

# Asia-Pacific Nazarene Theological Seminary

## DOCTOR OF MINISTRY IN TRANSFORMATIONAL MINISTRY

### I. PURPOSE AND RATIONALE

The mission of APNTS is to prepare men and women for Christ-like leadership and excellence in ministries. At a high degree, the Doctor of Ministry fulfills this mission. The D. Min. program is an advanced, professional theological degree intended for practitioners of ministry who desire to be more effective in their calling and context of ministry. Its aim is to integrate theory and practice. The focus is in an Asia-Pacific context. Readings, discussions with mentors and peers, and, finally, a major project related to the student's ministry, readies faithful pastors and other church leaders for the challenges of the twenty-first century church. The Doctor of Ministry draws upon the resources of APNTS—especially its faculty. As a program of APNTS, the Doctor of Ministry is committed to revitalizing Wesleyan perspectives. With these perspectives come the resources of the whole church. The D. Min. degree seeks no less than to be a catalyst for transformation within the Church and throughout the world primarily through its practicing ecclesial church ministers and leaders.

Doctor of Ministry students reflect upon the practices of ministry from biblical, historical and theological perspectives. Out of the deep resources of Wesleyan-grounded paradigms they reflect upon the work of the Church and its mission in the world. They will see ways in which their ministry flows from their understandings of the *Missio Dei* and develop ways in which their ecclesial leadership may more adequately and authentically flow from a Wesleyan ecclesiology. The goal is for the student's ministry to be enhanced and enriched by study, discussion, mentorship and research. The student should grow in knowledge and spirit, and such growth should be evident in ministry practice.

The primary purpose of the Doctor of Ministry is to provide continuing education for practicing ministers. The D. Min. degree is not intended to prepare graduates for academia or academic positions. The APNTS Doctor of Ministry degree in Transformational Ministry is recognized by the Commission on Higher Education of the Philippines. The Doctor of Ministry Program aligns itself with the Strategic Objectives, Institutional Objectives, and Institutional Values of APNTS (Appendix F).

### II. ADMISSION REQUIREMENTS

All Doctor of Ministry students begin with the formal APNTS application process. Admission to a graduate program at APNTS is based upon:

- A. Graduation with a Master of Divinity degree from a government-recognized or accredited seminary or divinity school. The Master of Divinity represents a core of biblical, theological, historical, and practical subjects that has required three years of full-time graduate-level study.
- B. The applicant must be *currently* involved in ministry and must be able to demonstrate to the satisfaction of the admissions approval team their having been in full-time ministry for at least five years (or the equivalent). Typically, the applicants would be ordained ministers who have served for at least five consecutive years in their ministry.
- C. A graduate seminary or divinity school academic average grade of at least B.
- D. Completion of the application process. The prospective student must submit the following:

1. An application form carefully filled out by the applicant. The form can be obtained online: <http://www.apnts.edu.ph/prospective-students/application>.
2. Four letters of recommendation. The Registrar will correspond directly with individuals indicated by the student on the application form, and these will include the applicant's District Superintendent or Ministry Supervisor.
3. The applicant will also submit a letter from the church or ministry in which he or she is serving indicating the ministry's knowledge of and prayerful support for the applicant in this program.
4. Official and original transcripts of record sent by the schools from which the student has graduated and showing all college, graduate, and professional courses the applicant has taken, sent directly to the APNTS Registrar. The transcript should have the institution's seal.
5. One small-size recent photograph.
6. An application fee of US \$65 for Developing Countries and \$100 for Developed Countries.
7. Two short papers:
  - a. Personal and professional identity paper that identifies the student's spiritual and professional journey, and philosophy of ministry (1000–1200 words).
  - b. Goals for continuing education through the Doctor of Ministry (300-500 words) and a possible focus for the Ministry Research Project (300–500 words).
8. Students whose native language is not English must document an English Equivalency score, received within the last 8 years, at or above 500 to attend classes, and 540 to begin their Ministry Research Project. APNTS offers the exam.

### III. CURRICULUM

The focus of the Doctor of Ministry will be “Transformational Ministry.” The Foundational Core subjects are offered in two-week blocks twice a year. Students will have read considerable materials before the classes and will undertake assigned projects after the classes.

#### ***Foundational Core*** (24)

DM 901–2 Leading Missional Communities of Discipleship and Practice (6)

DM 911–2 The Bible in Ministry Context, Preaching and Practice (6)

DM 921–2 History and Theology of Transformational Ministry (6)

DM 931–2 Spiritual Practice for Transformational Ministry (6)

#### ***Electives*** (6)

Electives (preference being for APNTS Ph.D. subjects) (6)

#### ***Research*** (9)

RE 935 Research in Ministry (3)

RE 936 Ministry Research Project (3)

RE 937 Ministry Research Project (3)

### IV. PROGRAM CHARGES

The charges for the program vary according to whether the student is from an underdeveloped or a developed country. The basic rates in the Philippines are determined in comparison with the current AGST rates for doctoral programs. As the program is offered to students from other countries, appropriate

rates apply. The tuition charges and all fees for the D. Min. program are included in the schedule below. These rates are subject to change but will remain comparable to the current AGST rates at all times.

**APNTS DMIN FINANCIAL INFORMATION**

**A. For students from Developing Countries:**

**Tuition fee:** \$65/credit hour

**Other fees:**

Application Fee (non-refundable, for first registration): \$65 (or peso equivalent)

English Test Fee (for those who might want to take this test at APNTS): \$55

Registration Fees per semester: \$210

Ministry Research Project Fee: (\$65 x 9 units)

Graduation Fee: \$45

**GUIDELINES:**

1. Total Invoice price must be paid upon Registration. Actual charges will be billed in Philippine Peso, using the prevailing exchange rate.
2. Installment Payment may be allowed for special cases only, and with the following conditions:
  - a. 100% of the General Registration Fees must be paid upon enrollment.
  - b. 100% of tuition fees must be paid before the last day of classes (per subject) unless there is a Promissory Note arrangement in place.
  - c. Promissory Note (with specific payment plan) must be approved by the D. Min. Director and noted by the Dean of Business Administration.
3. For students staying for 31 days or less on campus during their seminar courses, dormitory fees must be paid in cash upon arrival.
4. There will be a discount for paying the whole program in full (please inquire if interested).

**B. For students from Developed Countries:**

**Tuition fee:** \$100/credit hour

**Other fees:**

Application Fee (non-refundable, for first registration): \$100 (or peso equivalent)

English Test Fee (for those who might want to take this test at APNTS): \$85

Registration Fees per semester: \$325

Ministry Research Project Fee: (\$100 x 9 units)

Graduation Fee: \$70

### **GUIDELINES:**

1. Total Invoice price must be paid upon Registration. Actual charges will be billed in Philippine Peso, using the prevailing exchange rate.
2. Installment Payment may be allowed for special cases only, and with the following conditions:
  - a. 100% of the General Registration Fees must be paid upon enrollment.
  - b. 100% of tuition fees must be paid before the last day of classes (per subject) unless there is a promissory note in place.
  - c. Promissory Note (with specific payment plan) must be approved by the D. Min. Director and noted by the Dean of Business Administration.
3. For students staying for 31 days or less on campus during their seminar courses, dormitory fees must be paid in cash upon arrival.
4. There will be a discount for paying the whole program in full (please inquire if interested).

## **V. COURSE DESCRIPTIONS**

### **A. Foundational Core (24 units)**

#### **DM 901–902 Leading Missional Communities of Discipleship and Practice**

Discusses character and best practices of missional communities in the global church. Case studies of missional practices in global churches, particularly dealing with discipleship, will be examined. Methods, approaches, principles, and practices relevant in leading the church or ministry as a community to missional undertakings in the 21st century will be underscored. Students will be challenged to create innovative missional methods that can work in their own congregations.

#### **DM 911–912 The Bible in Ministry Context, Preaching, and Practice**

Scrutinizes the Biblical foundations of the various ministries of the global church. Explores the relevance of Biblical truths for ministry. Students will evaluate contextual practices in the light of Biblical precepts, models, and principles. The course emphasizes maintaining the balance between tradition, reason, and experience as lenses through which ministers interpret and apply the Bible in their ministry contexts.

#### **DM 921–922 History and Theology of Transformational Ministry**

Examines methods, approaches, and examples of successful transformational ministry throughout the history of the Christian church, particularly in Asia and the Pacific. Explores the historical circumstances and challenges giving rise to innovative ministries, while also providing their theological rationale and foundations. Strengths and weaknesses of old and existing methods and practices of transformational ministries will be discussed throughout the class.

#### **DM 931–932 Spiritual Practice for Transformational Ministry**

Explores Word-centered practices of the Christian spiritual life as they relate both to the ministry leader and to the context of his or her life and ministries. Spiritual formation in an Asia-Pacific setting, particularly dealing with those that lead to and promote transformation, will be highlighted. Provides biblical-theological foundations for understanding classic and contemporary guidance and transformation practices applicable to both personal and communal settings. Special emphasis will be given on Wesleyan spirituality and commitment.

## **B. Electives (6 units)**

*Students can choose two (2) from the following:*

### **DM 941 Approaches to Holistic Ministry**

Provides understanding about the physical, mental, social, economic, emotional and spiritual needs of congregations, families and individuals under the care of a minister. Gives tools to determine and promote wholeness and health in ministry settings. Deals with issues of support, safety and security for children, youth, women, elderly, deprived, marginalized, at risk or vulnerable persons. Views the *Missio Dei* work of God as that of reconciliation and love.

### **DM 942 Christian Communities of Practice**

Examines the meaning of community and how it fits with the concept of the body of Christ. Discusses belonging, identity, meaning, and practice. Using social science research, students learn how to develop a sense of community, models of intergenerational ministries within the church community, the church's potential to bring healing grace to broken people, the interaction of the Christian community within the large community beyond the church doors, and how new members are incorporated into the community.

### **ID 903 Culture, Context, and Worldview**

Examines cultural formation and the values, patterns of thinking, feeling, and responding that form in diverse cultural contexts with the goal of better understanding one's own culture and the cultures of others. Learners will reflect on the cultural context that has formed them and the context in which they serve; identify the worldview in each context and examine them through the lens of a biblical worldview. Learners will grow in their ability to appropriately contextualize teaching, leading and disciple making within their ministry context.

### **HCD 914 Transformational Leadership for Children and Youth Development**

Explores the factors that lead to empowerment of administrators, leaders, and caregivers of children and youth in various organizations and ministries. Also provides guidance on worldview issues that influence understanding of holistic child and youth development, the challenges of marginalization, disempowerment, abuse, injustice, and other issues that leaders of children and youth ministries face.

### **TL 914 Leading for Transformation in Diverse Contexts**

Learners will reflect on their leadership experiences and the issues they have faced as leaders. They will explore biblical, theoretical, and cultural perspectives on leadership, and key leadership practices that increase the likelihood of team success in diverse contexts. Best practices in professional development will also be examined.

### **TD 915 Psychology of Attitude Formation and Change**

This seminar researches human attitudes, their process of formation, the consequences of various attitudinal positions both pathological and healthy, and the influences that create positive attitudinal change. Attention will be given to Christian formation of personal attitudes, as well as collective transformational attitudes towards oneself, one's religious entity, and the community at large.

### **TL 951 Administration, Program Planning, and Managing Change**

This course will examine the importance of administrative leadership in educational institutions and faith-based organizations. Students will study models of strategic planning, program development and implementation, including facilitating change and managing transitions during the change. They will identify models that demonstrate biblical principles and are appropriate in their cultural context.

**TD 954 Negotiating Partnerships for Transformation**

This seminar will examine the wide variety of potential partnerships, their commonalities, their incompatibilities, and their processes that lead either to creative effectiveness or failure. Dangers and possibilities will be examined not just theoretically but in a variety of contextual case studies.

**TD 955 Conflict Management and Restorative Justice**

Conflict occurs in all types of contexts—personal, institutional and cultural, which can either lead to hostility and violence or to creative resolution. It is only through conflictual situations that advance and growth can occur. Conflict has to be either “issue-based conflict” or “identity-based conflict,” the latter being much more difficult to resolve. Restorative Justice is one aspect of conflict resolution especially worked out in some justice systems where the goal is not simply punitive, but the restoring of the offending person successfully in society. It follows that “penitentiary” involves penitence as both spiritual and social restoration that redeems both the penitent and the offended.

**TD 957 Holistic Witness in the Wesleyan Mode**

The Wesleyan Revival of the 18<sup>th</sup> and 19<sup>th</sup> century was primarily an urban religious renewal upon theological and evangelistic premises that transformed the quality of life in Britain, bringing to it a social conscience married to holy living that has much to teach us today. This Movement and similar parallel movements will be studied for their relevance to current similar situations in the urban contexts especially in Asian cities. Critique and application of learned principles will be part of this seminar.

**TD 958 Theology of Compassion**

“Compassionate Ministry,” otherwise known as “holistic discipleship,” “caring ministry” or “compassion-evangelism” is a growing field of service to people caught in crisis, or facing specialized needs as described by Jesus in Matthew 25. Beyond this, it encompasses those areas of practical service that, within the conventional ministries of a local church, are often neglected or ignored. Compassionate Ministry will be seen as a starting point to the further ministries of advocacy, community development and community organization.

**C. Research (9 units)****RE 935 Research in Ministry**

Examines the nature and conduct of research in ministry. Explores various research methods oriented towards intercultural mission and congregational settings: listening, participant observation, ethnographic interviewing, recording data including how to write field notes, data coding, etc. Research methods for Christian ministry are best learned in the practice of ministry. This course is designed as a type of apprenticeship where students learn through readings, interaction with other students and with the course instructors as they develop their tools and projects.

The result of the course is an approved Prospectus. RE935 should be taken any time before the student’s third Core Class. The Prospectus will lead to the student’s Proposal which will be defended any time before the start of the fourth Core Class.

**RE 936–937 Ministry Research Project**

Students utilize research skills, within a supervised ministerial context, developing an idea for a ministry project. The course includes problem-based research over an actual ministry issue in a ministry setting. Course includes supervisor permission and oversight, action research, and forms of presentations and writing for ministers and laity.

The result of the course is the Final MRP Document and a Presentation which will be made in a Symposium setting.

## VI. LABORATORY/PRACTICUM

Students enrolled in the program are required to be involved in a full-time ministry. This means that their ministry setting will become their laboratory or practicum. This is important as students engage in reflection and critical analysis of their own ministries. The majority of the requirements in the classes are related to their roles and ministries. The intended focus is in an Asia-Pacific context. Exceptions should be pre-approved by the D. Min. Program Director in consultation with the Academic Dean. The student's Mentor will be assigned at the beginning of the student's program of study. The Assigned Mentor will guide the student through the Post-Seminar Projects in their ministry context for the four Core Courses and help the student in finding direction for their overall Ministry Research Project. A Core Faculty Member will be assigned to also work with the student on their Ministry Research Project (MRP) once the topic is determined.

## VII. FACULTY

Name	Educational Qualifications	Field of Specialization	Subject Assignment
Armstrong, Clark	Ed.D., University of Kansas, 2010; M.R.E., Nazarene Theological Seminary, 1981; B.A., Olivet Nazarene University, 1976	Christian Education; Pastoral Ministry; Leadership	Leading Missional Communities; Christian Communities of Practice; The Bible in Ministry Context, Preaching, and Practice; Research in Ministry
Behr, Daniel	Ph.D., Ohio State University, 1999; M.A., University of Dayton, 1986; B.A., Olivet Nazarene University, 1980	Communications	The Bible in Ministry Context, Preaching, and Practice
Crocker, Gustavo	Ph.D., Regent University, 2001; Certificate of Advanced Graduate Studies in Business, Regent University, 1998; M.C.P., International Development, University of Cincinnati, 1992; B.Arch., Mariano Galvez University, Guatemala, 1988	Leadership	Administration, Program Planning, and Managing Change; Negotiating Partnerships for Transformation; Transformational Leadership for Children and Youth Development; Leading for Transformation in Diverse Contexts
Cunningham, Floyd	M.A., and Ph.D., Johns Hopkins U., 1981 and 1984;	History of Christianity; Religion	History and Theology of Transformational Ministry; Spiritual

	Research Fellow, Yale Divinity School, 1988; M.Div., Nazarene Theological Seminary, 1979; A.B., Eastern Nazarene College, 1976		Practice for Transformational Ministry; Holistic Witness in the Wesleyan Mode
Davis, Phillip	M.A.S.T.R. and Ph.D., Katholieke Universiteit Leuven, 2009 and 2014; M.A., Fuller Theological Seminary, 1986; B.A., Azusa Pacific University, 1983	Philosophy; Theology	Spiritual Practice for Transformational Ministry; Philosophy and Theology of Transformation
Eugenio, Dick O.	Ph.D., University of Manchester, 2011; M.Div. and M.S.T., Asia-Pacific Nazarene Theological Seminary, 2006 and 2008; A.B.Th., Luzon Nazarene Bible College, 2003	Theology; Doctrines	History and Theology of Transformational Ministry; Philosophy and Theology of Transformation
Ganibe, Joshue	D.S.T. (now Th.D.), Asia Baptist Graduate School, 1989; Th.M Asia Theological Seminary, 1984; M.Div. Theological Studies, Asian Theological Seminary, 1979; B.Th., Wesleyan Bible College, 1968	Wesleyan Studies, Theology	History and Theology of Transformational Ministry; Holistic Witness in the Wesleyan Mode
Hatcher, Rovina	Ed.D., University of Kentucky, 2012; M.A. Cand., Trinity Divinity School, 1991; M.A., University of Missouri—Kansas City, 1984; B.A, Olivet Nazarene University, 1977	Christian Education; Pastoral Ministries	Effective Teaching Methods; Doing Hermeneutics with Children
John, Narendra	Ph.D., Michigan State University, 1978; MAR, Asbury Theological Seminary, 1974; B.D. (Master of Divinity), Union Biblical Seminary, Yavatmal, Maharashtra, 1972; B.Com., Badruka College of Commerce, Hyderabad (Osmania University)	Theology, Christian Education, Missions, Governance, Communications	Culture, Context and Worldview; Leading Missional Communities
Land, Darin	Ph.D., Fuller Theological Seminary, 2007; M.C.S., Regent College, 2000; B.S., and B.A., Seattle Pacific U., 1990 and 1991	New Testament; Biblical Languages; Leadership; Missions	The Bible in Ministry Context, Preaching, and Practice; Effective Teaching Methods; Doing Hermeneutics with Children



Modine, Mitch	M.Phil. and Ph.D., Drew University, 2003 and 2006; M.Div., Nazarene Theological Seminary, 1999; B.A., Trevecca Nazarene University, 1996	OT Studies; Theology; Languages	The Bible in Ministry Context, Preaching, and Practice
Oh, Won Keun	M.A. and Ph.D., University of Manchester, 2002 and 2007; M.Div., Asia-Pacific Nazarene Theological Seminary, 1999; B.Sc., In-Ha University, 1991	OT Studies; Languages; Theology	The Bible in Ministry Context, Preaching, and Practice
Oldham, Peggy	Ed.D., Spalding University, 2008; M.S., Tennessee State University, 1997; B.S., Trevecca Nazarene University, 1979	Education, Leadership	Leading Missional Communities; Conflict Management and Restorative Justice; Psychology of Attitude Formation and Change; Research in Ministry
Petallar, Nativity	Th.D., Asia Baptist Graduate Theological Seminary, 2002; M.A.C.C., Asia-Pacific Nazarene Theological Seminary, 1999; B.R.E., Light and Life Bible College, 1994	Christian Education; Holistic Child Development	Transformational Leadership for Children and Youth Development; Approaches to Holistic Ministry with Children
Pring, Marie Joy	Ph.D. in Transformational Development studies, Asia-Pacific Nazarene Theological Seminary; MST, Asia-Pacific Nazarene Theological Seminary, 2015; M.Div. Asian Seminary of Christian Ministries, 2012; B.A. Broadcast Communication, Polytechnic University of the Philippines, 2008	Research, Pastoral Ministries, Theology, Communications	Research in Ministry
Ruger, Eileen	Ph.D. in Applied Intercultural Studies, Assemblies of God Theological Seminary, 2020; M.R.E. with Certif. in Intercultural Studies, Nazarene Theological Seminary, 1990; B.S. in Christian Education, Bethany Nazarene College (Now Southern Nazarene University), 1988	Missions, Pastoral Ministries, Christian Education	Culture, Context and Worldview; Leading Missional Communities

Shmidt, Lynn	M.A. and D.Miss., Asbury Theological Seminary, 1991 and 2002; B.A., Olivet Nazarene University, 1973	Missions	Leading Missional Communities; Christian Communities of Practice
Tink, Fletcher	Ph.D., Fuller Theological Seminary, School of Intercultural Studies, 1994; M.A., Missiology, Fuller Theological Seminary, School of Intercultural Studies, 1984; Master of Liberal Arts, Harvard University, 1983; M.Th. Luther Northwestern Theological Seminary, 1977; M.Div. Nazarene Theological Seminary, 1973; B.A., Eastern Nazarene College, 1967	Missions; Leadership; Theology of Work	Theology of Compassion; Culture, Context, and Worldview; Conflict Management and Restorative Justice; The City in Theological Perspective; Impacting Urban Systems

## VIII. POLICIES AND PROCEDURES

### A. Program Duration

Upon acceptance into the program, a student signs a Student Covenant shown below. The Student Covenant indicates which seminar course will be their first one. The program acceptance is valid for the two D. Min. seminar courses immediately subsequent to acceptance. For the first half of the program, the student will develop a Ministry Research Project (MRP) Topic in a Prospectus format that will lead to an MRP Proposal that will be defended with their APNTS committee of four persons as appointed by the D. Min. Program Director. The students' APNTS committee will include his or her Assigned Mentor. Successful defense of the MRP Proposal (Chapters 1–3 described below) along with favorable progress in the program and the recommendation of the D. Min Director will mean acceptance as an official D. Min. Candidate in this program. The student will then be released to begin the field work for their MRP. Permission is required from the Program Director in order not to proceed continuously. Further, the student is expected to responsibly work with the faculty and their mentor in planning and executing all assignments and Ministry Research Project in a timely manner.

Should unusual circumstances interfere with a student's ability to maintain continuous enrollment in consecutive seminars, the student, in order to continue in the program, must submit to the D. Min. Office a request for a Leave of Absence (with Intent to Return) that details the circumstances prompting the request, the impact on the student's program of study, and a plan with a timeline for resuming the program. The D. Min. Office, utilizing faculty input where appropriate, shall determine an appropriate course of action, stipulate any conditions for approval of the request, and clarify the financial responsibilities of the student. Leave of Absence(s) may only be up to two years total.

The program duration policy of the D. Min. program at APNTS complies with a policy set by the Association of Theological Schools. The policy reads: *The D. Min. program requires the equivalent of*

*one full year of academic study and, in addition, the completion of the D. Min. Project. The normal time for completion of the degree shall not be less than three nor more than nine years from the year of acceptance. The nine-year clock begins with the date of the first seminar course.*

Requests for a one-year extension beyond the nine-year limit must be made in writing to the D. Min. Office and supported by documentation explaining the need and making a case for a new deadline. Only a one year extension may be granted.

## B. Student Covenant

I, \_\_\_\_\_, having been accepted into the Doctor of Ministry  
(print full name)  
program at Asia-Pacific Nazarene Theological Seminary, declare my enrollment to begin with the Seminar Course marked below. I understand that, by signing below, I agree to:

- Pay all fees before the first-class day of the seminar and settle the remaining tuition balance based on the payment plan I have selected and adhere to all remaining payment due dates, for the cost of the program.
- Attend the required four Seminar Courses in immediate succession beginning with the one identified above.
- Initiate appointments and meet with their Assigned Mentor on a regular basis.
- Maintain my active ministerial status throughout my program.
- Establish and utilize a Ministry Participation Committee as detailed in the D. Min. handbook.
- Take responsibility for initiating a proposal for the Electives portion of my program and paying all costs of the electives.
- Read through and abide by the policies and guidelines of the Doctor of Ministry Handbook published by APNTS.

My beginning seminar will be: \_\_\_\_\_ SY \_\_\_\_\_ Semester \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## C. Core Course Expectations

**Each 6-unit class will require a total of 270 learning hours to accomplish. The learning hours may be divided according to the discretion of the professor, but 90 hours should be instructional hours. Rubric for calculating learning hours is as follows:**

Student Learning Activity	Time Allotted
Assigned Reading	15-25 pages per hour, depending on the subject
Research Papers (essays, book reports, etc.)	100-125 words per hour (including reading)
Non-research Papers (journals, reflection papers, personal position papers, etc.)	150-200 words per hour
Student Class Presentation	3 hours per 15-minute presentation
Attendance	Hours per class meeting

Other assignments	TBD
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The four required seminar courses (6 credit units) , each co-facilitated by at least two instructors, are held in a rotating sequence. Each seminar course spans a 20-week period from the beginning of coursework to the completion of coursework, consisting of a combination of:

1. Twelve weeks of pre-seminar online work in the student’s setting facilitated by the instructors, including pre-seminar reading and writing assignments of the instructors’ choice. The reading which is normally 1,500-2,500 pages should factor an average reading rate of 25 pages per hour. All formal written documents are to be carefully proof-read for correct spelling and grammar before submission and should conform to the program’s writing standards; it is the responsibility of the student to ensure a “clean” copy, even if it means securing editorial assistance.
2. These six unit courses typically involve a two-week, 90-hour, on-campus seminar under the guidance of the instructors in the classroom setting, typically beginning on the Monday of the first week and ending on the Friday of the following week. Students are allowed to take one course via synchronous video-conferencing.
3. Six weeks of post-seminar online work facilitated by the instructors including a post-seminar in-context project based on something studied in the seminar itself.
4. If the reading takes 60-90 hours and the instructional hours are 90 hours, the writing assignments and other assignments or projects should not exceed the 270 hour maximum limit for expectations.
5. Participation by and interaction with clergy, peers, supervisors, and/or parishioners or other persons to whom the student ministers is required in the post-seminar project. The project is to be implemented and reported in a paper.
6. The post-seminar project from each Core Course is not the same as the overall Ministry Research Project. The Ministry Research Project affords the student a high degree of self-directed education. The post-seminar projects may be related to the student’s overall MRP in some cases, but they do not have to be.
7. This is not a residential program. The students come to the campus for their two-week modules; otherwise they remain in their respective ministry locations.
8. Those not completing a Core Course (due to Incomplete Status) by the time it is offered once again in the two-year cycle would be required to take it over again.

#### **D. Conditions of Candidacy<sup>1</sup>**

After the successful completion of two seminar courses and the RE935 Research in Ministry course, in which the students’ prospectus will be completed, the students will work on their Ministry Research Project Proposal. When the students return for their third seminar course, they should also be prepared to defend their MRP Proposal before their APNTS Committee. The committee will consider the progress of the students as well as their MRP Proposal at this time before approving the student as a “candidate” for the D. Min. degree. The purpose of candidacy assessment at the time of the MRP Proposal Presentation is to consider the students’ potential for successful completion of the degree program and application of their learning to their ministry setting. The committee’s decision to approve the MRP Proposal and to grant candidacy may take into consideration: (1) student GPA, (2) written evaluations by the seminar course instructors who have guided and observed the students’ pre-candidacy D. Min. work, and (3) the

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<sup>1</sup> There is no dissertation in the Doctor of Ministry program, so use of the word “candidate” does not refer to a student status of “all but dissertation” (abd). Candidates in this program are the students whose Ministry Research Project Proposal have been accepted and who have met the other requirements of the paragraph below and who are thereby released by their committee to do the field work connected to their project.

students' Ministry Participation Committee reports. These three considerations serve as data for the APNTS Committee to discern capacity and motivation for learning; capacity for application of learning to the ministry context; emotional maturity, social skills, and professional deportment appropriate to ministry; and integrity of character and spiritual life. Only students admitted to candidacy will be allowed to continue in the D. Min. program.

The student must take the Research Class mentioned in the previous paragraph before commencing their third Core Course. They also should have defended their MRP Proposal and achieved Candidate Status before taking their fourth Core Class. Requests for exceptions to these guidelines should be made in writing to the D. Min. Office.

### **E. Research Writing**

All formal written assignments for seminars and the Ministry Research Project Document are to follow these standards:

- The most current edition of the Turabian Style Guide found at <http://www.press.uchicago.edu/books/turabian/manual> using the "Footnotes-Bibliography Style" for all source citation. If the parenthetical citation option in Turabian style is preferred, special permission may be granted by a consultation and agreement of the Mentor, Program Director and Dean.
- The Plagiarism and Gender Language policy as found in the APNTS Thesis Handbook.
- Any applicable guidelines from the relevant sections (5–11, 14–26, 84–88 adapted) of the APNTS/AGST Ph.D. Catalog and Student Handbook (2016–2020).

### **F. Grading and Evaluation**

Believing that students who are accepted into the D. Min. program have proven their competency in master's level work, APNTS expects high levels of excellence in all subjects and all assignments. The grading scale for D. Min. subjects is:

A	4.0
A-	3.7
B+	3.3
B	3.0
I	Incomplete
W	Withdrawn

A student who fails to receive a B grade or higher will be asked by the professor to rewrite the assignment(s) and will be given a grade of Incomplete ("I"). Allowing re-writes means that the grade will be "I" until the rewrites are completed. If the assignments are not expectations of the course, the grade will be Withdrawn ("W") and the subject will need to be repeated if it is a concentration or core course. If the subject is an elective, the student could take another elective to take its place, but the "W" will still appear on the transcript but not computed towards the GPA.

If the rewritten assignments meet the level of a B or higher, the student will receive the grade assigned. The new grade will be used in calculating the grade point average (taken from APNTS Ph.D. Catalog, pp. 23–24).

### **G. Ministry Participation Committee**

Since the primary purpose of the Doctor of Ministry degree is to equip one for the practice of ministry at a

higher level of competence than that achieved in the foundational work done in the M.Div., the setting and context in which a person ministers should figure prominently in the educational process. The post-seminar course projects help to achieve the requisite integration of study and ministry. In addition, during the first seminar course, each student will specify a Ministry Participation Committee.

The purposes of the Ministry Participation Committee are:

1. To help insure the student's accountability to the ministry setting.
2. To serve as a primary reflection group in which thorough discussion of the student's ministry and progress in the D. Min. program can occur.
3. To help the student determine how best to apply the content of the seminar courses to the ministry context.
4. To assist the student in formulating the subject of the final Ministry Research Project.
5. To assist APNTS in assessing the student's progress toward program objectives and readiness for candidacy status.

Composition of the Ministry Participation Committee:

1. The Ministry Participation Committee will be composed of three to five persons, most of whom should be drawn from the student's ministry situation. Potential members of the committee might be key laypersons, a retired minister who is engaged with the ministry, the person that the minister is accountable to, stake holders or representatives that are a part of the ministry setting or organization. Ideally, none of these persons should be related to the student in a familial relationship.
2. During the first seminar course, the student will submit their Ministry Participation Committee nomination list, with their names, titles/positions, reasons for choices, and the email address of the designated committee chairperson.
3. The D. Min. Program Director will either approve or disapprove the composition of the committee, communicating this to the student and to the Assigned Mentor. The D. Min. Program Director will give information and instructions to the Assigned Mentor concerning approval, partial approval or complete disapproval of the committee's members and of the designated chairperson. If applicable, The D. Min. Program Director will give the steps to submit further names until the committee is fully in place. Upon approval of the committee, the D. Min. Program Director will send a formal letter of greetings and appreciation to the Committee Chairperson.
4. The Ministry Participation Committee will meet following each seminar course, using an agenda developed by the Course Professors in conjunction with the student.
5. The Chairperson of the Ministry Participation Committee will, following each meeting and by the due date in each course syllabus, write a report using the Ministry Participation Committee Report Form and give it to the student who will submit it to the course instructors, the Assigned Mentor, and the D. Min. Program Director. The due date for the Ministry Participation Report for each Core Course will be on the first day of the month following the submission date of the final post-seminar project or assignment.
6. The Ministry Participation Committee Report for each Core Course (6 hour credit courses) in the program must be submitted to the course lead professor and to the D. Min. Program Director before the final grade for the student can be posted on GNECsis and official credits be earned.

## Ministry Participation Committee Report Form

### *Seminar Course*

Committee Chair's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Seminar course just completed:  DMN901-2 Leading Missional Communities of Discipleship and Practice  
 DMN911-2 The Bible in Ministry Context, Preaching, and Practice  
 DMN921-2 History and Theology of Transformational Ministry  
 DMN931-2 Spiritual Practice for Transformational Ministry

Committee Meeting Date: \_\_\_\_\_

Members in Attendance: \_\_\_\_\_

\* \* \* \* \*

### **1. Participation in this seminar course contributed to the student's personal and spiritual growth:**

1	2	3	4	5
Not at all	Slightly	Moderately	Very much	Extremely

Describe a specific example:

Other comments:

### **2. Participation in this seminar course improved the student's understanding of your context:**

1	2	3	4	5
Not at all	Slightly	Moderately	Very much	Extremely

Describe a specific example:

Other comments:

### **3. Participation in this seminar course improved the student's skills for pastoral ministry in your context:**

1	2	3	4	5
Not at all	Slightly	Moderately	Very much	Extremely

Describe a specific example:

Other comments:

**4. List specific recommendations from the committee to the student for:**

- a. Ongoing personal & spiritual formation as a doctoral student
  
- b. Aspects of your ministry situation to incorporate into future courses
  
- c. Possible Ministry Research Project topics and possible Elective courses

**5. List any questions you have about the D. Min. program and/or concerns about the student's progress:**

**Signatures:**

Ministry Participation Committee Chair	Date

D.Min. Student	Date

\* \* \* \* \*

**Committee Chairperson is to return the completed and signed form to the student. The student will be responsible to turn it in to his or her Mentor in a timely manner.**

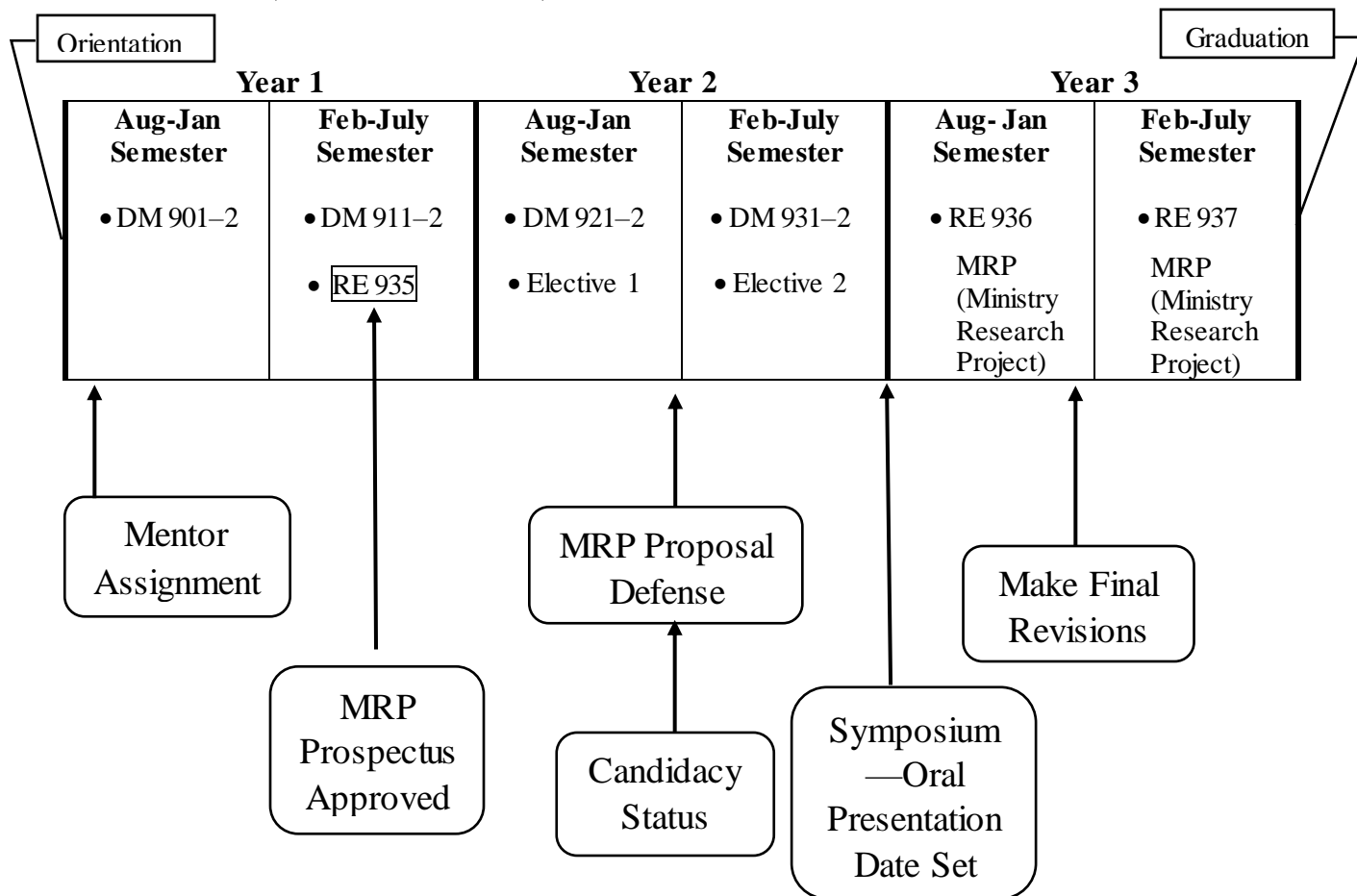
**Note: In cases of confidential comments, the form can be turned in directly to the Mentor or the D. Min Director.**



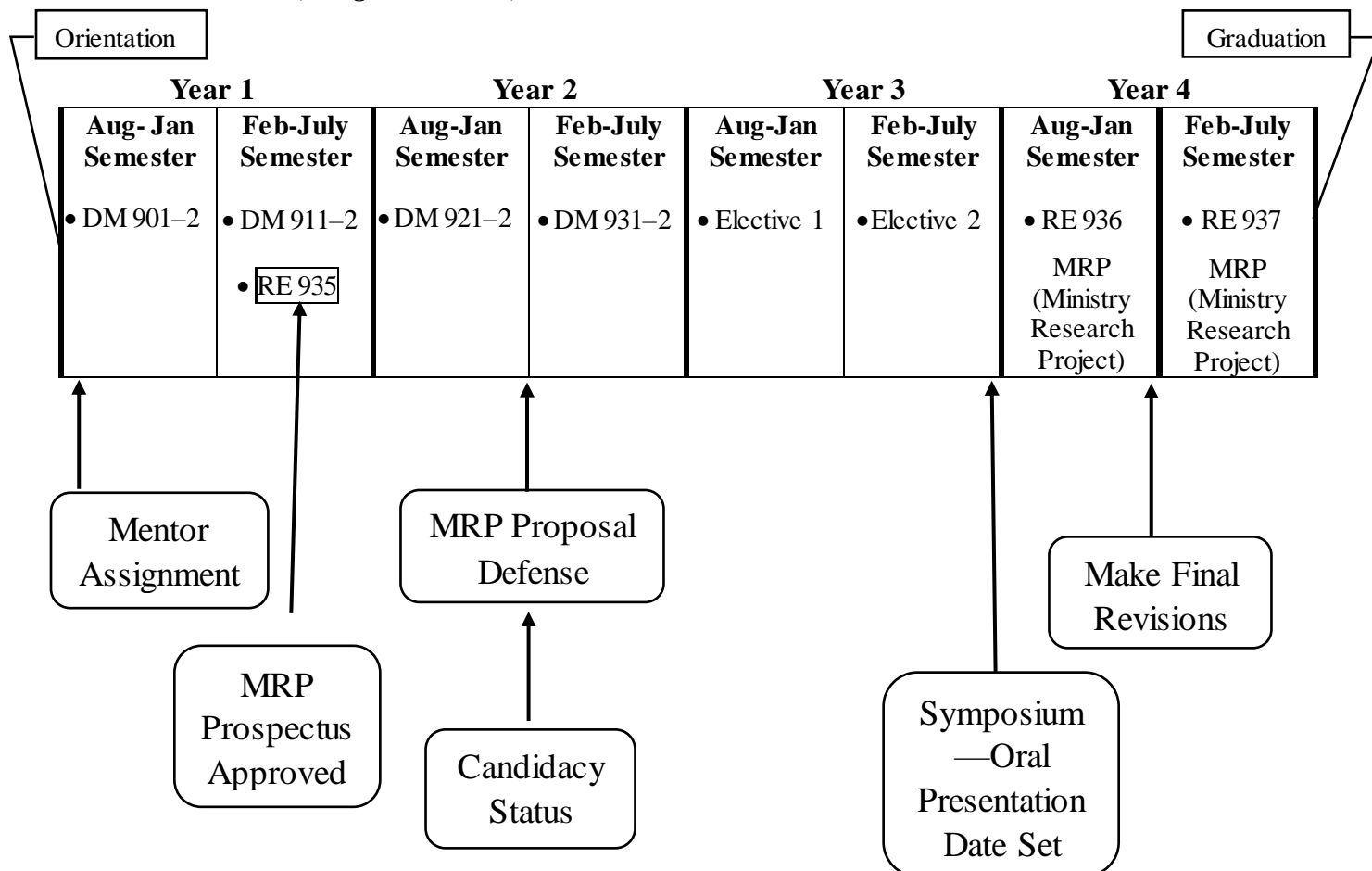
### H. Doctor of Ministry Timeline

- I. Foundational Core (24 units)
- II. Electives (6 units)
- III. Research (9 units)

#### 3-Year Course (Condensed Timeline)



### 4-Year Course (Longer Timeline)



#### I. Ministry Research Project (MRP) (total 6 credit hours)

The D. Min. Ministry Research Project (MRP) consists of independent research and writing in the student's ministry context, in collaboration with the D. Min. Program's Research Consultant and designated APNTS Committee. It culminates the program with a focus on the student's immediate context of ministry. The ministry focus is intended to be in an Asia-Pacific context (see section VI for exception requests). The project demonstrates the student's ability to identify a specific topic in ministry; organize an effective research model; use appropriate resources in addressing the topic, and present possible recommendations, conclusions, and strategies.

The purpose of the research is:

1. To give the student an opportunity to engage in a significant research effort in his/her ministry setting;
2. To confirm the student's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results;
3. To evaluate the student's ability to address a relevant ministry issue with significant theological reflection and enhanced leadership skills while at the same time making a constructive contribution to the quality of ministry in the setting; and
4. To provide the student a forum in which to share research data and explore with professional peers

the meaning of the data.

Immediately following the completion of the fourth seminar course, the student will be automatically enrolled in RE936 (MRP) and subsequently in RE937 (MRP) with the expectation that the bulk of the MRP will be conducted in a twelve- to fifteen-month period (this may coincide with work done for elective credits).

The student will work with two committees on their MRP. The first is referred to in this document as the APNTS Committee. Each student's APNTS committee shall typically be made up of the D. Min. Program Director, the student's Assigned D. Min. Mentor, a Core Faculty Member and two additional appointed members. The second committee is from the student's ministry context. The second committee is called in this document the Ministry Participation Committee. The descriptions of these two committees are given in their respective sections. Any other reference to a committee in this document refers in full or in part to one of these two committees and is explained within each context.

Guidance for developing the project will be provided by the student's Assigned Mentor and the D. Min. Program Director along with the Research Consultant. The project will be considered approved and field research may begin *only after* both the MRP Topic Prospectus and the MRP Proposal have been approved by the student's Mentor and Proposal Defense Committee (the first four members of the APNTS Committee). Ongoing supervision for the project will be provided by the student's APNTS Committee.

The student will also present orally the completed Ministry Research Project at an APNTS Ministry Research Symposium for review and evaluation by seminary faculty, the student's APNTS Committee, the student's Ministry Participation Committee, guests and the other Doctor of Ministry candidates. Revisions may be required. Following a successful defense and approval of any required revisions, the final written document will be added to the Sue Fox Library at Asia-Pacific Nazarene Theological Seminary. The project and resultant writing should be of the kind and quality that will be replicated in the student's ministry.

## **J. Research Process**

The Ministry Research Project (MRP) is an independent study for which the student has full responsibility. However, the project is subject to the review and approval of the D. Min. Program Director, the student's Assigned Mentor, the other members of the student's APNTS committee and the student's Ministry Participation Committee. The mentor, especially, will offer advice and will guide the student through the MRP. As the culmination of the degree program, the project reflects the ability of a student to conduct a self-directed inquiry based upon informed participation in or observation of ministry in the student's situation incorporating the theoretical and practical mastery acquired from graduate professional divinity education.

The following principles guide the research process in the APNTS D. Min. program:

- Selected topics for research should be determined by their salience for the practice of ministry and their contribution to the discipline of ecclesial theology. The topics should reflect opportunities, challenges, issues, and/or problems within the context of the particular practice of ministry in the students' particular setting. The student's purpose should be to analyze an issue, think reflectively and theologically about the issue, develop a strategy by which the issue may be addressed, pursue the strategy with expertise, gather data, and analyze the findings.
- While some research attempts to prove or disprove hypotheses, the focus of the APNTS Ministry Research Project is developmental rather than experimental.
- The research shall be conducted in the student's context of ministry. The student should not conceive

or conduct a project that would go outside of this/her context for primary data. Rather, the research should move the student deeper into the practice of ministry in his/her applied setting.

- The research shall be conducted with methodologies in keeping with the practice of ministerial leadership. The chosen methodologies should be those that will be replicated in future ministry assignments. The student should consider the ongoing practice of his/her ministry when selecting both the focus and process of the research. The minister's ongoing relationship and communication will guide methods of data gathering with persons within his/her context.
- Concerning the timing of the research project, the student should plan to complete the project within 12–15 months following the last seminar course and/or completion of elective work. The student should also conduct the research within the flow of ministry.
- The length of the Ministry Research Project (MRP) Proposal is now set at 15,000 with footnotes (but excluding the Bibliography) and the Final Submission for the Symposium is set at 35,000 words. We will no longer go by pages for length (75 & 150).

## **K. APNTS Program Personnel**

### **D. Min. Program Director:**

The program director is a member of each student's APNTS committee and keeps abreast of the progress the student is making. The role of the program director includes:

- Promoting and recruiting for the D. Min. program.
- Receiving applications and approving admissions. The Admission Committee includes the Academic Dean and registrar.
- Providing orientation for new students.
- Securing signatures on new Student's Covenant.
- Appointing an Assigned Mentor each new student and approving the student's APNTS committee members; officially informing members of their approval and responsibilities.
- Guiding the mentor; monitoring the student's relationship and the student's progress throughout the program.
- Approving, upon the student's recommendation, their Ministry Participation Committee within their ministry setting.
- Helping the students to process any changes in mentor or committee members.
- Making sure students are prepared, upon the recommendation of the Assigned Mentor and Core Faculty Member, for their oral defense of the proposal and for their final Ministry Research Project.
- Approving the date, venue, and the time for the Project Proposal Defense; and setting the date, venue and time for the MRP Symposium; posting this information through the proper venues of the seminary.
- Contacting the additional members of the student's APNTS committee in writing; conveying the dates by which they will be expected to read and make recommendations, providing a copy of the MRP to be in their hands at least three weeks prior to the defense; and passing on the above comments of the additional readers to their mentor.
- Chairing (or appointing a chair) for the MRP proposals, presentations, panels and defenses.
- Signing the Signatory Page for MRP approval when everything is completed.
- Forwarding to the Dean a final unbound laser printout of the completed and signed MRP; making sure the determined number of bound photocopies has been made, including one for the APNTS library.

### **Assigned Mentor:**

The Assigned Mentor will be named by the D. Min. Program Director with the approval of the Academic Dean. Preference for mentors to be assigned to each student will be given to the professors who teach in the Doctor of Ministry for Transformational Ministry degree program at APNTS unless there is a logical or practical reason to select someone who is not a part of the approved D. Min. faculty. Mentors will follow all of the guidelines in the APNTS Ph.D. handbook job description. The Assigned Mentor should be the first person that questions would be brought to by the student.

The Assigned Mentor is typically a member of the APNTS faculty and is willing to give a significant amount of time to guiding the student. The student is expected to work closely with the mentor during the four core courses of the program.

The Assigned Mentor's primary responsibility is to guide the entire process by evaluating and providing feedback for the student's ideas, post-seminar projects, MRP topic selection, writing, proposal defense and symposium presentation.

Assigned Mentors must be available to students and willing to give them attention at regular intervals. The student will interact with the mentor at least three times before the RE 935 Research in Ministry class for approval of the prospectus by the end of that course and on an "as needed" basis after that. Suggested times to meet are:

- 1) at the start of the program;
- 2) when starting the first post-seminar project;
- 3) before the research class to make sure the student's topic is determined before starting that class;
- 4) after the prospectus is approved at which time a Core Faculty Member can be suggested;
- 5) during preparation for the proposal defense;
- 6) after the defense for the planning of revisions, field work, etc.;
- 7) and on an "as needed" basis throughout the program, e.g. during other post-seminar projects, to assist with the selection of the two electives, during the student's field work/MRP process, and in preparation for the final presentation.

- The Assigned Mentor will assist the Program Director in approving a Core Faculty Member once the student's topic area is known and their Prospectus has been approved. The student should be involved in the process of selecting the Core Faculty Member if possible. Once the Core Faculty Member has been named, the Core Faculty Member will assist the Assigned Mentor in fulfilling their responsibilities.
- The Assigned Mentor will be responsible for the recommendation of the MRP proposal to the student's committee and the final MRP for submission to the Program Director or Academic Dean for the symposium presentation.
- During the actual research and analysis stages the Assigned Mentor will assist the student for development of the project focus and the literature review (Chapters 1 and 2 of the proposal) and the proposed methodology and instruments for the project (Chapter 3). It is after the second core course and before the fourth one that the student is supposed to successfully defend their MRP Proposal. The student should expect at least a week before the return of chapters submitted for review to committee members.
- The Assigned Mentor will be responsible for the clearance of an MRP proposal to be recommended to the four main members of the student's APNTS committee for its defense.
- The Assigned Mentor also recommends the final MRP for submission to the Program Director and the MRP panel (the student's APNTS committee and the Chairperson of the Ministry Participation Committee) for presentation at the symposium.
- The Assigned Mentor makes sure copies have been distributed to panel members by the student at

least three weeks prior to the MRP Symposium presentation and defense date. The Assigned Member assist the student with final revisions after their Symposium presentation and defense.

- The D. Min. student is responsible to the Assigned Mentor except as otherwise designated for the duration of their program.

Interactions with the Assigned Mentors are intended to clarify and give direction to the student's work, not to substitute the Assigned Mentor's expertise for that of the student. *The Assigned Mentor is not a co-creator of the student's assignments or their MRP and should not be expected to do the student's work of analyzing, synthesizing, and reflecting on the research topic.*

Although the Assigned Mentor may make recommendations for improving the student's writing, it is not the Assigned Mentor's primary task to proofread the MRP. It is the student's responsibility to prepare a manuscript that is clearly and correctly composed according to the standards of scholarly written English. In most cases, the student will find it valuable to engage the services of a competent editor in order to ensure that the MRP is free from errors of grammar and spelling as well as typographical mistakes.

#### Core Faculty Member:

The student will nominate, and the D. Min. Program Director will approve, one of the faculty members who teaches one of the Core Courses of the D. Min. program to serve on the APNTS committee. The duties of the Core Faculty Member possess an appropriate degree in the student's field of study and has special expertise in the specific focus of the Ministry Research Project (MRP) chosen by the student. The Core Faculty Member will be available to assist the student and Assigned Mentor upon request during the research, writing, implementation, evaluation and presentation stages.

The duties of the Core Faculty Members will be as follows:

- This person will serve as a reader and as a member of the MRP Proposal Defense Committee.
- They will also be a reader and approver of the student's final written copy of the Ministry Research Project.
- The Core Faculty Member will attend the Symposium Presentation and will serve as a part of the panel to ask questions and give feedback following the student's presentation.
- The Core Faculty Member along with the Assigned Mentor will be responsible for the recommendation of the MRP proposal to the student's committee and the final MRP for submission to the Program Director or the Academic Dean for the symposium presentation.
- During the actual research and analysis stages the Core Faculty Member will be a consultant for the student for development of the project focus and the literature review (Chapters 1 and 2 of the proposal) and the proposed methodology and instruments for the project (Chapter 3). The student is expected to successfully defend his/her MRP Proposal after the second core course and before the fourth one.
- The student should expect at least a week before the return of chapters submitted for review to the faculty member.
- The Core Faculty Member along with the Assigned Mentor will be responsible for the clearance of an MRP proposal to be recommended to the four main members of the student's APNTS committee for its defense.
- The Core Faculty Member along with the Assigned Mentor also recommends the final MRP for submission to the Program Director and the MRP panel for presentation at the symposium. The panel is defined as the student's APNTS committee and the chairperson of the Ministry Participation Committee.

- The Core Faculty Member along with the Assigned Mentor assists the student with final revisions after their Symposium presentation and defense.

Interactions with the Core Faculty Members are intended to clarify and give direction to the student's work, not to substitute the Core Faculty Member's expertise for that of the student. *The Core Faculty Member is not a co-creator of the MRP and should not be expected to do the student's work of analyzing, synthesizing, and reflecting on the research topic.*

Although the Core Faculty Member may make recommendations for improving the student's writing, it is not the Core Faculty Member's primary task to proofread the MRP. It is the student's responsibility to prepare a manuscript that is clearly and correctly composed according to the standards of scholarly written English. In most cases, the student will find it valuable to engage the services of a competent editor in order to ensure that the MRP is free from errors of grammar and spelling as well as typographical mistakes.

Research Consultant:

A D. Min. Research Consultant from APNTS will be available to guide the D. Min. student in understanding the school expectations and research dimensions of the Prospectus, Proposal and actual Ministry Research Project (MRP) steps. This person will typically be the instructor of the RE 935 Research in Ministry class. The Research Consultant could assist the student by:

- Providing orientation to the MRP Topic Selection & Project Design and the Ministry Research Document format and expectations.
- Helping identify researchable topics.
- Helping identify appropriate qualitative and/or quantitative research design, methodologies, and instruments.
- Guiding the student in the creation and approval of the Prospectus.
- The research Consultant will serve on the student's committee through the completion of the Proposal Defense stage. They will be replaced on the student's committee by a Second Additional Faculty Reader for the Final Presentation/ Symposium Panel stage.
- Being available to students, mentors, and APNTS Committee members for consultation on questions of research methodology.

The D. Min. Program Director may function also as the Research Consultant in some cases.

First Additional Reader or Member:

The First Additional Member (with the counsel of the student's Mentor and Core Faculty Member) will be the possessor of an earned doctorate. And, upon recommendation by the student, this person will be approved by the D. Min. Program Director. They will help the student by:

- Approving copies of the MRP proposal, the first complete draft of the final project, the Symposium version, and the final library edition of the Ministry Research Document.
- Serving on the APNTS Committee for the defense of the student's proposal.
- Attending, the student's presentation and defense at the Symposium.
- Serving on the student's Symposium panel where they will be a part of the team to ask relevant questions and provide helpful feedback for the student.

Second Additional Reader or Member:

A Second Additional Member will be appointed by the D. Min. Program Director in consultation with the

Academic Dean. This person is assigned after the student is a candidate. It would be most helpful if this person was connected in some way to the ministry setting or context.

- They shall read through the student's first complete draft of the final Ministry Research Document by the date that accompanies the student's timeline, providing prompt, substantive feedback with respect to appropriateness and accuracy of both content and language to the student and via email to the student's Core Faculty Member, Assigned Mentor and to the D. Min. Director.
- The Second Additional Member will be invited to attend the student's presentation and defense at the Symposium and to give feedback as a part of the panel.
- The Second Additional Member may be a member of the student's Ministry Participation Committee if they meet all other guidelines for APNTS MRP Committee Members in the doctoral programs at APNTS (see page 79 of the APNTS Ph.D. Catalog).

Appointments of the APNTS Personnel are as follows:

- The Mentor is assigned at the time that the student takes their first Core Course.
- The Core Faculty Member is named at the conclusion of the Research in Ministry class and when the Prospectus has been approved.
- The Research Assistant is the lead professor for when the student took the Research in Ministry class, or the D. Min. Director may serve in that role or name someone else when circumstances prevent the RE935 lead professor from functioning in this role.
- The First Additional Reader is named at the time of (and meaning, in time for) the MRP Proposal Defense.
- The Second Additional Reader will be named at the time of (also meaning, in time for) the MRP Final Defense.

## **L. Steps for Research Project**

- During the student's first two seminar courses—Student will meet with the Assigned Mentor regularly and with the Research Consultant as needed to begin to name and explore potential MRP topics. The student will establish and begin meeting with a Ministry Participation Committee.
- By the end of the Research in Ministry class—Student will submit a MRP Topic Selection Form and a Prospectus for evaluation, feedback, and approval. The D. Min. program director will assign a First Additional Reader in consultation with the Mentor and the student. Field research is not yet permitted.
- After approval of the MRP Topic Selection Prospectus—Student, after consulting with the Mentor (and with the Research Consultant and the First Additional Reader as needed), will begin work on a Proposal. The Proposal will cover chapters 1–3 of the MRP as outlined later in this handbook. **IMPORTANT:** Field research is not permitted until the Proposal is approved by the Student's APNTS Committee.
- The student will defend the Proposal with his or her APNTS committee (minus the Second Additional Member) before the commencement of the fourth and final core seminar.
- After successful defense and approval of the MRP Proposal and its Revisions—Student will be formally accepted as a Candidate for the D. Min. degree. Upon the conferral of Candidacy Status, the student may proceed to enroll in the fourth seminar and may also then proceed to conduct the field work related to their Ministry Research Project.
- By October 15 prior to presentation at the Ministry Research Symposium—Student will submit a first "draft" of the first three chapters of the MRP Final Document (with their mentor's clearance) to the D. Min. Program Director, the Core Faculty Member, and the two additional members who will provide feedback to the student by November 15. The word "draft" in this program means the first draft of the project after the implementation of the project and its field work in the ministry setting have been completed. Remedial field work or writing revisions may be required before the student will



be allowed to present at the Symposium.

- If the D. Min. Program Director, Assigned Mentor, Core Faculty Member, and the two additional members require the student to undertake remedial field work or writing revisions, these must be submitted by December 15.
- By January 15 of the year of presentation at the Ministry Research Symposium—the D. Min. Director, based on the review, will communicate to the student whether the remedial field work or writing revisions are sufficient for approval of participation in the Research Symposium. If approved, the D. Min. Director will also provide directions for final revisions of the MRP Document.
- By February 20 of the year of presentation at the Ministry Research Symposium—Student will submit a single document Symposium version of the MRP Document that incorporates all required revisions, for final review by his or her APNTS committee.
- By March 1 of the year of presentation at the Ministry Research Symposium—D. Min. Program Director will communicate to the Mentor and to the student approval of the Symposium version of the MRP Document. The D. Min. Director will schedule the time and date for the Ministry Research Symposium in consultation with the Mentor and the student.
- On the designated Symposium day—Student presents an oral synopsis of the completed research project for review and evaluation by the D. Min. Faculty, APNTS Committee Members, Ministry Participation Committee, guests and other Doctor of Ministry candidates. As a part of the Symposium, a panel that is composed of the student’s APNTS committee and the chairperson of the Ministry Participation Committee will ask questions of the student and give feedback. The project presentation and the panel forum constitute the student’s final defense. The MRP panel may require revisions following the Symposium presentation and defense.
- By April 1 of the year of presentation at the Ministry Research Symposium—if MRP has been successfully defended at the Symposium and any required revisions approved by the Mentor the student will submit the required amount of copies and the final Library edition of the Ministry Research Document to the Registrar’s Office. It is the student’s responsibility to obtain all the required signatures on all submitted copies.
- By the Saturday before Commencement—if the Library edition of the Ministry Research Document submitted is approved by the D. Min. Program Director and the Academic Dean, the Academic Dean must receive from the student a hard copy that meets the standards in this Handbook.

## **M. MRP Document Chapters**

The following description should guide the student’s understanding of the format for documenting the research. While the following pattern should not be viewed in strict prescriptive terms, the student is encouraged to view the format as the place to begin developing the construct for the written document.

### **Chapter 1: Overview of the Study**

- **Introduction**
  - Write a brief account (could be a personal story) that illustrates the problem you want to explore. It should capture the attention of the reader and make them want to read on. In this section, you are allowed to use the word “I” in regard to the researcher.
  - Establish the focus of the study by introducing the personal observations, previous research, and logic that anchors the research.
- **Statement of the Problem** (e.g. trends related to the problem, unresolved issues, social concerns)
  - The purpose of the “Statement of the Problem” section is to help the reader of your project understand the aspects of the problem that you plan to research.
  - What are the various aspects of the problem?

- Provide a rationale for engaging the issue through research.
- **Statement of Purpose**
  - The purpose statement should flow directly out of the problem statement and be precise and succinct.
  - What do you intend to do to address the problem you have stated and for what purpose?
  - Describe the nature of the research subjects, geographical location, and the characteristics of the population. This should be a brief description, to be expanded in Chapter 3.
- **Significance of the Study**
  - Write points regarding the implementation of a program or process and how the findings of your research might impact your ministry.
- **Theoretical Framework** (optional)
  - From the related literature, the researcher may form a theoretical scheme or framework for his or her research. This is a tentative or theoretical explanation of the phenomenon or problem under investigation. If a theoretical framework is applicable, the researcher may not be ready to complete this portion when writing the first draft of Chapter 1. They may need to review the literature more fully before finding a “theoretical explanation” that may apply.
- **Conceptual Framework**
  - How will you apply your theoretical framework to your specific problem?
  - The conceptual framework is usually a diagram of the flow of the data gathering process in relation to the theoretical framework.
- **Assumptions and Limitations of the Study**
  - The researcher’s identification of assumptions and limitations of the project could affect inferences that you may conclude from your study.
  - List any assumptions you have as a researcher about your study, possibly including the willingness of your ministry members to participate in such a study, their willingness to be honest in their assessments, etc.
  - Briefly list the possible limitations of the study, which could include potential weaknesses or issues out of your control. Limited funding, small population in your context which may limit its generalization to a larger population, etc.
- **Definition of Terms**
  - Provide operational definitions for terms central to your study, if needed.
- **Summary**
  - Briefly summarize your Chapter 1.
  - Provide a brief statement that will serve as a bridge to the following chapter.

## **Chapter 2: Precedents in Literature**

- **Overview**
  - Briefly restate the purpose of your research, as outlined in Chapter 1.
  - Write a sentence or two that best describes your approach to reviewing literature based on the project’s purpose.

- **Literature Review Topics**
  - Begin a new section for each topic you will review through the literature. Be sure to begin each section with a description of why this topic is important in your study based on your problem statement in Chapter 1.
  - End each section with a summary that connects the reviewed literature to the purpose of your problem, your research, your participants, etc.
- **Summary**
  - End the chapter with summary statements of your review. This section should lend validation to the way that all of the literature reviewed links together to inform the researcher toward a methodological approach for the project.
  - Provide a brief statement that will serve as a bridge to the following chapter.

### **Chapter 3: Methodology of the Study**

- **Overview**
  - Summarize the purpose of your study.
  - Give a brief statement about your literature review in Chapter 2 and how that has led the researcher toward the research processes you will be describing in this chapter.
- **Methods and Sources of Research**
  - Based on your review of literature of possible approaches for research, describe the plan you will use for the project. Explain the reasons for your choice and the strengths of this plan based on your ministry problem.
  - Clearly describe the steps in your research design. Note if these are primarily qualitative or quantitative in nature.
  - Describe the location of your study and the significance of this to your ministry.
  - Describe the participants for the study, how they will be selected (in appropriate research sampling terms), and why you are selecting these particular participants for your study.
  - Describe what instruments or methods you will use to gather data. Surveys, lists if interview questions, or other approaches should be noted in full in the appendices of your project.
  - Give a detailed description of how you will gather and record data. This should include consent forms that may be necessary if working with children or other vulnerable populations. (All methods and consent processes must be approved by the APNTS Institutional Research Board prior to implementation).
- **Treatment of the Data**
  - Describe in detail how gathered data will be analyzed.
  - Discuss processes for drawing conclusions from the analyzed data.
- **Feasibility and Limitations of the Study**
  - Provide a description of your analysis of costs for the study, the obstacles that may be present for recruiting study participants, timeline limitations, etc.
  - Provide information about how, as the researcher, you will make accommodation for these issues.
- **Summary**
  - Briefly summarize your Chapter 3.

- Provide a brief statement that will serve as a bridge to the following chapter.

#### **Chapter 4: Presentation, Analysis and Interpretation of the Data**

- **Overview**
  - Summarize the purpose of your study.
  - Summarize the direction of your project from Chapters 1-3 in a few sentences and state how that has led the researcher toward the processes you will be describing in this chapter.
- **Presentation of the Field Work and Data Results**
  - Briefly summarize the methodology and field work used for collecting data.
  - Present all findings using descriptive writing, charts, tables and graphs (as applicable).
  - Fully describe all qualitative and quantitative results. Direct quotes from study participants should be used to illustrate the main points of your findings.
  - Place all pertinent findings in full in the appendices of your project, making sure to refer to each document included in your Chapter 4 reporting.
- **Analysis and Interpretation of the Data**
  - Fully describe your analysis and interpretation of the data gathered.
  - Be careful that your interpretation is based on your recorded observations, data results, or other specified research, rather than just speculative opinions of the researcher.
- **Summary**
  - Briefly summarize your Chapter 4.
  - Provide a brief statement that will serve as a bridge to the following chapter.

#### **Chapter 5: Summary of Findings, Conclusions, and Recommendations**

- **Overview**
  - Write a brief summary of the study, as outlined in the previous chapters.
- **Summary of Findings**
  - Briefly summarize the major findings, as described in Chapter 4.
- **Research Conclusions**
  - Describe the conclusions that can be drawn from the findings.
  - Include theological reflections as part of your conclusion statements.
  - Summarize the practical implications of the study in your ministry context, as well as the broader area of ministerial practice.
  - This is a critical part of the study, when the researcher puts the “puzzle pieces” together in order to provide a completed picture of the importance of the study and subsequent findings.
- **Recommendations for Future Research**
  - Describe practical suggestions the researcher will offer for future studies of a similar

- problem within the context of ministry.
- This section will be an opportunity for the researcher to critically evaluate possible shortcomings of the research and describe what they believe could be done by future researchers to expand study of a similar issue, including other approaches, expansion of participants used, demographic information that could be studied to expand the researcher's understanding, etc.
- **Conclusions from the Study**
  - Give a full description of your overall conclusion of the study.
  - Provide your analysis of the importance of this study for your current and future ministry endeavors.
  - These statements should provide the reader an opportunity to see into the "heart" of the researcher, understanding your passion for ministry and your connection with the project and its' conclusive findings.
  - This section should not be approached with an "I'm over it" approach, but with a thorough, reflective attitude that allows the reader to understand the true significance of the study from the context of the researcher.
  - This section will serve to provide some summary context for your abstract, which should be written after your five chapters have been concluded.

## **N. Final MRP Document Standards**

A representative of the Academic Dean will review the student's library edition of the Ministry Research Document submission for adherence the standards indicated below. Any deficiencies noted must be corrected by the student and accepted by the Dean prior to graduation. The student is responsible for delivering the signed copies to the Registrar's Office for binding one week prior to graduation including one hard copy of the Ministry Research Document for the APNTS Library. The list of signees will include APNTS President, Academic Dean, D. Min. Program Director, the Assigned Mentor, the Core Faculty Member, and the First Additional Member. It is optional to have the Second Additional Member or the Ministry Participation Committee Chairperson to sign.

If the student would like APNTS to bind additional copies for the student, those must be paid for at the same time as the submission. The student will also be charged for the additional cost of binding the personal copies.

- Write according to the standards in the most current edition of the Turabian Style Guide (<http://www.press.uchicago.edu/books/turabian/manual>) using the "Footnotes-Bibliography Style" for all source citation. The templates for the Pastoral Research Document's title and signature pages can be provided by the Registrar's Office. Use of Turabian style parenthetical citation option in this program requires special permission (see section E on Research Writing).
- The original typescript must be clearly produced on one side only of 8.5 x 11 inch unruled white 20 lb. paper.
- Times New Roman 12-type font is recommended. The text must be in black print. Graphics may appear in color as long as all copies contain color graphics. All copies are to be generated using a laser printer or a photocopy machine with the print function (*not* making photocopies from an original). Inkjet printers are not acceptable. The leaves (pages) of the copies are *not* to have binder holes or other alterations. The left margin is to be 1.5 inches. Top, bottom, and right margins are to be 1 inch.
- Length of the Final Submission for publication is set at 35,000 words.

The decision/recommendations of the Academic Dean and Registrar's Office are final, subject to appeal to the APNTS Faculty via the D. Min. Office.

### **O. Options for Electives (6 units—2 Courses)**

This provision allows students to earn credit through student-proposed and mentor advised courses tailored to each student's particular interests. It is recommended that by the end of the second core seminar course (short track), each student should submit for approval a completed Electives Proposal Form with accompanying Syllabi (see template below). The latest date that a student could turn in their Elective Request Form to the D. Min. Program Director would be at least by the end of their third seminar course (longer track).

Options for electives include:

- Doctoral level coursework at other accredited seminaries or universities, transferred to APNTS.
- Ph.D. courses from certain approved classes that are a part of one of the other doctoral programs at APNTS.
- Directed Study Courses or Research with an APNTS faculty member for a maximum of 3 credit hours.
- Other D. Min. or doctoral programs under AGST schools for a maximum of 3 credit hours.

A student may divide the Electives work into no more than two (2) separate components. They must total 6 credit hours. The D. Min. Program Director, utilizing faculty input, will evaluate the Electives Proposal Form according to the standards below and in the context of the student's general professional direction in the program and the likely MRP topic. Based on these criteria, the Electives Proposal Form may be approved in its entirety, in part, or not at all. And the D. Min. Director will communicate to the student of a partial or non-approval decision accompanied by specific instructions or suggestions for its re-submission.

All Electives work must be satisfactorily completed before final approval of the student's MRP Project Document.

**D. Min. Electives Proposal Form**  
(to be submitted to the D. Min. Director)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

First submission

Revision

Briefly state the rationale for your choice of elective components, making reference to your original goal for the D. Min. degree, your seminar course experience to date, and the intended focus of your Ministry Research Project (MRP) as detailed in your Topic Selection Consent and Approval Form:

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Which way do you intend to “package” your electives?

A single 6-credit course.

Two 3-credit courses.

Other (max of 2 separate components): \_\_\_\_\_).

Component #1:

What kind of learning experience?

A Doctoral Course to be transferred to APNTS—attach syllabus from the offering institution and evidence of your acceptance.

A Ph.D. course from another doctoral program at APNTS.

An APNTS Directed Study or Research Course—attach Directed Study or Research Syllabus approved by supervising faculty.

A D. Min. or other Doctoral Course offered under an AGST affiliated school—attach Course Syllabus.

Number of credit hours: \_\_\_\_\_ Start date: \_\_\_\_\_ Completion date: \_\_\_\_\_

Component #2:

The student can turn in this form separately for Component (Elective Choice) #2 if it is not yet known when the first elective is to be approved.

What kind of learning experience?

A Doctoral Course to be transferred to APNTS—attach syllabus from the offering institution & evidence of your acceptance.

A Ph.D. course from another doctoral program at APNTS.

An APNTS Directed Study or Research Course—attach Directed Study or Research syllabus approved by supervising faculty.

A D. Min. or other Doctoral Course offered under an AGST affiliated school—attach Course Syllabus.

Number of credit hours: \_\_\_\_\_ Start date: \_\_\_\_\_ Completion date: \_\_\_\_\_

## APPENDIX A: MINISTRY RESEARCH PROJECT COMMITTEE FORM

Name of Student \_\_\_\_\_ Date \_\_\_\_\_  
 Degree Start Date: \_\_\_\_\_  
 Proposed Title of Ministry Research Project \_\_\_\_\_  
 \_\_\_\_\_

**Assigned Mentor** \_\_\_\_\_ Agreed: yes / no \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_

**D. Min Program Director** \_\_\_\_\_ Agreed: yes / no \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_

**Core Faculty Member** \_\_\_\_\_ Agreed: yes / no \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_

**First Additional Member** \_\_\_\_\_ Agreed: yes / no \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_

**Second Additional Member** \_\_\_\_\_ Agreed: yes / no \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_  
 Connection to the Ministry Setting \_\_\_\_\_

**Research Consultant** \_\_\_\_\_ Agreed: yes / no \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_



APPENDIX B: STYLE SHEET FOR COVER AND TITLE PAGE

TITLE (in caps)

by

Your Name

A Ministry Research Project

Submitted to

Asia-Pacific Nazarene Theological Seminary

In Partial Fulfillment of the Requirements  
for the Degree of

Doctor of Ministry in Transformational Ministry

Month, Year

Adapted from APNTS Ph.D. Catalog and Student Handbook 2016–2020.

## APPENDIX C: STYLE SHEET FOR SIGNATURE PAGE

Asia-Pacific Nazarene Theological Seminary  
 Doctor of Ministry in Transformational Ministry  
 Taytay, Rizal, Philippines

Date

We hereby approve this Ministry Research Project

Submitted by

[student]

entitled

[title]

As Partial Fulfillment of the  
 Requirements for the Degree

[Degree]

\_\_\_\_\_  
 Assigned Mentor

\_\_\_\_\_  
 Program Director

\_\_\_\_\_  
 Core Faculty Member

\_\_\_\_\_  
 First Additional Member

\_\_\_\_\_  
 Ministry Participation Committee Chair

\_\_\_\_\_  
 Second Additional Member

\_\_\_\_\_  
 President

\_\_\_\_\_  
 Academic Dean

(All signature positions are needed as required by the Commission on  
 Higher Education.)

Adapted from APNTS Ph.D. Catalog and Student Handbook 2016–2020.

## APPENDIX D

## COPYRIGHT STATEMENT

- (1) The author of this project (including any appendices) owns any copyright in it (the “Copyright”) and he/she has given Asia-Pacific Nazarene Theological Seminary the right to use such Copyright for any administrative, promotional, educational and/or teaching purposes.
- (2) Copies of this project, either in full or in extracts, may be made **only** in accordance with the regulations of the Sue Fox Library and Asia-Pacific Nazarene Theological Seminary. Details of these regulations may be obtained from the Librarian. This page must form part of any such copies made.
- (3) The ownership of any patents, designs, trademarks and other intellectual property rights except for the Copyright (“the Intellectual Property Rights”), which may be described in this Ministry Research Project Document, may not be owned by the author and may be owned by third parties. Such Intellectual Property Rights and Reproductions cannot and must not be made available for use without the prior permission of the owner(s) of the relevant Intellectual Property Rights and/or Reproductions.
- (4) Further information on the conditions under which disclosure, publication and exploitation of this Ministry Research Project Document, the Copyright and any Intellectual Property Rights and/or Reproductions described in it may take place is available from the Research Department of Asia-Pacific Nazarene Theological Seminary.

## DECLARATION

No portion of the work referred to in the Ministry Research Project has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

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*(Author)*

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Date

## APPENDIX E

## Academic Integrity Commitment

As a child of God and a servant of Christ's church, I recognize the importance of academic honesty and integrity in all of the work I undertake as part of my studies. I pledge myself to uphold the highest standards of integrity in my work. As part of this pledge, I will submit only those papers that I myself have written and that give clear and appropriate citations for all the sources I have used in their preparation. I also understand that allowing another student to copy my work constitutes academic dishonesty on my own part as well as that of the other student.

I have read the description of plagiarism contained in the D. Min. Handbook and in the Ph.D. Catalog. I understand the consequences of engaging in plagiarism or other forms of academic dishonesty and I agree to be bound by these descriptions and understandings.

---

Print Name

---

Signature

---

Date

## APPENDIX F

### STRATEGIC OBJECTIVES

- To provide solid biblical, historical, and theological foundations and encourage lifelong learning.
- To demonstrate the power, spiritual formation, and transformation possible within a multi-cultural community of committed believers.
- To create a dynamic environment that reinforces spiritual gifts and graces, and the call to ministry.
- To reach across ethnicity, culture, gender, class and geographical regions for the sake of the gospel.

### INSTITUTIONAL OBJECTIVES

The school accomplishes its mission through its role in the development of students' personal and professional attitudes and skills so as to enable them to analytically reflect upon Christian faith and life, and through its role in the development of students' competencies in the practice of ministry.

We recognize that fruitful service is dependent upon the Holy Spirit, but also that it is developed and nourished through the discipline and refinement of personal talents.

The Seminary intends to encourage the effective communication and proclamation of the gospel within Asia and the Pacific and to address the gospel creatively and dynamically to the cultures of the world. We realize that we must enable ministers to facilitate holistic growth within the people for whom there is responsibility for Christian care. In doing this there must be an understanding of and commitment to the Word of God. We are committed to the authority of the Bible as understood by the Wesleyan evangelical tradition. There must be sensitivity to theological interpretation and an ability to put these understandings into practice in local situations.

The attainment of these purposes should be evident in the graduates of the Seminary. Those students who have exercised discipline and who have adequately completed the programs of the school will evidence attainment of these purposes through certain intellectual, professional and personal characteristics.

As defined in the Church of the Nazarene's Asia-Pacific Regional Sourcebook for Ministerial Development, education "will assist the minister in the process of 'being', 'knowing' and 'doing'." These outcomes are integrated in APNTS's curriculum.

Though many APNTS graduates will minister under the auspices of the Church of the Nazarene, the Seminary heartily accepts the role of preparing persons for ministries in other denominations and Christian organizations, and particularly those of the Wesleyan tradition.

### INSTITUTIONAL VALUES

APNTS desires its students to be holistically capable and the best servants of God: spiritually, emotionally, and physically, as well as intellectually. APNTS leaders pray that the students form disciplines within their lives and that they have practical experiences that will enable them to be effective and great ministers of God's Church, whose members struggle with real-life issues of sin and death. APNTS students should be able to rescue drowning Christians with biblical learning and theological knowledge. More so, through their own experiences, they should be able to identify with the real-life struggles of common Christians.

## BIBLIOGRAPHY

<http://www.press.uchicago.edu/books/turabian/manual> using the “Footnotes-Bibliography Style” for all source citation. Use of Turabian style parenthetical citation option in this program requires special permission (see Section E on Research Writing).