.

2.2.5 The Interview Committee is composed of the Program Director and Graduate Theology Committee faculty members.

2.2.6 Following the interview, the Interview Committee makes the final decision concerning the applicant's admission to the program.

2.2.6.1 The Program Director will communicate this decision to the applicant soon after the interview.

3. TYPES OF ACCEPTANCE

3.1 FULL ACCEPTANCE

- 3.1.1 Full acceptance is granted when a student has satisfactorily met all of the admissions requirements as stated in Sections 2.1 and 2.2.
- 3.1.2 The Program Director confirms in writing all decisions concerning acceptance.

3.2 NON-MATRICULATION, ADMISSION TO CLASS, AND PROVISIONAL ACCEPTANCE

- 3.2.1 An applicant may be permitted to register for a maximum of six credits as a non-matriculated student, with the approval of the Program Director.
- 3.2.2 Admission to Class may be granted when an applicant's admission process is incomplete. Applicants admitted to course work under this designation are not yet admitted to the program. Full admission to the program is neither implied nor guaranteed. Applicants with this designation are not eligible for any forms of federal financial aid.
- 3.2.3 Provisional acceptance may be granted to certain applicants. Such provisional acceptance will stipulate the additional course work or ministerial experience required for full acceptance into the program (Appendix B2) under the following conditions:

- 3.2.3.1 The applicant is in need of supplemental theological study to bring the applicant to the educational equivalent of the MDiv degree:

- 3.2.3.2 The applicant's supplemental theological study at Barry University shall not exceed 18 credit hours.

- 3.2.3.3 The educational equivalency of the MDiv degree must include the following elements of the Core Curriculum of the Master of Arts in Practical Theology or their equivalents:

THE 552	Method in Practical Theology
THE 609	Introduction to Systematic Theology
THE 636 or 637	Christology or The Christian God
THE xxx	Biblical Studies
THE xxx	Liturgical/Sacramental Theology course
THE xxx	Fundamental Morality

- 3.2.3.4 These Core Curriculum courses must be completed before the student is permitted to register for courses at the Doctoral level.

3.2.3.5 The applicant is engaged in ministry but has less than three years of ministerial experience

4. TRANSFER OF CREDITS

4.1 CREDITS ELIGIBLE FOR TRANSFER

- 4.1.1** A maximum of six (6) credits in theology or ministry may be transferred with the approval of the Department Chair.
- 4.1.2** Credits to be transferred must be from an accredited institution.
- 4.1.3** Students pursuing the DMin degree through the Two-Week Residency option may not be permitted to transfer credits from other institutions.
- 4.1.4** Any credits approved by the Department Chair for transfer must be earned within the seven-year time limitation of the DMin degree.

5. ORIENTATION AND ACADEMIC ADVISING

5.1 ORIENTATION

- 5.1.1** All students are required to participate in the orientation program at the January or June Two-Week Residency term.

5.2 ACADEMIC ADVISING

- 5.2.1** The student will be assigned an academic advisor upon admission to the program.
- 5.2.2** The advisor supervises the student's academic progress toward fulfillment of degree requirements.
- 5.2.3** The student must consult with the advisor prior to registration each semester.
- 5.2.4** The student may request a change of advisor. This request should be made to the Program Director.

6. TIME LIMITATIONS, CONTINUING REGISTRATION, COURSE WITHDRAWAL, WITHDRAWAL FROM PROGRAM, LEAVE OF ABSENCE AND READMITTANCE

6.1 TIME LIMIT

6.1.1 The DMin degree may be completed in no less than three (3) years and no more than seven (7) years after admission.

6.1.2 Requests for extensions due to extenuating circumstances should be directed to the student's advisor for action by the Graduate Theology Committee.

6.2 CONTINUING REGISTRATION

6.2.1 The student must register in at least two of the four semesters offered annually (Fall, Winter, Spring, Summer) for ongoing matriculation and access to University resources.

6.2.2 If the student does not register for course work, THE 801A/THE 801B (Thesis in Ministry) or THE 802A/THE 802B (Doctoral Ministerial Formation), then the student must register for THE 729 (Continuing Registration).

6.3 COURSE WITHDRAWAL

6.3.1 The student may withdraw from a course (or courses) within the first three days of the actual beginning of the course by contacting their advisor after meeting with the course professor.

6.3.2 The student must obtain a Course Withdrawal Form from the advisor. The Course Withdrawal Form must be signed by the advisor and the Department Chair.

6.3.3 The signed Course Withdrawal Form will be processed through the Office of the Registrar.

6.3.4 Tuition Reimbursement Policy: In order to receive tuition reimbursement a student must withdraw from the course(s) on or before the start of the course.

6.4 WITHDRAWAL FROM PROGRAM

6.4.1 Matriculated students withdrawing from the Doctor of Ministry Program must submit a written notice of withdrawal to the Director of the Doctor of Ministry Program.

6.4.2 This written notice will be forwarded to the Dean of the College of Arts and Sciences. The official date of withdrawal will be the date on which the written notice is received by the dean.

6.5 LEAVE OF ABSENCE AND READMITTANCE

6.5.1 LEAVE OF ABSENCE

6.5.1.1 Any student planning to take a leave of absence from the program for a semester or more must seek the written approval of the Program Director or Department Chair, and the Dean.

6.5.2 READMITTANCE

6.5.2.1 A student seeking re-admittance to the program must so request in writing to the Program Director.

6.5.2.2 Re-admittance to the program is contingent upon the approval of the Program Director and the Graduate Theology Committee.

7. GRADING, ACADEMIC PROBATION AND/OR DISMISSAL

7.1 GRADING

- 7.1.1** The Department uses letter grades of A (4.0), A- (3.75), B+ (3.5), B (3.0), C (2.0), and F (0.0).
- 7.1.2** The student must achieve a minimum cumulative grade point average (GPA) of 3.0 in the graduate program to qualify for graduation.
- 7.1.3** The grade assigned for THE 800 (Integrative Seminar) is IP/CR.
- 7.1.4** Letter grades (A, A-, B+, B, C, or F) are assigned for THE 802A and THE 802B.
- 7.1.5** The grade assigned for THE 801A and THE 801B is IP/CR.

7.2 ACADEMIC PROBATION AND/OR DISMISSAL

- 7.2.1** Any course for which a student receives a grade of "C" does not count toward fulfillment of degree requirements.
- 7.2.2** The student who receives a grade of "C" will be placed on academic probation.
- 7.2.3** The student who receives a second grade of "C" may be dismissed from the program.
- 7.2.4** The student may be dismissed from the program for failure to adhere to the policies and procedures of the University.
- 7.2.5** The student who is dismissed from the program will not be considered for re-admittance.

8. STUDENT COMMON LIFE

8.1 Advanced theological education and ministerial leadership is enhanced with opportunities for intellectual, spiritual, ecclesial and social development. During the academic year, students have opportunities to participate in the St. Thomas and St. Catherine Lecture Series sponsored by the Department. Additionally, throughout the year and especially during the Two-Week Residencies, students have opportunities to engage in common life and prayer. These opportunities are offered in the following ways:

- 8.1.1** The Department ordinarily presents the St. Thomas and St. Catherine Lecture Series three times each academic year: 1) presentation of the Yves Congar Award for Theological Excellence and lecture by a noted scholar; 2) the Barry University Council on Bioethics lecture; and 3) a lecture by a noted philosopher or theologian.

- 8.1.2** Throughout the year, students are invited to participate in daily liturgy and weekly evening prayer. During the Two-Week Residencies, this participation includes the invitation to serve as presiders and extraordinary ministers at the daily liturgies and morning or night prayer services.
- 8.1.3** Students are invited to attend an annual retreat offered at the conclusion of the summer Two-Week Residency.
- 8.1.4** Receptions and banquets are held at the opening and closing of the Two-Week Residencies, and other informal gatherings take place throughout the academic year.
- 8.1.5** During the Two-Week Residencies, common life is fostered by the availability of a common residence and shared meals.

9. RESIDENCY REQUIREMENTS AND STUDY OPTIONS

9.1 RESIDENCY REQUIREMENTS

9.1.1 Residency requirements provide times of significant disengagement from the usual routines of ministry for concentrated study. This requirement allows the opportunity for sustained interaction with faculty and access to library and information technology resources at the University. Additionally, this requirement nurtures learning within a community of peers.

9.1.2 Residency requirements of the program may be fulfilled in the following ways:

9.1.2.1 Enrollment for six (6) credit hours per semester over the course of two (2) semesters.

9.1.2.2 Enrollment for six (6) credit hours per Summer and Winter Terms with two-week residencies in two (2) consecutive Summer and Winter Terms with two-week residencies.

9.2 STUDY OPTIONS

9.2.1 Courses are offered in the fall and spring semesters as well as in the Summer and Winter Terms with two-week residencies in January and June. Each course is three credit hours. The student may complete the program of study in the following ways:

9.2.1.1 Study through the Year Option. Students in the metropolitan Miami area or those pursuing doctoral studies on a full-time basis may study through the year. Courses are scheduled in the fall and spring semesters of the academic year and meet once each week.

9.2.1.2 Summer and Winter Terms with two-week residencies. Students from diverse geographic locations may choose the Summer and Winter Terms with two-week residencies option. This option spans a 14-week term of six weeks pre-residency, two weeks of residency, and six weeks post-residency. Pre-residency assignments are due before the first day of residency. During the Two-Week Residency, classes meet for three hours each day. A research project is due six weeks after the Two-Week Residency (15th week of the term).

9.2.1.3 Combined Option of Study through the Year and Summer and Winter Terms with two-week residencies.

10. PROGRAM DEVELOPMENT, DEGREE REQUIREMENTS, CANDIDACY AND COMMISSION

10.1 PROGRAM DEVELOPMENT

- 10.1.1** The program is designed to develop the student's ability to reflect theologically on ministerial praxis. This development shall be significantly related to the student's ministerial goals.
- 10.1.2** The student's progress toward fulfillment of degree requirements is recorded on the Course Program Record (see Appendix A).
- 10.1.3** By the completion of twelve (12) credit hours, the student will have determined an area of interest and research for advanced study.
- 10.1.4** Upon determination of an area of interest and research for advanced study, the student will complete the majority of course work electives in that area.
- 10.1.5** Upon completion of a minimum of 21 credit hours of course work, the student may participate in the DMin Integrative Seminar (THE 800). This seminar is designed to assist students in the final integration of their studies with the methods of practical theology, the identification of the ministerial issue to be examined, and the method of investigation that will be employed to facilitate the development of the thesis-project proposal. Students receive credit for this seminar upon approval of a mentor for the subsequent work of the thesis-project.
- 10.1.6** After approval of the thesis-project proposal by the Thesis-Project Proposal Committee and approval by the Institutional Review Board (IRB) protocol (where necessary), the student, now candidate, begins the research and writing of the thesis-project.
- 10.1.7** After approval of the thesis-project by the Thesis-Project Committee, the candidate, now graduate, may participate in the University commencement.
- 10.1.8** The graduate must present a summary of the thesis-project at the Department's Commission Ceremony.

10.2 DEGREE REQUIREMENTS

10.2.1 Completion of a minimum of 24 credit hours of course work, three credit hours of Fundamentals of Practical Theology Seminar (THE 800A) and three credit hours of Integrative Seminar (THE 800). In addition, during the time of the thesis writing, the student must register for THE 801A (4 credits) and, after fulfilling its requirements, register for THE 801B (4 credits).

10.2.2 The Introduction to Practical Theology Seminar (THE 800A) prepares the student with the pastoral and theoretical foundations of practical theology. The introductory seminar focuses on the methods of practical theology which are more fully explored in capstone Integrative Seminar (THE 800). Between the two seminars students apply the praxis-theory-praxis methods to their course work theological reflection.

10.2.3 Minimum course work distribution includes three credit hours in each of the following: Practical Biblical Theology, Practical Systematic/Liturgical Theology, and Practical Moral Theology. The remaining minimum requirement of 15 hours may be distributed according to the student's determined area of interest and research or Concentration in Hispanic/Latino Theology and Ministry, Institutional Ministry or Healthcare Ethics.

10.2.4 Ministerial Formation

The purpose of Ministerial Formation for students in the Doctor of Ministry program is to meet the specific formative needs of the individual student as well as involve the development of a community that will collaborate in assessing ministerial competence through theological reflection. It presumes that the student is engaged in ministerial praxis and therefore has contexts upon which to apply and critique theological methods and theory. Fulfillment of the Ministerial Formation process is constituted by successful completion of the courses THE 802A (3 credits), THE 802B (3 credits), ongoing individual formation meetings with the Director of Ministerial Formation, and completion of all requirements listed in the Doctoral Ministerial Formation Handbook. This process culminates in the awarding of a Certificate of Completion which is a prerequisite for and must be included in the materials for defense of the Thesis Project Proposal.

10.2.5 The Integrative Seminar (THE 800) prepares the student for the final integration of the praxis-theory-praxis approach to practical theology through the development of the thesis-project proposal. The Integrative Seminar is graded on an In Progress (IP) and Credit (CR) basis. Credit is assigned when a faculty member accepts the student for the mentoring of the thesis-project, which acceptance is verified by appropriate forms of approval.

10.2.6 Development of the Thesis-Project Proposal follows the assignment of credit for the Integrative Seminar.

10.2.7 The Thesis-Project Proposal should be a simple text of (15-20) pages, double-spaced, which states the ministry, purpose, method, and evaluation intended for the thesis-project. The proposal must reflect a praxis-theory-praxis methodology. The structure and content of the Thesis-Project Proposal must follow an acceptable outline (see Appendix C). (See Appendix D for a sample title page of the Thesis-Project Proposal.)

10.2.8 Approval of the Thesis-Project Proposal is accomplished through Thesis-Project Proposal Defense before a community of scholars and peers. The defense of the thesis-project incorporates the subject matter and the use of practical theology inclusive of a theological discipline(s) in the development of the thesis-project. The process is as follows:

10.2.8.1 The thesis-project proposal, a draft of the IRB protocol, and the Certificate of Completion of Ministerial Formation are distributed to the Proposal Defense Committee for their review no less than two weeks before the defense date.

10.2.8.2 Proposal Defense Session Format (duration: 1 hour)

10.2.8.2.1 Introduction and explanation of Proposal Defense procedure (Director of the DMin Program).

10.2.8.2.2 The mentor 1) identifies how the thesis-project proposal meets the criteria (4.a-b above), which practical theology and which discipline-specific theology are engaged, what research methodology will be used (e.g., for research with human subjects), and 2) facilitates the session.

10.2.8.2.3 Open examination of the thesis-project proposal by the Proposal Defense Committee with questions posed to the student.

10.2.8.2.4 Following examination, the student is asked to step out of the defense.

10.2.8.2.5 The Thesis-Project Proposal Committee, after consultation with the other members of the Proposal Defense Committee, determines to: approve the thesis-project proposal, approve with revisions, or deny approval.

10.2.8.2.6 The student is brought back to the defense and the results announced.

10.2.8.3 If the Thesis-Project Proposal is approved or approved with revisions the student is promoted to Candidate for the Doctor of ministry degree.

10.2.8.4 If the Thesis-Project Proposal is denied, a student may re-submit a proposal within one year's time from the date of the defense.

10.2.9 After successful defense of the Thesis Proposal, the Candidate prepares and submits the Protocol for Research with Human Subjects with the Institutional Review Board of Barry University. Studies involving human subjects as research participants through discussion groups, or as subjects of research, must meet all the requirements of Barry University's policies regarding research with human subjects and must be approved by the Institutional Review Board (IRB) before research begins. The candidate is responsible for following the research protocols of the IRB, published in "Guidelines for Submitting Research protocols." This protocol concerns the principles, definitions, policies, and implementation procedures for the protection of human subjects, based on compliance with the U.S. Department of Health and Human Services regulations. An exempt or approved decision by the IRB is required before the student begins research with human subjects. Directions for completing the protocol may be accessed through the Barry website.

10.2.9.1 All investigators engaging human subjects must complete the National Institutes of Health Human Participant Protections Education for Research Teams Tutorial (available at the NIH website: <http://cme.nci.nih.gov>). Proof of completion of the tutorial must be provided with the protocol submitted to the IRB for review. Certificates can be printed by the tutorial program upon completion.

10.2.10 The Thesis-Project Proposal demonstrates the student's integration of theological reflection with ministerial praxis. The Thesis-Project Proposal must be approved by a committee of four persons: the faculty mentor, two faculty readers (the second reader may be external to the full-time faculty of the Department and must be approved by the Graduate Theology Committee to serve in this capacity), and a student peer. This approval must be verified by signatures on the Thesis-Project Proposal Committee Review Form provided by the Department (for a sample, see Appendix E).

10.2.11 Upon approval of the Thesis-Project Proposal, the student is declared a candidate for the Doctor of Ministry degree.

10.3 POLICY FOR READERS OF THESIS-PROJECT PROPOSAL AND THESIS-PROJECT

Faculty and Student-Peer Readers of the DMin Thesis-Project Proposal and the Doctoral of Ministry. Thesis-Project serve as consultants to the Faculty-Mentor and the Doctoral of Ministry Student-Candidate as the student-candidate develops a proposal and subsequently a thesis-project. This role as consultant is to be exercised with due diligence in light of the purpose of the thesis-project: to represent “the candidate’s ability to integrate both the theoretical and practical dimensions of theological research” (DMin Student Handbook 11.1). As consultants, Readers provide an invaluable service to their colleagues in their efforts to guide and evaluate the achievement of leadership in theology and ministry.

Readers are expected to offer comments and suggestions for editing directly to the Faculty-Mentor, who will forward them to the Student-Candidate as warranted. The Faculty-Mentor and Student-Candidate will determine how Readers’ concerns will be incorporated into the final copy of the texts. The Faculty-Mentor alone is responsible for judging and approving the final edition of the Thesis-Project Proposal and the Thesis-Project texts.

The signatures of the Readers for both the Thesis-Project Proposal Approval and Review Form and the Thesis-Project Project Approval and Review Form verify that Faculty and Student-Peer Readers have reviewed and commented upon the texts.

10.4 CANDIDACY

10.4.1 The candidate must complete a thesis-project, successfully fulfilling the requirements of THE 801A and THE 801B (four credit hours each) and complete the requirements for Ministerial Formation (See 10.2.4). The thesis-project achieves, through the praxis-theory-praxis approach, a new vision of the candidate's ministry, which may be applied broadly to other ministerial contexts.

10.4.2 Development of the thesis-project is reviewed by the Thesis-Project Committee. The Thesis-Project Committee is composed of three persons: the faculty mentor, a faculty reader (this reader may be external to the full-time faculty of the Department and must be approved by the Graduate Theology Committee to serve in this capacity), and a student peer. The mentor of the thesis-project determines and approves the processes of supervision that are carried out at the ministry site of the candidate.

10.4.3 The candidate registers for THE 801A after approval of the thesis-proposal and the IRB and completion of the requirements for Ministerial Formation. Having successfully completed the requirements for THE 801A, the candidate registers for THE 801B until the completion of his/her project. The candidate will integrate research and ministerial praxis using methods of Practical Theology for the writing of the thesis-project according to the mentor’s advising recommendations.

10.4.4 Final grades are assigned for THE 801A and THE 801B when the required elements of the thesis-project for each of the two courses have been approved by the mentor, reader(s), and student peer.

10.4.5 A Certificate of Completion for Ministerial Formation will be awarded the student when all requirements set by the Handbook for Ministerial Formation are met.

10.4.6 The thesis-project demonstrates satisfactory integration of theological reflection with ministerial praxis.

10.4.6.1 Candidates registered for THE 801B and who anticipate graduation at the end of the Fall semester (December) must have their Thesis Project fully completed with one hard copy printed and compact disk burned by the first Friday of November.

10.4.6.2 Candidates registered for THE 801B and who anticipate graduation at the end of the Spring semester (May) must have their Thesis Project fully completed with one hard copy printed and compact disk burned by last Friday of March.

10.4.6.3 The thesis-project must be approved by the Thesis-Project Committee. This approval must be verified by signatures on the Thesis-Project Approval Form provided by the Department (Appendix F).

10.4.7 [Candidacy] Upon approval of the thesis-project by the mentor and acknowledgment by the readers, the candidate must submit the thesis with UMI. The candidate must bring the thesis and its signature page, the UMI paperwork, and check for UMI to the Department designate. At the time of deposit, the Department designate will review the manuscript for adherence to UMI guidelines and fees. If all is in order, the Department designate will issue a receipt for deposit and requisite fees; following receipt the Department designate will forward the application for copyrights, fees, and text to UMI. The date of the deposit determines the student's eligibility for participation in the Commissioning Ceremony and Commencement exercises which satisfy the remaining requirements for the Doctor of Ministry degree. This deposit date must precede the date assigned by the University Commencement Committee for the May or December graduation dates. Further information about deposit with UMI is available from the Associate Dean for Graduate Studies, the Director of the Doctor of Ministry Program, or the student's advisor.

10.4.8 Upon approval of the thesis-project, the student has fulfilled the requirements of the Doctor of Ministry degree and may participate in the University commencement.

10.5 COMMISSION

- 10.5.1** The graduate of the Doctor of Ministry program is commissioned to continue the work of theological reflection within ministerial praxis.
- 10.5.2** The graduate must present a summary of the thesis-project at the Commission Ceremony before a community of peers. The summary is to be academic in nature and will not exceed 7 minutes.
- 10.5.3** The mentor of the thesis-project and the faculty attest to the graduate's successful integration of theological reflection on ministerial praxis.

11. THE THESIS-PROJECT

11.1 PURPOSE

- 11.1.1** The thesis-project represents the candidate's ability to integrate both the theoretical and practical dimensions of theological research. The thesis-project should demonstrate competent application of appropriate theological research methods and ethical guidelines in the investigation of the ministerial praxis. This research needs to be correlated to the candidate's ministry under the guidance and supervision of the candidate's thesis-project mentor and the committee, which guides the thesis-project.

11.2 ETHICS OF THESIS-PROJECT RESEARCH

- 11.2.1** The primary responsibility for ensuring ethical conduct throughout the thesis-project process lies with the doctoral candidate and the thesis-project mentor. Practical theology bears a unique responsibility as a result of the authority duly conferred by an ecclesial office as well as perceived by the community of faith involved in the ministerial praxis. Further, justice requires recognition of and a rightly ordered response to the needs of those involved with the ministerial praxis.
- 11.2.2** Studies involving human subjects as research participants through discussion groups, or as subjects of research, must meet all the requirements of Barry University's policies regarding research with human subjects and must be approved by the Institutional Review Board (IRB) before research begins. The candidate is responsible for following the research protocols of the IRB, published in "Guidelines for Submitting Research Protocols" (available at the Barry University website). Additional information and support for IRB protocol submission may be directed to the candidate's mentor or other designated faculty member.

11.3 WRITING STYLE

11.3.1 The thesis-project must be written in scholarly English. The student will follow the current edition of Kate L. Turabian's *A Manual for Writers*. First and second person pronouns are acceptable.

11.3.2 The thesis-project mentor is not responsible for extensive editing of the thesis-project. Assistance for editing can be accessed at the Barry University Learning Center. The final copy should be free of grammatical and spelling errors.

11.4 ARRANGEMENT OF THE MANUSCRIPT

11.4.1 General Arrangement:

Title Page (See Appendix H)

Blank Page

Approval Page (provided by the Department, see Appendix G for a sample)

Acknowledgements and/or Dedication Page (if desired)

Table of Contents

List of Tables or Figures (if any)

Abstract

Body of Text: Introduction; Chapters; Conclusion

Appendices (if any)

Bibliography

Page numbers do not appear on the title page through the Acknowledgements page, but all are included in the pagination of the front matter (Title Page through Abstract). The pages of the Table of Contents through the Abstract are paginated with Roman numerals. The pages of the Body of Text through the Bibliography are paginated with Arabic numbers.

11.4.2 Abstract

11.4.2.1 The Abstract briefly summarizes the thesis-project and its conclusions. It must be one page, single space. No more than 350 words.

11.4.3 Body of Text

11.4.3.1 The Body of Text of the thesis-project typically contains anywhere from four to five chapters and is presented with footnotes. Each chapter should be divided into subheadings. Chapters and subheadings should be indicated in the Table of Contents.

11.4.4 Appendices and Bibliography

11.4.4.1 Appendices provide relevant material, but are not necessarily essential to the text.

11.4.4.2 The Bibliography lists the sources used in writing the thesis-project.

11.5 BARRY THESIS/BINDING COST AND INFORMATION

11.5.1 Two original copies and one CD labeled with your name and year are required. One original copy for the School; one original copy and one CD copy for the Library. Students may have as many copies as they wish bound at the set price.

11.5.2 All theses must have **original** signature pages.

11.5.3 All copies must be on white paper only, with 100% cotton content and no less than 20-24 pound bound paper. Some brand names of paper are Southworth, Mead and can be found at Office Depot, Office Max and most copy centers. This standard is required because of its durability and permanency. Students will have the option to have their copies printed off-campus or on-campus at such centers as Office Depot/Office Max, Staples, and the like. The Barry University Business Center will stock the required paper quality and make copies for binding. Students will find this option very cost competitive with other copy centers.

11.5.4 All copies must be double spaced. A 1.5-inch margin should be left on the binding edge of the page, with a one-inch margin left on the remaining sides (i.e., the left margin will be 1.5" and the top, bottom and right margins will be 1.0").

11.5.5 Theses/Dissertations are sent to the bindery on a two-month rotation. They are bound in black with gold lettering. All spine and front cover printing is capitalized.

11.5.6 Cost per thesis is \$20.00. The student is required to pay at the time of delivering the copies to the library. This can be paid via check or money order, made out to Barry University Library.

11.5.7 The student will be contacted upon return of the bound theses from the bindery. The student can pick up the copies of the theses at the circulation desk where the student signs a proof of receipt. This receipt is returned to Technical Services.

11.5.8 Thesis-Project Printing, Binding, and Deposit

11.5.8.1 In order to complete this degree requirement, the student must publish the thesis-project through UMI. For information, application, and fee structure, the student must contact the Associate Dean for Graduate Studies or the Director of the Doctor of Ministry Program. (See also section 10.4.7 above).

12. PROGRAM ASSESSMENTS

12.1 GRADUATE THEOLOGY COMMITTEE REVIEW

12.1.1 Evaluation and assessment ensure the quality and integrity of the program.

12.1.2 At the beginning of each academic year, the faculty of the Department devotes attention to the assessment of the previous year's activities and plans for the present year.

12.1.3 The Graduate Theology Committee evaluates program successes and failures throughout the monthly meetings of the academic year.

12.1.4 Along with the Chairperson of the Department, each faculty member reviews his/her course evaluations with a view to incorporating positively effective changes into course planning and instruction.

12.2 STUDENT EVALUATIONS AND ENTRANCE/EXIT INTERVIEWS

12.2.1 An entrance interview, distinct from the admissions interview, will be conducted in the manner of a conversation by a faculty-student interview pair to assess the student's current understanding of theology and ministerial praxis.

12.2.2 The student will evaluate each academic course taken.

12.2.3 The student will evaluate the accommodations and hospitality provided during the Two-Week residencies.

12.2.4 The Integrative Seminar provides the opportunity for students to engage one another and two faculty members in a critique of the program of study as well as to challenge the integration of theological reflection with ministerial praxis.

12.2.5 An exit interview will be conducted to assess the student's progress in understanding theology and ministerial praxis.

13. TUITION, FEES AND FINANCIAL AID

13.1 TUITION AND FEES

13.1.1 All tuition and fees are subject to annual review and change.

13.1.2 Payment of tuition and fees is due at registration.

13.1.3 A deferred payment plan is available; there is a fee for using this plan.

13.1.4 Arrangement for payment of all charges must be made prior to completion of registration.

13.2 FINANCIAL AID

13.2.1 Financial aid is available at Barry University. The Office of Financial Aid provides students with a financial aid packet. In order to apply for financial aid, the student must complete the following forms:

13.2.1.1 Free Application for Federal Student Aid (FAFSA). This form gathers the information necessary to award institutional as well as federal aid. The form is submitted to a federal processing agency. There is no charge for processing, and an instruction booklet is included to help complete the form. Indicate Barry's Institution Code: 001466 on the form. Any questions regarding the completion of this form may be addressed to the Office of Financial Aid for assistance. Please note that if a student's application is selected for verification by the Federal government, the student will be asked to submit copies of his/her tax return (if applicable) or verification of other means of support.

13.2.1.2 Barry University's Graduate and Professional Financial Aid Application. This form collects demographic information and will assist in preparing a budget for your program of study.

13.2.1.3 Federal Stafford Loan Application. This form is an application for low interest federally funded loans, which can be either subsidized or unsubsidized.

13.2.2 The Department of Theology and Philosophy offers a 30% tuition discount to members of religious orders and to all full-time ministers.

13.2.3 Questions regarding other sources of financial aid may be directed to the Office of Financial Aid.

APPENDICES

Appendix A1: Course/Program Record for Doctor of Ministry Student

Appendix A2: Course/Program Record for Doctor of Ministry Student (Institutional and Military Ministry)

Appendix A3: Course/Program Record for Doctor of Ministry Student (Institutional and Health Care Ministry)

Appendix B1: Demonstration of Master of Divinity Degree Equivalence

Appendix B2: Supplemental Theological Study and/or Confirmation of the Completion of Three Years of Experience in Ministry

Appendix C: Thesis-Project Proposal Format

Appendix D: Thesis-Project Proposal Defense

Appendix E: Sample Title Page, Thesis-Project Proposal Form

Appendix F: Committee Review of Thesis-Project Proposal Approval Form

Appendix G: Thesis-Project Proposal Approval Form

Appendix H: Sample Title Page, Thesis-Project

Appendix I: Candidacy and Qualification to Proceed to IRB Form

APPENDIX A1
BARRY UNIVERSITY
 Department of Theology and Philosophy

COURSE/PROGRAM RECORD FOR DOCTOR OF MINISTRY STUDENTS

Name: _____ **Acceptance Date:** _____

Admission Interview: _____ **Orientation Date:** _____

I. Distribution Requirements:

<u>Area</u>	<u>Course#/Name</u>	<u>Term</u>	<u>Grade</u>
1. Biblical:	_____	_____	_____
2. Systematic/Liturgical:	_____	_____	_____
3. Moral Theology:	_____	_____	_____

II. Electives:

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Area of Research: _____

- III. THE 800A Fundamentals of Practical Theology** (date) _____
- IV. THE 802A Doctoral Ministerial Formation** (date) _____
- THE 802B Doctoral Ministerial Formation** (date) _____
- Certificate of Completion (Ministerial Formation)** (date) _____
- V. THE 800 Integrative Seminar** (date) _____
- VI. Thesis-Project Proposal Approval** (date) _____
- IRB Approval** (date) _____
- VII. THE 801A DMin Thesis in Ministry** (date) _____
- THE 801B DMin Thesis in Ministry** (date) _____

Thesis Project Title: _____

a. Proposal Defense Committee:

Mentor: _____
 Reader 1: _____
 Reader 2: _____
 Student Peer: _____

b. Thesis-Project Approval (date) _____

Mentor: _____
 Reader: _____
 Student Peer: _____

VIII. Commissioning (date) _____

APPENDIX A2
BARRY UNIVERSITY
 Department of Theology and Philosophy

COURSE/PROGRAM RECORD FOR DOCTOR OF MINISTRY STUDENTS
Institutional and Military Ministry

Name: _____ **Acceptance Date:** _____

Admission Interview: _____ **Orientation Date:** _____

I. Distribution Requirements:

<u>Area</u>	<u>Course#/Name</u>	<u>Term</u>	<u>Grade</u>
1. Biblical:	_____	_____	_____
2. Systematic/Liturgical:	_____	_____	_____
3. Moral Theology:	_____	_____	_____

II. Electives:

1. (Transferred)	_____	_____	_____
2. (Transferred)	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

Area of Research: _____

- III. THE 800A Fundamentals of Practical Theology** (date) _____
- IV. THE 802A Doctoral Ministerial Formation** (date) _____
- THE 802B Doctoral Ministerial Formation** (date) _____
- Certificate of Completion (Ministerial Formation)** (date) _____
- V. THE 800 Integrative Seminar** (date) _____
- VI. Thesis-Project Proposal Approval** (date) _____
- IRB Approval** (date) _____
- VII. THE 801A DMin Thesis in Ministry** (date) _____
- THE 801B DMin Thesis in Ministry** (date) _____

Thesis Project Title: _____

a. Proposal Defense Committee:

Mentor: _____
 Reader 1: _____
 Reader 2: _____
 Student Peer: _____

b. Thesis-Project Approval (date) _____

Mentor: _____
 Reader: _____
 Student Peer: _____

VIII. Commissioning (date) _____

APPENDIX A3
BARRY UNIVERSITY
 Department of Theology and Philosophy

COURSE/PROGRAM RECORD FOR DOCTOR OF MINISTRY STUDENTS
Institutional and Health Care Ministry

Name: _____ **Acceptance Date:** _____

Admission Interview: _____ **Orientation Date:** _____

I. Distribution Requirements:

<u>Area</u>	<u>Course#/Name</u>	<u>Term</u>	<u>Grade</u>
1. Biblical:	_____	_____	_____
2. Systematic/Liturgical:	_____	_____	_____
3. Moral Theology:	_____	_____	_____

II. Electives:

1. (Transferred)	_____	_____	_____
2. (Transferred)	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

Area of Research: _____

III. THE 800A Fundamentals of Practical Theology (date) _____

IV. THE 802A Doctoral Ministerial Formation (date) _____

THE 802B Doctoral Ministerial Formation (date) _____

Certificate of Completion (Ministerial Formation) (date) _____

V. THE 800 Integrative Seminar (date) _____

VI. Thesis-Project Proposal Approval (date) _____

IRB Approval (date) _____

VII. THE 801A DMin Thesis in Ministry (date) _____

THE 801B DMin Thesis in Ministry (date) _____

Thesis Project Title: _____

a. Proposal Defense Committee:

Mentor: _____

Reader 1: _____

Reader 2: _____

Student Peer: _____

b. Thesis-Project Approval (date) _____

Mentor: _____

Reader: _____

Student Peer: _____

VIII. Commissioning (date) _____

APPENDIX B1

BARRY UNIVERSITY

Department of Theology and Philosophy

DEMONSTRATION of MASTER of DIVINITY DEGREE EQUIVALENCE

The determination of Master of Divinity degree equivalence is based on a minimum of 72 graduate credit hours in theology, ministry, spirituality or a combination of these courses with a distribution of no more than 18 of these credits from an appropriately theology- or ministry-related discipline (for example, communications, fine arts, literature, philosophy, psychology/counseling, social work) and no more than 15 of these credits from formation programs (cf. ATS Standards A.3.3 and F.4.1.1).

MDiv Equivalency has been determined for _____ by the following:

Total graduate credits earned _____

Institution(s)	A _____	D _____
	B _____	E _____
	C _____	F _____

13.3 Distribution of Graduate Academic Credit Hours in Theology/Ministry (≥ 42 credits)

	Institution__	Institution__	Institution__	Total
a. Biblical Theology				
1.a.1 Old Testament	_____	_____	_____	
1.a.2 New Testament	_____	_____	_____	
1.a.3 Biblical Languages	_____	_____	_____	
b. Liturgical Theology	_____	_____	_____	
c. Moral Theology	_____	_____	_____	
d. Pastoral Theology	_____	_____	_____	
e. Practical Theology	_____	_____	_____	
f. Spirituality	_____	_____	_____	
g. Systematic Theology	_____	_____	_____	
h. Seminar	_____	_____	_____	

13.4 Distribution of Graduate Theology- or Ministry-Related Academic Disciplines (≤ 18 credit hours)

a. Discipline _____	Institution__	Institution__	Institution__	Total
2.a.1 Cognate Distribution				
1. _____	_____	_____	_____	
2. _____	_____	_____	_____	
3. _____	_____	_____	_____	
4. _____	_____	_____	_____	
5. _____	_____	_____	_____	
6. _____	_____	_____	_____	_____

13.5 Ministerial and Spiritual Formation (≤ 15 credit hours) Credits
Total _____

a. Spiritual direction/formation Institution____
Duration and Location _____

b. Ministry training Institution____
Duration and Location _____

Reviewer _____ Date _____

If equivalence is not complete at the time of matriculation, the student's advisor completes the form based on the fulfillment of the Stipulations for Admission to the DMin Program by Supplemental Theological Study.

Advisor _____ Date of MDiv Equivalence _____

ATS approval January 2007; clarification/revision 10/09

APPENDIX B2
BARRY UNIVERSITY
 Department of Theology and Philosophy

SUPPLEMENTAL THEOLOGICAL STUDY
 for MASTER of DIVINITY DEGREE EQUIVALENCE

Name: _____ Year Matriculated _____

Supplemental Theological Study

Per the stipulations of admission to the Doctor of Ministry Program, an additional _____ credit hours of academic coursework in the following subject areas are required for attaining MDiv degree equivalence (this coursework, *not transferable into the DMin program of study*, may be conducted at Barry University or another ATS and/or regionally accredited institution):

Subject Area (credits required)	Course # and Title	Semester	Grade
Biblical Theology ()	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Liturgical Theology ()	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Moral Theology ()	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Practical Theology ()	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Systematic Theology ()	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Upon fulfillment of these stipulations for admission to the Doctor of Ministry Program, the above named student has earned the equivalent of the Master of Divinity degree. See the corresponding Demonstration of Master of Divinity Degree Equivalence for the student's full 72 credit hours in theology, ministry, and spirituality (cf. ATS Standards A.3.3 and F.4.1.1).

Advisor _____ Date Stipulations Met _____

PROPOSAL FORMAT

The Thesis-Project Proposal demonstrates the development of an advanced understanding of the nature and purposes of ministry and a mastery of practical theology methodology. It must be correlated to the students' ministry (see 11.1.1) and their ecclesial ministerial tradition. Approval of the Thesis-Project Proposal must be submitted for review and subsequent approval to the mentor, two faculty readers, and a student peer.

The Thesis-Project Proposal should be a simple text of 15-20 (not including appendices) pages, double-spaced, which states the ministry, purpose, method, research, and evaluation intended for the thesis-project. As a practical theology methodology, the proposal must reflect a praxis-theory-praxis movement. The proposal follows this methodology by engaging a ministerial practice, its cultural context, and a religious tradition in a critical conversation to renew, reclaim, or reform that practice and the religious tradition.

Structure of the Thesis-Project Proposal

1. **Statement of Ministerial Concern:** Briefly state the ministerial concern your thesis-project will address.
2. **Significance of Ministerial Concern:** In narrative form, give the *basic contours* of the thick description of the ministerial situation, including yourself as the minister, that you will develop in your proposal, and describe the significance of your ministerial concern. Use the following as guides and include subtitles reflecting each section:
 - a. **Ministerial Context:** Describe yourself and your ministry in general terms, including the intended audience for your thesis-project.
 - b. **Ministerial Concern/Question:** (1) *State* the one central guiding ministerial question you plan to explore in this thesis-project. (2) *Describe* the ministerial concern or community practice you plan to explore in the thesis-project in connection to your guiding ministerial question and *why* this is a significant concern or community practice for ministry. (3) Include your most important initial claims and/or intuitions about the question that you want to pursue in the thesis-project.
 - c. **Contribution to Ministry:** Describe how your ministry will benefit from your investigation of this ministerial concern. What effects (if any) do you foresee this investigation will have on your ministry and or on the church? How will you as a minister benefit from this investigation?
3. **Methodology: Praxis-Theory-Praxis**
 - a. **Ministerial Issues:** Identify the most important *ministerial* issues raised by the ministerial question you are pursuing.

- b. **Theological Issues:** Identify the most important *theological* issues raised by the ministerial question you are pursuing.
- c. **Theological Perspective:** Identify and briefly justify (1) the theological perspective that grounds this thesis-project (e.g., U.S. feminist, U.S. Hispanic, Black Theology of liberation) and (2) the primary theological discipline you will be using (e.g., scriptural, systematic, moral theology).
- d. **Method:** Identify and briefly justify the method of practical theology that will frame the thesis project, and briefly describe how your thesis-project will engage each step, movement, or task of the method.

4. **Research, Evaluation, and Limitations**

- a. **Methods of Research:** Describe and briefly justify the methods of research (qualitative, quantitative, content analysis, etc.) and techniques (audio/video data, survey, interview, participant observation, focus group, case study, etc.) you will use to gather, synthesize, and interpret your data. Provide samples of any research tools, interview formats, or questionnaires as appendices to the proposal.
- b. **Evaluation:** Explain how the thesis-project will be evaluated and validated (e.g., consultations with the mentor, readers, ministerial authorities).
- c. **Limitations:** Explain the limitations of your thesis-project:
 - 1) Describe the scope of your project: the areas inherent to the nature of your thesis project which you will aim to cover.
 - 2) State specifically what you will not do in your thesis project. These are the areas you will not cover that, although related, are not the focus of your thesis project.

5. **Literature Review:** Narrative of preliminary review of pertinent literature. Indicate key sources supporting the thesis-project.

6. **Chapter Outline:** Provide a chapter outline and briefly describe the subject of each chapter of the thesis-project.

7. **Bibliography:** Provide the preliminary bibliography of the thesis-project.

8. **IRB Protocol:** Provide an IRB Protocol draft.

9. **Certificate of Completion of Ministerial Formation**

Doctor of Ministry Degree Program
Thesis-Project Proposal Defense

Purpose

The Thesis-Project Proposal Defense demonstrates before a community of scholars and peers, the defense of the thesis-project subject matter and the use of practical theology inclusive of a theological discipline(s) in the development of the thesis-project.

1. Tracking the Development of the Thesis-Project Proposal

- a) The students must have successfully completed THE 800: DMin Integrative Seminar (this core seminar includes a first draft of the thesis-project proposal and the identification of a thesis-project mentor, faculty readers, and a student peer). These four persons compose the Thesis-Project Proposal Committee (TPPC), which committee works with the student to prepare the proposal for defense review.
- b) The student must have successfully completed Doctoral Ministerial Formation.
- c) Following TPPC determination that the proposal meets the guideline's criteria stipulated above and is thus ready for defense, the student develops a preliminary IRB protocol as part of the materials to be submitted to the Proposal Defense Committee.¹
- d) Once the proposal is ready, an initial IRB protocol developed, and a Certificate of Completion of Ministerial Formation obtained, the mentor requests that the Director of the DMin Program set a defense date and constitute a Proposal Defense Committee.

2. Timeline

- a) The DMin student receives a grade of CR for THE 800 with the signature of an identified mentor, who agrees to work with the student through the development of the thesis-project proposal, the IRB protocol, and the writing of the thesis-project.
- b) The DMin student has usually one year following the successful completion of THE 800: DMin Integrative Seminar to ready the thesis-project proposal and an initial IRB protocol for the Proposal Defense.
- c) Following approval of the proposal by the Proposal Defense Committee, the student submits the IRB protocol to the University's Institutional Review Board before proceeding to conduct research with human subjects.

3. Proposal Defense Committee

- a) The Proposal Defense Committee is made up of the four members of the TPPC, the Director of the Doctor of Ministry Program, the Director of Ministerial Formation, and the Director of Graduate Programs in Theology and Ministry. The TPPC

¹ See Barry University, "Institutional Review Board," <http://student.barry.edu/irb/>.

exercises a deliberative role in the proceedings and outcome of the defense, while the Director of the Doctor of Ministry Program, the Director of Ministerial Formation, and the Director of Graduate Programs in Theology and Ministry exercise a consultative role.

- b) Minimum number of committee members: 6.
- c) Faculty Committee members must hold graduate status.
- d) Other Committee members (the student peer and, in certain cases, a reader who is a professional in the field) must be qualified to evaluate the thesis-project proposal by familiarity with the subject matter and/or the ministerial concerns to be raised in the thesis-project.

4. Criteria for Proposal Defense

- a) The Thesis-Project Proposal adheres to the Doctor of Ministry Thesis-Project Proposal Format.
- b) The Thesis-Project Proposal demonstrates the development of the nature and purpose of ministry and a mastery of practical theology methodology. It must be correlated to the student's ministry and their ecclesial tradition.
- c) The TPPC has determined that the thesis-project proposal is ready for defense and the student has developed a preliminary IRB protocol and obtained a Certificate of Completion of Ministerial Formation. All substantive questions from the members of the TPPC shall be resolved prior to the scheduling of the Thesis-Project Proposal Defense.
- d) A date is set for the Proposal Defense by the Director of the DMin Program in consultation with the mentor.
- e) The Director of the DMin Program constitutes a Proposal Defense Committee.

5. Proposal Defense Procedures

- a) Once a date is set for the Proposal Defense, an announcement is circulated to the University Community no less than one week prior to the defense via the Barry News Bulletin service *or some other public announcement* and by email to students in the DMin Program. The announcement includes an invitation to those interested with the date, time, and location of the defense and a request for response from those who will attend. The announcement is developed by the Director of the DMin Program and the Department Operations Manager.
- b) The thesis-project proposal and initial IRB protocol are distributed to the Proposal Defense Committee for their review no less than two weeks before the defense date.
- c) Ex officio participants in the Thesis-Project Proposal Defense raise any substantive questions concerning the thesis proposal within one week after the proposal has been distributed in preparation for the Thesis-Project Proposal Defense.
- d) Proposal Defense Session Format (duration: 1 hour)
 - i. Introduction and explanation of Proposal Defense procedure (Director of the DMin Program).
 - ii. The mentor 1) identifies how the thesis-project proposal meets the criteria (4.a-b above), which practical theology and which discipline-specific theology are engaged, what research methodology(ies) are/will be used (e.g., for research with human subjects), and 2) facilitates the session.

- iii. Open examination of the thesis-project proposal by the Proposal Defense Committee with questions posed to the student.
- iv. Following examination, the student shall be asked to step out of the defense and the members of the Thesis-Project Proposal Committee [mentor, faculty readers (2), and student reader] shall meet in private deliberation to determine to: approve the thesis-project proposal, approve with revisions, or deny approval.
- v. The student is brought back to the defense and the results announced.
- e) If the Thesis-Project Proposal is approved or approved with revisions the student is promoted to Candidate for the Doctor of Ministry degree.
- f) If the Thesis-Project Proposal is denied, a student may re-submit a proposal within one year's time from the date of the defense.

Policy approved April 2011.
Revision approved November 2011.
Clarifications approved April 2013.

DMin Student Check-List for Thesis-Project Proposal Defense

_____ Successful completion of THE 800: Integrative Seminar, demonstrated by a grade of CR

_____ Identification of the Thesis-Project Proposal Committee (mentor, two faculty readers, and a student peer)

Mentor

Faculty Reader (1)

Faculty Reader (2)

Student Peer

_____ Thesis-Project Proposal Committee determination that the proposal meets the guidelines criteria outlined in the *DMin Student Handbook*

_____ Successful completion of Doctoral Ministerial Formation, demonstrated by completing the requirements stipulated in the Ministerial Formation Handbook and obtaining a Certificate of Completion of Ministerial Formation.

_____ Completion of the National Institutes of Health and Human Participant Protections Education for Research Teams Tutorial (<http://phrp.nihtraining.com/users/login.php>)

_____ Submission of Thesis-Project Proposal, initial IRB Protocol, copy of Certificate of Completion of NIH Tutorial, and Certificate of Completion of Ministerial Formation to the Proposal Defense Committee *no less than two-weeks prior to the defense date.*

Date Submitted

Upon successful defense of the Thesis-Project Proposal, the student becomes a Candidate for the Doctor of Ministry degree and may proceed to full development and/or submission of the Protocol to the University's IRB.

APPENDIX E
SAMPLE TITLE PAGE, THESIS-PROJECT PROPOSAL

BARRY UNIVERSITY

TITLE OF PROPOSED THESIS-PROJECT

A Thesis-Project Proposal
Submitted to the Faculty of the Department of Theology and Philosophy
For Doctor of Ministry Degree Candidacy

BY
NAME OF STUDENT

MIAMI SHORES, FL
DATE

APPENDIX F
THESIS-PROJECT PROPOSAL APPROVAL FORM

BARRY UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DOCTOR OF MINISTRY PROGRAM

COMMITTEE REVIEW OF THESIS-PROJECT PROPOSAL

Student: _____ Date: _____

Proposed Title of Thesis Project:

The signatures below confirm that the Committee composed of _____
_____ (faculty mentor), _____ (faculty reader), _____
_____ (faculty reader), and _____ (peer reader), authorized
by the Department of Theology and Philosophy, has reviewed and commented upon the
above mentioned thesis-project proposal.

With the signature of the Faculty-Mentor this proposal is approved, the DMin student is now
a Candidate for the degree, and the Candidate may proceed with the development of the
thesis-project as proposed.

Mentor: _____ Date: _____

Faculty Reader: _____ Date: _____

Faculty Reader: _____ Date: _____

Student Peer: _____ Date: _____

APPENDIX G
THESIS-PROJECT APPROVAL FORM

BARRY UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DOCTOR OF MINISTRY PROGRAM

THESIS-PROJECT APPROVAL

DATE: _____

This thesis-project prepared under my direction by

NAME OF STUDENT

entitled

TITLE OF THESIS-PROJECT

has been accepted in partial fulfillment of the requirements of and affirmed by the Director of the DMin Program for the degree of Doctor of Ministry in the Department of Theology and Philosophy.

(Mentor)

Christopher Jones, PhD (DMin Director)

The signatures below verify that faculty and student-peer readers have exercised due diligence in review of and comment upon the thesis-project.

(Faculty Reader)

(Student Peer)

APPENDIX H
SAMPLE TITLE PAGE, THESIS-PROJECT

TITLE OF THESIS-PROJECT

BY

NAME OF STUDENT

BA/BS, Name of College or University, Year Attained
MA/MDiv, Name of College or University, Year Attained

THESIS-PROJECT
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF MINISTRY
IN THE DEPARTMENT OF THEOLOGY and PHILOSOPHY
AT BARRY UNIVERSITY

MIAMI SHORES
YEAR

APPENDIX I
CANDIDACY AND QUALIFICATION TO PROCEED TO IRB

BARRY UNIVERSITY
COLLEGE OF ARTS & SCIENCES
DOCTOR OF MINISTRY PROGRAM

DETERMINATION OF CANDIDACY FOR THE DMIN DEGREE AND
QUALIFICATION TO PROCEED TO IRB PROTOCOL DEVELOPMENT

_____ has fulfilled the requirements for DMin degree candidacy. As a Candidate for the degree, the student may proceed to the development of a protocol application for Institutional Review Board approval for the conduct of a study that includes research with human subjects.

This form confirms the Candidacy of a student in the DMin Program, the approval of a thesis-project proposal, and the development of a research protocol that may require IRB approval before research with human subjects begins.

Mentor

Date

Candidate

Date

BARRY UNIVERSITY



DEPARTMENT OF THEOLOGY AND PHILOSOPHY

DOCTORAL MINISTERIAL FORMATION

STUDENT HANDBOOK

2017 - 2018

FOREWORD

This handbook has been prepared to serve as a guide for students enrolled in the Doctor of Ministry Program at Barry University as a supplement to the University Catalog. Students are advised to become familiar with the contents of these publications as they are responsible for adhering to the guidelines found in this handbook and the Graduate Catalog. Further information about Doctoral Ministerial Formation be obtained from the Director of the Program.

This handbook is subject to periodic revision.

ACCREDITATION

The Department of Theology and Philosophy is accredited with full membership in the Association of Theological Schools (ATS) in the United States and Canada.

Barry University is accredited by the Southern Association of Colleges and Schools (SACS).

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MISSION STATEMENT

Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education, where all are welcome.

In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry university experience fosters individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialog.

Core Commitments

Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

Knowledge and Truth

Barry promotes and supports the intellectual life, emphasizing life-long learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.

Inclusive Community

Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others. Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

Social Justice

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

Collaborative Service

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

1. DOCTORAL MINISTERIAL FORMATION PROGRAM

1.1 Introduction

Founded in 1940 in the tradition of Saint Dominic by the Adrian Dominican Sisters, Barry University is committed to the promotion of its mission by upholding and promoting the Catholic intellectual tradition, where integration of study, reflection and action inform the intellectual life. “Faithful to this tradition a Barry education [seeks to] foster individual and communal transformation where learning leads to knowledge and truth and reflection leads to informed action and a commitment to social justice and collaborative service... [within] a University community where all are welcome”

Barry's Doctoral Ministerial Formation program provides students with opportunities to attend to five distinct pillars of formation: Personal, Intellectual, Spiritual, Pastoral and Global as an integral dimension of their academic course work. This formation program engages the student in the search for truth and wisdom through the integration of theoretical and contextual knowledge, personal reflection, spiritual growth and increased awareness of the global implications of Christian praxis.

1.2 Purpose of Doctoral Ministerial Formation

Doctoral Ministerial Formation is designed to equip students for competent leadership in diverse communities of faith through:

- Assessment of personal formation needs with the director of formation and the establishment of a formation plan that is suitable to expressed needs.
- Assessment of ministerial competency to standards expected of degree recipients (see “Doctoral Ministerial Competencies” in Appendix A).
- Maintenance of a *Formation Log*, wherein each student will track their individual goals, formation assignments, personal achievements relative to ministerial competence, significant insights / reflections and critiques of their formation process, as well as log completion of workshops or lectures, professional conferences, retreats, assessment results or other events relevant to Unit C of the formation plan.
- Documentation of personal insights gained from the development and analysis of case studies, Theological Reflection; Supervised Ministry; Spiritual Direction as it relates to ministerial effectiveness and the development of one’s personal ministerial identity as relevant to THE 802 A and B of formation plan.
- Development of a 10-page paper integrating personal and ministerial context (thick description) with the skills and competencies developed throughout the formation process including academic knowledge and practical application of theological methods with a focus toward a ministerial praxis.

2. General Information

2.1 Registration

Students may register for THE 802 A or B after 6 hours of academic credit are completed. THE 802A and B courses are three (3) credits each that will be billed at a scholarship rate. Registration for THE 802A and THE 802B is done through the student advisor at the time of Summer Registration.

THE 802 is divided into 3 distinct components.

- THE 802 A Pastoral Care Skills, 3 credits Dr. Miranda
- THE 802 B Pastoral Care Ethics 3 credits Dr. Jones
- Supervised Ministerial Formation, is ongoing and is coordinated with the Director of Formation and each student's designated supervisor. This component must be completed prior to the Thesis Project Proposal Defense.

The Director of Ministerial Formation will serve as the lead instructor for THE 802A and Supervised Ministerial Formation and will enroll the student in Canvas. After an initial interview, **the student will start to keep their own "Formation Log" and keep track of their progress relevant to the specifics of their own formation plan.** The general course content, assignments, announcements and grades will be available to students on Canvas. Appropriate discussion groups and external links that may be of value to the students will be accessed through Canvas.

2.2 Personal / Intellectual Development

Through intentionally structured readings, movie reviews and other practical assignments students will generate a body of materials that will enhance their personal and academic development with a focus toward the integration of skills and knowledge already appropriated and yet to be acquired.

2.3 Confidentiality

An essential element of any ministerial practice either in the field or in the classroom involves issues of confidentiality. Very often disclosures of personal issues arise during Case Study work and knowing the proper protocol to follow is key to effective ministry both in one on one and group contexts. A signed Confidentiality Contract will be kept in every student's formation file as well as in the formation log.

Key issues to consider when on the disclosing end of personal information:

- Establish trust; agree on confidentiality contract or covenant;
"What is said here or in the group stays here or in the group."
- Relevancy of information shared; consider *why* and *to whom* the information you wish to share would be helpful; avoid gossip.
- Be open to clarifying questions that would help enhance understanding of the situation; avoid details of the story that generate sensationalism or high drama as these are often irrelevant to the dynamic of the situation itself.

Key issues to consider when on the receiving end of personal information:

- Assure trust; LISTEN; be open and suspend all judgment.
- Ask clarifying and relevant questions as relevant and appropriate to the conversation.
- “Be with” the person; do not try to fix, locate blame, condemn or claim that “you understand”.
- Do not use this opportunity to tell your own story.

During the course of the program students will often share and receive sensitive information during Case Study processing that concern the self or others and that require strict confidence (in class, theological reflection groups, interviews, or in the field.) Disclosures must be treated as confidential in order to assure each person due respect and care in keeping with the Barry Mission, the values and vision of the Gospel as well as to promote greater personal integrity, and Christian maturity in each person’s transformative journey. Unless required by law¹, disclosures are to be honored in trust and confidence.

¹ US law requires that the physical, sexual or psychological abuse of minors or of persons physically, mentally or otherwise challenged be reported to local law enforcement officials; Knowledge of a persons act, plan or willingness to commit an act of felony or larceny without proper notification to authorities could result in the knowing person being complicit to the act.

2.4. Confidentiality Contract

STUDENT CONDUCT & CONFIDENTIALITY CONTRACT

In keeping with ethical standards becoming of students participating in a post graduate degree program of Ministerial Formation, I, _____, pledge to work and cooperate with other students and faculty of the Theology and Philosophy Department, at Barry University as well as with members of diverse communities of faith in the local area or in my own local community.

In doing so, I hereby acknowledge the following behavior to be unbecoming of a student or a minister and therefore agree to be held accountable for any violation of said ethical standards.

- A. I understand the following to be issues related to harassment and will avoid comments or acts that might make others feel:
1. Intimidated on the basis of gender, race, religious denomination / practice or sexual orientation.
 2. Subjected to offensive gender, race, religious or sex related jokes or language.
 3. Belittled or referred to by sexist, racist or demeaning names.
 4. Intimidated physically or psychologically.
- B. I will observe the conditions of confidentiality listed below both in and outside of the classroom:
1. I understand that all information obtained in confidence concerning students, faculty or members of the community in the context of this program shall be construed as obtained in a fiduciary relationship and cannot be used against them in any slanderous or intimidating context.
 2. I understand that I am restricted from using all materials; personal information, case studies, or information on the community in publications, research or any other forum unrelated to the specific objectives of this program.
 3. I agree to abide by and hold others accountable to these conditions.

Printed Name

Date

Signature

Date

Witness

Date

3. Overview of Assignments

As previously mentioned, Ministerial Formation has 3 distinct components that will focus on different areas of formation. THE 802A involves Pastoral Care Skills; THE 802B involves Critical Skills in Pastoral Ethics (Syllabus outlining the details of A and B are included in part 5 of this handbook); and ongoing Ministerial Formation involves 6 components that strive for the integration of the person as a professional minister and as such concludes with an integrative paper.

1. One on One interviews to be scheduled by the student with the formation director every semester
2. Personal Formation Log or Journal
 - i. Thick description (1st item in Formation log)
 - ii. Entrance and Exit Assessment and case study assessments (through Survey Monkey)
 - iii. Personal assessment of competencies and formation goals
3. Field work / Supervision
 - a. Selection of ministerial competencies (2 areas you would like to strengthen)
 - b. Selection of supervisor and initial invitation of accompaniment in your ministerial field
 - i. subsequent meetings with supervisor (critique and evaluation)
 - ii. your own critical reflection of supervision
 - c. Engagement with varied texts (books, workshops, events) on expressed formation goals
4. Psycho / Spiritual Development and Pastoral Care: THE 802A
 - a. Stages of Faith Development (Fowler with Erikson)
 - b. Basics of Pastoral Care and Counseling (Clinebell; Doehring)
 - c. Development and Theological Reflection of cases with a focus toward pastoral care skills
 - d. Analysis of relational dynamics in film *Ordinary People*
 - i. Spiritual practices and temperament (Enneagram, Myers-Briggs)
 - ii. Spiritual Direction / Counseling (student responsibility)
5. Pastoral Care Ethics: THE 802B
 - a. Development and analysis of case studies with focus on ethical practice
 - b. Theological Reflection on assignments & ministerial experiences
 - c. Assessments of ministerial situations with a focus on ethics of proportionality
 - d. Development of Personal Ministerial Code of Ethics
6. Workshop participation and assessment
 - a. In house lectures or workshops: Varied Topics
 - b. Off-site workshops or relevant conferences
7. Integrative paper
 - a. This paper serves as an exercise of academic and pastoral integration of the student's engagement with the texts and will provide an opportunity for theological reflection of each student's academic and formative journey as it relates to their proposed thesis project.
 - b. Assessment of ministerial competencies—strengths and weaknesses

3.1 Interviews and Assessments

Due to the personalized nature of Doctoral Ministerial Formation, students will schedule a one on one with the formation director every semester to review the overall formation process (this may be done in person or over the phone). Sessions may help to clarify distinct areas of formation or may be an opportunity for personal reflection or evaluation.

Additionally, in house assessments will be administered to each student by the Director of Formation at the beginning, and end of the program for the sake of evaluating the department. These assessments will be submitted anonymously via Survey Monkey and will be collected by

3.2 Formation Log

Students engaged in Ministerial Formation understand formation to be a continuing effort to integrate the program of studies with their ministerial context.

The formation log is intended to provide order and keep track of the formative process as relevant to each student. The log will be divided into 5 sections with a corresponding tab to the formation competencies as found in appendix A:

1. Human: personal development and narrative
2. Intellectual: theological integration and reflection
3. Spiritual: direction, retreats and practices
4. Pastoral: ministerial context and ecclesial relevance
5. Global: considerations on the significance of theological implications on issues of a global context; recognition of the interconnected dimension of theological/ministerial praxis in cross cultural and religious contexts, specifically in areas of ethics and social justice.

3.3 Psycho / Spiritual Development

The desire to minister to others, in the varied and sordid ways in which ministry takes place, must be met with equal intensity in relation to self-care. Keeping in mind that self-care is an essential component of ministerial effectiveness, the formation program at Barry University promotes professional relationships with a spiritual director or counselor that would serve students as a companion on their faith journey (in some cases the administration reserves the right to require professional / therapeutic accompaniment of a student). The commitment that the student is willing to make to this process as well as the selection of an appropriate director or counselor will determine the outcomes of their psycho/spiritual development and consequently will have a correlational impact on their professional ministerial competence.

3.4 Theological Reflection

Various methods of Theological Reflection exist in order that persons involved in the practice of doing theological reflection may discern the varied ways through which God is disclosed and encountered in the context of human experience.

Integral to the formation program will be participation in Theological Reflection Groups which are integrated into the 802 courses during the Summer Residency and which may also take place in other courses as determined by the professor.

3.5 Workshops or Lectures

Students are expected to attend workshops or lectures that provide didactic support for their in-service ministry. These serve as opportunities for students to exchange ideas, seek solutions to challenges that arise and form supportive relationships with other persons in their field

All students must complete three workshops. Title, date, some proof of attendance must be included in the formation log along with a commentary on the insight gained from the workshop, or lecture and the implications for the student's ministry.

3.6 Integrative Paper

The Integrative paper will be submitted to the Director of Ministerial Formation prior to taking the Integrative Seminar and serve as a primary component of the student's final grade for THE 802 A. The Integrative paper for THE 802 should demonstrate how the process of ministerial formation impacted the student's overall learning experience.

Components to be addressed in the paper include but are not limited to:

- Key texts which engaged you in your professional ministerial formation process.
- Articulation of how your integration of the pillars of formation impact your area of research
- A reflection of the impact or challenges of the formation process
 - Personal
 - Intellectual
 - Spiritual
 - Ministerial
- Global / Cultural impact identification of unanticipated outcomes.
- Evaluation of overall outcomes and recommendations
- As a result of your completing the DMin degree, what contribution would you like to make theology / ministry / or the Church?

3.7 Procedural

The final grades for THE 802 A and B will be post immediately upon completion of each course. Upon completion of Ongoing Ministerial Formation, each student will receive a signed Certificate of completion, signifying that the student has completed all the requirements of Supervised Ministerial Formation. This Certificate must be included in the materials submitted for the Thesis Proposal Defense, or the student may not sit for his/her defense.

4. Formation Log Cover:

Barry University

Department of Theology & Philosophy



Doctor of Ministry

Formation Log

Name: _____

Date: _____

THE 802: Ministerial Formation
Dr. Elsie M. Miranda
Formation Director

Course Objective Check list: Supervised Ministerial Formation

PLEASE KEEP A LOG OF ALL COMPLETED WORK IN AN ORGANIZED BINDER IN CHRONOLOGICAL ORDER (as they occur) FOR FUTURE REFERENCE & ASSESSMENT

Objective Description:	Date begun	Date completed	Supervisor Initials
Initial Interview with formation director			
Interview / Conversation #2			
Interview / Conversation #3			
Interview / Conversation #4			
Interview / Conversation #5			
Signed Confidentiality Agreement (on file)			
Entrance Assessment			
Personality Inventory or other assessment (enneagram)			
Exit Assessment			
PERSONAL Completion of Formation Log			
Thick Description – Personal narrative			
Strategic Plan for addressing formation goal #1 Task; Text -- implementation and assessment			
Strategic Plan for addressing formation goal #2 Task; Text -- implementation and assessment			
Strategic Plan for addressing formation goal #3 Task; Text -- implementation and assessment			
MINISTERIAL			
Supervision focused on selected competencies #1			
Supervision focused on selected competencies #2			
Supervision focused on selected competencies #3			
Formation Workshop / Lectures			
Workshop / Lecture #1 Title:			
Workshop / Lecture #2 Title:			
Workshop / Lecture #3 Title:			

APPLIED PRACTICAL THEOLOGY			
Professor; Grade assigned:			
THE 802 A			
THE 802 B			
Spiritual Direction or Counseling			
Session #1			
Session #2			
Session #3			
Session #4			
Session #5			
Session #6			
Session #7			
Retreats: location, type of retreat and duration			
Retreat #1			
Retreat #2			
Retreat #3 optional			
Freestyle Expression: (art, poetry, music...)			
Integrative Paper			

Student Signature _____ **Date** _____

Formation Director Signature _____

Certificate of Completion Issue date: _____

**APPENDIX A:
DOCTOR OF MINISTRY PROGRAM GOALS AND ASSESSMENT RUBRIC**

The Program Goals and Objectives of the Doctor of Ministry degree program are designed to develop theological and ministerial leadership and to enhance the practice of ministry by:

- providing advanced theological study of ministry and reflection on the purposes of particular ministerial practices
- investigating theological issues and ministerial practices in the context of academic study
- examining the praxis of ministry and fostering the knowledge and skills necessary for the development of a clear conception of the church's ministry
- forming a critical understanding of a particular ministerial practice, correlating a theological theory, and proposing a new understanding of that practice for contemporary ministerial needs
- developing those skills and competencies necessary for ministerial leadership
- advancing theological understanding of ministerial praxis.

These goals were developed by faculty in consonance with Mission and Core Commitments of Barry University, with the standards of the Association for Theological Schools, the USCCB document *Co-Workers in the Vineyard*, and the Commission on Colleges of the Southern Association of Colleges and Schools.

ASSESSMENT RUBRIC FOR DMIN STUDENT OBJECTIVES		
5	3	1
Objective 1: F.2.1.1/Intellectual		
Integrates theological and cognate research into the formulation and analysis of ministerial methods, issues, and praxes; demonstrates depth of reflection on the interplay between theory and praxis in this project.	Demonstrates awareness of the implications of theological and cognate research in relation to ministerial issues/praxes; gives some evidence of reflection on the relation between theory and praxis for this project.	Exhibits minimal evidence of relating theological or cognate research to ministerial issues/ praxes; reflects little awareness of the relation between theory and praxis.
Objective 2: F.2.1.2/Ministerial		
Identifies, assesses, and applies theory and methods of research in theology as resources in ministry with accuracy, intentionality, and effectiveness.	Identifies connections between theological theory and methods and ministerial life and praxis.	Deems theological theory and method as of little or no value in his/her ministerial life and praxis.

Objective 3: F.2.1.3/Personal/Ministerial		
Demonstrates commitment to and develops skills for sound theological reflection and research leading to personal, communal, and ecclesial transformation	Exhibits a willingness to engage in theological reflection and research; recognizes the capacity of such engagement to promote personal, communal, and ecclesial transformation	Resists opportunities/invitations to theological reflection or research; demonstrates lack of movement toward personal, communal, or ecclesial transformation
Discerns and applies wisdom and insights derived from theological reflection and research in ways that enhance ministerial effectiveness	Recognizes that insights derived from theological reflection and research can enhance ministerial effectiveness	Dismisses the value of theological reflection or research for ministerial effectiveness
Affirms and espouses the integrity and legitimacy of diverse theological methods, symbols, and rituals to articulate and stimulate personal, communal, and ecclesial faith	Acknowledges that diverse theological methods, symbols, and rituals have the capacity to articulate personal, communal, and ecclesial faith	Denies the validity of theological methods, symbols, and rituals beyond one's religious tradition to articulate personal, communal, and ecclesial faith
Objective 4: F.2.1.4/Intellectual/Ministerial		
The thesis clearly describes the ministerial issue/praxis that stimulated interest in the research topic. Explicitly defines the parameters of the project and the research goals. Demonstrates keen awareness of underlying theological issues.	The thesis presents general information concerning the issue/praxis to be addressed in the paper. Sets basic pattern for the unfolding of the project. Expresses the fundamental theological issues explored in the research.	The thesis contains minimal exposition of the issue/praxis guiding the paper. Boundaries of project ill-defined. Uncertain of theological issues involved.
The thesis project explores, conducts, and integrates effective empirical research in ministry that both affirms and challenges claims made regarding the ministerial issue/praxis in question	The thesis project includes empirical research in ministry that relates to the ministerial issue/praxis in question.	The thesis project includes empirical research in ministry that is tangential or unrelated to the ministerial issue/praxis in question.
Research selection represents breadth of recent theological scholarship on topic. Research selections clearly address issue at hand. Research clearly incorporates diverse theological viewpoints/approaches. Referenced consistently formatted in Turabian style. Minimal unsubstantiated rhetoric.	Research selection shows an awareness of recent theological scholarship on the topic. Research choices are generally on point. Research includes some evidence of diverse theological views/approaches. References inconsistently and/or incorrectly formatted. Noticeable unsubstantiated rhetoric.	Research selection shows lack of engagement with recent theological scholarship. Choices minimally address topic of paper. Research gives one-sided perspective. No recognizable format for research reference. Significant unsubstantiated rhetoric.

Research applied clearly and insightfully to the ministerial issue/praxis in question. Implications of the research explored in relation to ministerial situation. Conclusions demonstrate depth of reflection on the interplay between theory and praxis in this project. Shows creative thought and expression.	Research accurately applied to the ministerial issue/praxis in question. Implications of research noted in relation to project. Conclusions give some evidence of reflection on the relation between theory and praxis for this project.	Research minimally or inaccurately applied to the issue/praxis in question. Minimal evidence of how the research relates to the issue/ praxis in question. Little evidence of reflection on relation between theory and praxis.
Objective 5: F.2.1.5/Spiritual/Pastoral		
Demonstrates reflective and attentive communication with others in a consistent manner	Maintains attention to the communication of others and generally responds in a reflective manner	Formulates his/her opinion or argument rather than hearing or responding to that of others
Exhibits a moral conscience and social responsibility based on the teachings of the Gospel and tradition	Brings moral and Gospel considerations to bear on most issues and practices	Lacks moral sensibilities that cohere with scripture or tradition
Sets appropriate boundaries for ministerial and personal interactions and demonstrates respect for those of others	Exhibits some interactions which transgress one's own personal or ministerial boundaries of or those of another	Exhibits considerable confusion about personal and ministerial boundaries and fails to recognize or respect those of others
Listens reflectively, suspends judgment, and speaks intentionally with respect for the equality and dignity of all persons	Exhibits some tendency to judge or misconstrue the contributions of others; displays an inclination to value particular perspectives over others	Responds inappropriately and/or judgmentally to the insights of others; display clear biases against particular perspectives
Objective 6: F.2.1.6/Global		
Demonstrates capacity for sound theological engagement with diverse cultural and religious traditions through the effective and insightful application of critical and constructive theological and ministerial knowledge in discussion, research, and reflection.	Engages diverse cultural and religious traditions with theological interest; satisfactorily applies insights to theological and ministerial issues.	Exhibits reluctance to engage diverse cultural and religious traditions; fails to discern connection between such diversity and theological or ministerial issues.

Appendix B: Recommended Reading and Resource List:

Practical Theology

Browning, Don. *A Fundamental Practical Theology, Descriptive and Strategic Proposals*. Minneapolis: Fortress Press, 1991.

Farley, Edward. *Practicing Gospel: Unconventional Thoughts on the Church's Ministry*. London: Westminster John Knox Press, 2006.

Groome, Thomas. *Sharing Faith: A Comprehensive Approach to Religious Education & Pastoral Ministry*. San Francisco: Harper Collins, 1991.

Heitink, Gerben. *Practical Theology*, translated by Reinder Bruinsma. Grand Rapids, MI: William B. Eerdmans Publishing Co., 1993.

Mudge, Lewis and James Poling, eds. *Formation and Reflection: The Promise of Practical Theology*, Minneapolis, MN: Fortress Press, 2009.

Poling, James N. and Donald E. Miller. *Foundations for a Practical Theology of Ministry*. Nashville: Abingdon Press. 1985.

Pope, Stephan P. (ed.) *Common Calling: The Laity and Governance of the Catholic Church*. Washington D.C: Georgetown University Press, 2006.

Woodward, James and Stephen Pattison. *The Blackwell Reader in Pastoral and Practical Theology*. Malden, MA: Blackwell Publishing, 2000.

Ministry, Pastoral Care and Leadership

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Appendix C: Formation Log Forms

The following Forms are designed to help each student keep track of their individual formation journey. For the sake of assessment, it is best if the entries be kept in some kind of order: categorical or chronological with tabs that identifies what type of assignment or activity is being charted. For example, depending on your own personal style you may want to tab the different types of exercises and events and maintain the chronology within that designated space; or you may want to keep a chronology of the diverse exercises / events as they occur and designate a marker to distinguish them individually. Whichever method you choose to establish order in your log is up to you as long as a progression can be assessed by you and your formation director.

These forms are designed to be helpful in both identifying your insights, critiques and reflections and to serve as markers that allow you to identify what specific tasks you need to be engaged by throughout the formation process. Due to the “customized” design of this formation program, it is important that this process be relevant and meaningful to you. Therefore, if there is some relevant evaluation of the process that you feel needs to be addressed given your particular life circumstance (*i.e.* military deployment) please inform your formation director so that alternative strategies may be implemented.

Form 2: Autobiographical Thick Description

(This text should be a minimum of 4 pages (double spaced) and may be revised throughout)

What is a “thick description”? The narration of experience can be described in two ways. As a “thin description”, that is a general, superficial description that identifies common experiences and are often used to describe many people in diverse settings (i.e. gender, physical descriptors, job, family life, hobbies); and as “thick description”, including more specific descriptors that identify the formative experiences of our particular life and consider issues of context, identity, family relations, spirituality and pivotal life that have defined or formed the individual.

The exercise of writing a thick description will ask you to consider what lived experiences to include and exclude and for what reasons. In this process you are being asked how have the life events which you choose to include in your “thick description” reveal to you who you are, where you meet / encounter God, what God asks / desires of you, how you have been wounded by sin and formed and transformed by love, reconciliation and grace and what this all means to your understanding of self.

This exercise will ultimately ask you to consider what your ministerial identity is and what resources you have or will need to depend on to be faithful to your vocation. Remember, that theology has often used narrative stories as an effective means for communicating both practical and metaphysical ideas and truths that lie beyond our capacity to adequately name.

Your own personal “thick description” will engage competency 1A and is the first step in developing a narrative that integrates your own reality within the larger context of the Christian tradition. Please write this narrative as a prayerful, honest and intellectual exercise.

Form 3: Book or Journal Review

(this form may be duplicated)

1. Name of text, author and date of publication:

2. What are the key insights made by this text that affirm or challenge your personal and theological perspective?

4. How do your cultural / religious traditions support or challenge the claims being made?

5. How would the Gospel mandates of justice and mercy support or challenge the claims being made?

6. Write and attach a brief synopsis of the text and outline the key points that you believe are relevant to your formation. Please include the competencies that the integration of this text will promote in your ministerial life.

Form 4: Theological Reflection

Theological Reflections allows for the integration of an articulated human experience with theological theory via an intentional and systematic approach of active and reflective listening, analysis, reflection and assessment.

"A case study is a written report, that presents an event involving a dilemma or problem for consideration. It is a recounting of an actual human situation. ... It is one person's recollection of what happened told as accurately and honestly as possible, but which cannot therefore be taken as 'the truth of the matter.' Other persons involved may give different accounts. But it is that one person's recollection, and as such it may be a source of learning, especially for the person involved. ... Case studies can relay an extra-ordinary event, but usually they relay fairly typical situation in ministry that involves some responsibility on the part of the student. ... Case studies are written in the first person." (Coll, *Supervision of Ministry Students*, 78-79)

Write a Case Study wherein you narrate a particular ministerial situation that requires reflection and theological consideration. When writing your case choose a specific event in which you were involved as student minister or chaplain. The event/experience should be one that you have continued to ponder and have specific aspects about which you wish to engage your peers. The case study will normally be one page (single spaced), and in any event never any longer than two pages. The discipline involved in deciding what information should be included in the presentation is part of the learning process (writing boundaries; economy of words); this process will allow you to surface the critical issues (layers of meaning) buried in the event. Case studies will have the following sections.

Case Studies are confidential information and are to be shared only with those in your case study group.

Background

Who are the people? What are their relationships to each other, to you? What is the context? What is your role? If you bring any particular skills or concerns to this event, specify them.

Description of the Event

Determine when the "event" began and when it ended. Describe what happened as objectively as possible, using little or no emotive or evaluative language. You may include lines of dialogue between you and the other(s), but not as a verbatim.

Analysis of Your Behavior

What did you do? What did you hope to accomplish in this event? What did you in fail to accomplish? What would you have done differently? (NOT a success story)

Issues for Group Consideration

What specific questions or concerns do you want your group to address? Theological? Interpersonal? "What should I have done?" "What should I do now?"

Checking back in with yourself (AFTER the case has been presented and discussed)

How do you feel about the process, what insights have been garnered?

Theological Reflection Procedure

- Group gathers and sits in a circle—reminder of confidentiality
 - Presenter has copies of his / her case for each person in the group
 - Time keeper is designated
 - Case Studies are read (some groups have read the case studies before they gather which is helpful in expediting the T.R. process but this is not always possible) Sit with the text for a few moments and see what emerges for you.
1. Ask clarifying questions to the presenter; who, what, when, where, how.
5 minutes (time keeper notifies at 4 minutes and when time is up)
 - a. Relational dynamic of characters in case
 - b. Time frame issues within case
 - c. Possible pathologies or power struggles
 - d. What are the obvious and underlying issues being raised?
 - e. What is at stake?
 - f. Be mindful of time and word efficiency as a group!
 2. Group discussion of event and issues for consideration
10 minutes: The presenter of case is silent.
 - a. conversation is directed at the group— **do not** look to the presenter for affirmation or clarification
 - b. discussion focused on your perceptions and reflections of issues
 - c. theological implications: What connections can you make between this critical incident and your study of systematic theology...?
 - d. remember that there is no need for agreement, consensus or “fixing”
 - e. stay focused on the information you have in the case and the information gathered during the 5 minutes of questioning – these are your boundaries—that is all the information you have!
 - f. DO NOT bring up your own experience: “when ... happened to me”
 3. Bringing the tradition / Scripture to bear on the case
5 to 8 minutes: The presenter is silent
 - a. What can we learn from Scripture about this event?
 - b. What do you learn about God? What image(s) of God come to your mind?
 - c. What might the tradition bring to this case?
 4. “Checking back in”:
3 minutes: Presenter responds group is silent
 - a. How do you **feel** about the group’s reflections / the T.R. process?
 - b. NOT a time for further clarification of case→ Now it’s about the process!
 - c. What do you learn about yourself in the context of ministry?
 - d. What are the key issues raised for you as a person /minister?



Supervisor Form

**Barry University
Theology & Philosophy Department
Supervised Ministerial Formation**

Student Name _____ Semester / Year _____

Supervisor Name _____ Position _____

Organization _____ Contact # _____

All supervisory information and observation for the sake of this assessment is for the purposes of formation and training, therefore the value of this instrument rests on the integrity and professionalism of the supervisor. Keep in mind that the student will best be served by honest critique and evaluation. Your willingness to participate is greatly appreciated.

Verification of supervisory visits and hours: (to be completed by Supervisor)

Number of visits with student _____ Total amount of time in supervision _____

Please circle the response that most accurately describes the student, relevant to each area below.

Major Concern =1 [Area of improvement] 2 3 4 5 = Major Strength [Exceptional]

1. The student exhibits motivation, accountability and responsibility.
comments: _____ 1 2 3 4 5

2. The student displays a desire and curiosity for learning.
comments: _____ 1 2 3 4 5

3. The student exhibits professionalism and care by being pastoral and maintaining appropriate boundaries with both authority figures and subordinates.
comments: _____ 1 2 3 4 5

4. **The student exhibits professionalism and self-care through personal hygiene and appropriate attire.**
 comments: 1 2 3 4 5
5. **The students exhibits a capacity to work effectively with diverse groups of people without showing favoritism or prejudice.** comments: 1 2 3 4 5
6. **The student exhibits a willingness to both give and receive coherent and valuable critiques.**
 comments: 1 2 3 4 5
7. **The student is capable of assessing ministerial issues relevant to his or her professional function.**
 comments: 1 2 3 4 5
8. **The student exhibits a capacity for collegiality, collaboration and effective communication** (*also mindful of language issues*).
 comments: 1 2 3 4 5
9. **The student's personal profession faith allows for diverse expression of faith in the lives of others with whom they are professionally engaged.**
 comments: 1 2 3 4 5
10. **The student exhibits a capacity for empathic listening and authentic compassionate care.**
 comments: 1 2 3 4 5

<p>POINT SCALE:</p> <p>50 – 41 points is EXCEPTIONAL</p> <p>40 – 31 points is SATISFACTORY</p> <p>30 - 21 points is MARGINAL (<i>but passing</i>)</p> <p>20 – 10 points is UNSATISFACTORY</p>	<p>Total Points: _____</p>
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THIS FROM MAY BE DUPLICATED AND USED FOR VARIOUS OBSERVATIONS

FINAL SUPERVISOR COMMENTS:

As a supervisor, what observable strengths does this student possess that you would consider to be an asset in a potential hiring process?

As a supervisor, what observable weakness does this student possess that you would recommend be attended to prior to graduation?

My evaluation of this student is based upon *(check all that apply)*

Direct firsthand knowledge General impressions or intuition
 Second hand knowledge from: superiors co-workers clients other

I, _____ acknowledge that the student and I have discussed this assessment and I hereby acknowledge its validity to the best of my knowledge.

Supervisors signature _____ Date _____

Thank you very much for your time and professional accompaniment.

**Please return to: Dr. Elsie Miranda
11300 NE 2nd Ave
Miami Shores, Fl 33161**

Contact information: emiranda@barry.edu; (305) 899-3984 Fax (305) 899-3385

Form 6: Workshop Evaluation and Personal Assessment

Name of Workshop

Location _____ Date(s) _____

Sponsoring Institution

Components to consider: write 2 paragraphs for each:

- a) **Personal:** What effect does this event / workshop have on your personal identity? What have you learned about yourself as a result of this event /workshop? To what extent has your personality and the personality(ies) of those involved in the workshop affected the event?
- b) **Intellectual / Theological:** What are the theological issues or implications that this workshop attempts to present? What texts are being used to make the specific claims the workshop is presenting? How the claims are made substantiated or challenged by your lived experience?
- c) **Spiritual:** How has your faith tradition informed you of the salient issues in this situation? How has your spiritual development or life been affected by this workshop?
- d) **Pastoral / Ministerial:** How does this workshop effect your vocation or ministerial identity? What skills or competencies do you feel you are most adept at and which do you need to further develop? (see appendix A)
- e) **Global:** What are the global implications of this event or workshop? How does it engage you with a world outside of your immediate context? How might the ecological or relational effects of the work presented here impact your ministerial identity or context?
- f) **Preaching (if applicable):** If you were to preach on the wisdom garnered from this workshop, what scriptural connections would you draw upon to generate a preachable moment?

Form 7: Psycho Spiritual Development

Given the diversity of needs and interests in the area of psycho-spiritual development, this area of formation will be highly adaptable to the student's expressed needs and interests, however, the following 4 sources will be considered fundamental to the formation process.

1. Application of Practical Theological Methods

Integrative assignment relevant to student's ministerial context – to be determined in conversation with formation director and with professors of THE 802 A and B

2. Integration of Theology and Psychology

Faithfull Change—James Fowler; *Foundations of Pastoral Care and Counseling*, Clinebell

Integrative assignment – to be determined in conversation with formation director

3. Application of *Communication Skills* in case study analysis—802 A and B

Integrative assignment – to be determined in conversation with professors

4. Understanding *Ethics in Pastoral Ministry* – Richard Gula; *Ethics and Spiritual Care*—
Karen Lebacqz & Joseph Driscoll

Integrative assignment relevant to student's ministerial context – to be determined in conversation with professors and formation director

Form 8: Freestyle -- *Poetic and prophet expressions of a discerning disciple.*

In the context of a postmodern world—we encounter pluralistic realities where diversity allows for beauty, meaning and God to be located and given expression outside of what has traditionally been understood as “normative.” With this in mind, the student of theology is encouraged to locate, retrieve, relate to and give expression to these realities in ways that perhaps are uniquely relevant for the discerning disciple. For example, in Turkey, the whirling dervishes find ecstatic union with God through Dance—for others, the profound wisdom and grace of God is encountered in the garden, in music, in painting in meditation or in poetry. As an integral part of the formation process, you are being invited to encounter the divine in the unexpected places and to find a way to capture that experience for your own reflection. Logging this may include works that do not fit the form of a “journal entry” therefore varied forms of tracking this expression can be determined as needed.

Appendix E: Ministerial Formation Entrance and Exit Assessment

A portion of these Assessments are now available on Survey Monkey—
You will need to set aside approx. 30 minutes to complete the survey.

*Questions derived from *ATS Entering Student Questionnaire*—Form B
Department of Theology and Philosophy
Entrance and Exit Assessments with case studies: revised Jan. 2012
Handbook Revised and updated September 2016
By Dr. Elsie M. Miranda and Dr. Gloria Schaab, SSJ