

Doctor of Ministry Research Handbook



LANCASTER BIBLE COLLEGE

CAPITAL SEMINARY & GRADUATE SCHOOL

Lancaster Bible College | Capital Seminary and Graduate School Philosophy of Doctoral Education

LBC | Capital exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the church and society. As such, the vision of LBC | Capital is to be a leader in collaborative contextualized biblical higher education in the US and around the world. Five institutional values shape this vision: biblical (applying God's Word to all of life), stewardship (maximizing and multiplying God's resources), collaboration (working with others to accomplish our mission), innovation (striving to give God our best), and servanthood (serving others to bring out our best). LBC | Capital doctoral programs are an extension of the institutional and academic mission and vision expressed through the following philosophy and core values.

LBC | Capital doctoral education seeks to cultivate Christian scholar-practitioners to make meaningful contributions to the church and society. Our doctoral programs award terminal degrees for experienced practitioners and researching professionals. They are based on the presupposition that knowledge is more than academic. Learning is the practice of using the lens of God's Word to reflect on God's world as one pursues the development of a biblical worldview for purposes of refining the head, heart, and hands of a Christian leader. As a result, Christian doctoral education necessitates collaboration and humility (Ps. 25:9; Prov. 15:22).

Doctoral education at Lancaster Bible College | Capital Seminary and Graduate School is *biblical, formational, and missional*. It is *biblical* in that it aligns with orthodox Christianity. It is rooted in the historic evangelical movement, from a theological position not a political one. It is *formational*, employing critical thinking towards the integration of theological and social science literature, specifically cultivating spiritual, moral, and intellectual virtues. It is *missional* by seeking to impact the local church and society through excellent ministry practices, skills, and research contributions. To ensure fidelity and accountability to these values, it is accredited through two institutional accrediting agencies. A preeminent goal of LBC | Capital doctoral education is to raise the prestige and academic credibility of the institution by cultivating educators, scholars, and practitioners, in their fields.

To accomplish these aims, we are committed to the following ethos:

- *Learning and teaching* is best done in the context of community by means of critical dialogue and collaborative scholarship through mentoring and discipleship (Prov. 27:17; Rom. 12:4-5).
- *Leading* requires sacrificial service and investment in people, not the accumulation of power or titles (Matt. 20:26-28; John 13:12-16).
- *Being successful* is defined by degree completion but more so the enhancement of the church and organizations within society (Eph. 4:12-14; 1 Pet. 4:10-11).

The following aims frame our doctoral programs:

1. Excellent Christian Scholarship that Impacts Church and Society

We value academically rigorous programs that foster excellent Christian scholarship for the benefit of the church and society. We desire to collaborate with peer institutions across the globe and receive approval from premier accreditation agencies in theological and higher education (i.e., Middle States, ABHE, PDE, CCCU & ATS).

2. Integration of Theory and Practice for All Vocational Callings

We value the integration of theory and practice to advance the development of diverse vocational callings through effective learning, teaching, and writing (Ezra 7:10).

3. Global and Diverse Faculty, Students, and Contextualized Curricula

We value global and diverse faculty and students who engage in contextualized learning and teaching that promotes understanding and the application of knowledge and skills to diverse environments. We pursue diversity in ethnicity, gender, denominational affiliation, and vocational calling as a reflection of biblical principles articulated in Galatians 3:7-9, 26-29 and Revelation 7:9.

4. Collaborative, Cohort-based Community of Christian Scholars

Since Christ established the church (Matt. 16:16-19) and calls his body to a life focused on one another (e.g., Romans 12:16, 13:8; James 5:17), we value teaching and learning that is done in intentional community. We are committed to creating environments and experiences that promote collaboration and mutual support.

5. Academic Success and Personal Mentorship for Kingdom Impact

Following a pastoral care model, we value the importance of academic success (i.e., program completion) and personal mentorship that will result in a meaningful, creative, and significant contribution to the leadership of the Christian church.

6. Interdisciplinary and Innovative Learning Displayed through Critical Thinking, Diverse Research Methods, and Leadership Application Skills

We value interdisciplinary engagement across academic fields, drawing on multiple perspectives, to cultivate well-rounded scholar-practitioners. Equally, we foster innovative learning and application in different modalities that encourages critical thinking (Acts 17:22-23) by using sound research methods (i.e., technological resources, software, and research tools and strategies).

7. Unique Contribution to the Field of Knowledge and Practice Displayed through Original, Applied, or Action Research

We value the importance of making unique contributions to the field of knowledge through original, applied, or action research with a depth of content and broad and meaningful application. We encourage the integration of theology and social sciences in this endeavor. As an expression of this contribution, we encourage academic publishing and presenting, namely in the PhD programs, and professional leadership and consulting in the EdD and DMin.

INTRODUCTION

The Doctor of Ministry (DMin) Handbook contains the policies that govern the Doctor of Ministry program. The handbook should be regarded as an official supplement to the policies and procedures found in the current Capital Seminary and Graduate School (Capital) catalog.

The current edition of the handbook governs the Doctor of Ministry program design and expectations on the student enrolled in this program. Since it is subject to change, students should recognize that changes to this handbook may have immediate impact on their program regardless of the policies or handbook in place at the time of enrollment. This handbook does not constitute a binding contract on the part of Capital Seminary.

PROGRAM DESCRIPTION

The Doctor of Ministry (DMin) degree is a terminal professional doctorate that provides the opportunity for post-Master of Divinity (MDiv) education to pastors, missionaries, para-church ministry leaders, teachers, and other Christian leaders as a means to heightened professional development. The DMin at Capital Seminary and Graduate School provides academic coursework in several concentration areas and adds the elements of practical research and application. The delivery of the program does not require full-time residency for students. Through learning, ministry professionals can pursue intensive advanced study while remaining employed on a full-time basis in their vocational settings. Generally, the degree serves people who have earned the MDiv degree, are ordained, and are currently serving as associate or senior pastors, or as executives of church-related or other Christian institutions.

Table of Contents

ADMISSIONS	1
1.1 APPLICATION PROTOCOLS	1
1.2 ADMISSIONS REQUIREMENTS	1
1.3 ADMISSIONS PROCESS	1
1.4 APPLICATION DEADLINES AND ADMISSION EVALUATION	2
1.5 MATRICULATION	2
ENROLLMENT	3
2.1 ENROLLMENT LIMITS	3
2.2 PROGRAM TUITION AND FEES.....	3
2.3 ORIENTATION	3
PROGRAM REQUIREMENTS	3
3.1 PURPOSE AND CORE COMPETENCIES.....	3
3.1.1 Advanced Ministry Concentration	3
3.1.2 Contextual Ministry Leadership Praxis.....	4
3.1.3 Applied Action Research Skills	4
3.2 PROGRAM FORMAT	4
3.3 ACADEMIC REQUIREMENTS	4
3.3.1 Online Learning	4
3.3.2 Assignment Protocols	5
3.3.3 Submission of Assignments	5
3.4 ACADEMIC POLICIES	5
3.4.1 Late Assignments.....	5
3.4.2 Academic Warnings.....	5
3.4.3 Grading and Academic Probation	5
3.5 ASSESSMENT OF PROGRESS.....	6
3.6 COURSE DESCRIPTIONS.....	6
3.7 SCHEDULE.....	8
3.8 COURSE SYLLABI AND TEXTBOOKS.....	8
PROGRAM PROTOCOLS	9
4.1 COHORT PROTOCOLS	9
4.1.1 Appointments with Faculty	9
4.1.2 Calendars & Dates	9

4.1.3 Cohort Community of Learners	10
4.1.4 Faculty Advisors	10
4.1.5 Internet Access and Resources	10
4.2 PROGRAM POLICIES	10
4.2.1 Audit Policy	10
4.2.2 Program Transfer	10
4.2.3 Special Student Status	10
4.2.4 Interrupted Status (Stopping Out)	10
4.2.5 Continuation Fees and Statute of Limitations	11
4.2.6 Withdrawal.....	11
4.2.7 Adding/Dropping Courses	12
GRADUATION	13
5.1 PREPARING FOR GRADUATION	13
5.2 CAP AND GOWN.....	13
5.3 COMMENCEMENT	13

ADMISSIONS

1.1 APPLICATION PROTOCOLS

Application for admission to the Doctor of Ministry (DMin) program in Global Admissions should begin with as much lead-time as possible, as some application requirements involve time delays.

The application committee will only review completed files because a partially completed application does not always give an accurate picture of the ability to do doctoral work. Thus, applicants with borderline cumulative or area grade point averages but with significant successful ministry experience can be evaluated on the basis of both achievements, not just the GPA. Some applicants mistakenly assume a shortcoming in one admission criteria automatically disqualifies them from admission. In reality, significant achievements in other admission criteria may accommodate a shortcoming in another area.

1.2 Admissions Requirements

Applicants must have:

- A completed application
- A personal testimony of faith in Jesus Christ
- An earned and accredited Master of Divinity (MDiv) degree or its equivalent
- A minimum cumulative grade point average (GPA) of 2.75 (on a 4.0 scale) in previous master's work
- A minimum test score of 600 on the paper-based TOEFL General Test (250 on the computer-based exam or 100 for the Internet-based test) or an equivalent demonstration of the ability to read, write, and do academic research in standard English (If English is not his/her first language)
- MAT or GRE scores from within the past 5 years might be required if necessary.
- References

1.3 Admissions Process

Application files are not considered complete, and students are not considered for admission until the following tasks are completed:

Steps to Apply

1. Complete the Application Form (include \$40 non-refundable application fee):
2. Submit Official transcripts from all post-secondary schools attended (2.75 GPA)
3. Applicants whose first language is not English must show proof of English proficiency (International)
4. Provide a writing sample
5. Provide a Professional Reference

6. Complete Interview

All items requested on the Capital application form should be sent to:

- Director of Doctor of Ministry
Capital Seminary and Graduate School
901 Eden Road
Lancaster, PA 17601-5036
- Complete an Interview
Students are required to come to campus for an admissions interview

1.4 Application Deadlines and Admission Evaluation

In order for an applicant to be considered for participation in a DMin cohort, all application requirements should be completed 90 days prior to the cohort start date. Once an application file is complete and the interview has taken place, Capital Seminary faculty will evaluate the applicant's profile in terms of demonstrated and potential ability to complete doctoral studies successfully. The committee makes a consensus admission decision on applicants (five decisions are possible) using the following scale:

- Full Acceptance: The applicant is fully accepted with no deficiencies or leveling requirements.
- Accepted with Deficiencies: The applicant is accepted into the program with admission's academic deficiencies identified.
- Accepted on Review Status: The applicant is admitted pending further review. This may be because a part of the applicant's application was incomplete (e.g., a score was not received in time) or because the applicant did not meet one of the admission's requirements.
- Delay: The applicant may receive an application delay. This may be due to the program being filled, a change in the student's life situation, or an event preventing the applicant from attending the first program session. Delayed status applicant will not have to reapply to the program but must pay the program down payment fee.
- Declined: The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

Because of our priority on creating excellent cohort communities, admissions decisions are made and communicated approximately 60 days prior to the cohort start date rather than in connection to the date the application process is complete.

1.5 Matriculation

DMin cohorts are launched based on a sufficient number of qualified applicants. As such, prospective students must enroll/matriculate the year for which they apply.

ENROLLMENT

Prospective students who are offered admission have 30 days to accept or decline the offering of admission. Prospective students who fail to respond within 30 days automatically forfeit the offering of admission.

Doctor of Ministry students are automatically enrolled in upcoming seminars by Global Admissions, assuming they are in good academic and financial standing.

At the completion of coursework, students are automatically enrolled for the 4-credit “Mentored Research Design”. After successful defense of their Prospectus, they are registered for the 6-credit “Applied Research Dissertation”.

2.1 ENROLLMENT LIMITS

The DMin program is limited to 9 to 15 students per cohort in the Advanced Concentration Seminars. An additional number of students may be at the Applied Seminars or Research portion of the program.

2.2 PROGRAM TUITION AND FEES

The cost of tuition and fees is bundled into a total program price. Tuition will not increase during the program. See [Tuition and Fees](#) in catalog for details. The program price does not include the cost of books.

2.3 ORIENTATION

Incoming students will be required to complete an online asynchronous orientation prior to beginning coursework. Details are provided upon acceptance to the program.

PROGRAM REQUIREMENTS

3.1 PURPOSE AND CORE COMPETENCIES

The DMin promotes empirical research, creative reflection, and entrepreneurial application to the practice of ministry through interdisciplinary studies in Scripture, theology, and ministry practice. The degree’s purpose is to enhance the critical thinking, research, and leadership skills of persons engaged in the leadership of congregations or church-related institutions.

Three core competencies are developed through the Doctor of Ministry program. These include specialized skills, contextualized leadership skills, and action research skills.

3.1.1 Advanced Ministry Concentration

The student will gain the ability to think and execute skillfully through the study of Strategic Leadership.

3.1.2 Contextual Ministry Leadership Praxis

The student will gain skills in contextualized ministry leadership. All students take one seminar designed to create increased leadership competency. This seminar seeks to develop the skills of problem-solving, change management, and decision-making within the context of team leadership.

3.1.3 Applied Action Research Skills

The student will gain skills in doing applied research for the purpose of increased ministry effectiveness. DMin students gain the basic skills needed to develop and implement a Ministry Research Project in a local ministry context. Lifelong research skills are developed which are transferable to ministry after the completion of the degree program.

3.2 PROGRAM FORMAT

“Life-engaged” learners are students who are actively engaged in family, church, and professional life while participating in the doctoral program. This is accomplished through work online on the LBC|Capital campus.

3.3 ACADEMIC REQUIREMENTS

The DMin program requires a minimum of two years of study. Students will complete 34 hours of academic study as follows:

- Program Orientation (0 credits)
- Advanced Ministry Concentration Seminars (16 credits)
- Contextual Ministry Praxis Seminar (4 credits)
- Applied Research Seminar (4 credits)
- Mentored Research Design (4 credits)
- Applied Research Dissertation (6 credits)

3.3.1 Online Learning

This program is online only. Students participate in online discussions led by both the professor and fellow students. In addition to online discussions, students will have bi-weekly, 3-hour Zoom sessions during this course for the purpose of engaging together as a learning community. The professor will communicate with students regarding the specific day and time. (Students will be meeting in Zoom weekly, switching off every-other-week between this and the other course.)

Each Zoom session will provide opportunity for additional instruction, personal processing, and relational interaction with the professor and fellow students on important course concepts. Additionally, they will allow students to contribute in meaningful ways to one another’s learning as Christians. God has brought each student here for a purpose. These synchronous sessions allow students the time to share insights, challenge ideas, and encourage growth within one’s learning group.

Students are required to attend at least 6 of the 8 sessions, but it is recommended they make time to attend them all. If a person is unable to attend a session, that student will be required to view the corresponding recording and write a paper reflecting on one's learning derived from it.

3.3.2 Assignment Protocols

It is expected that writing of seminar papers and the ministry research project will be completed using formal writing prose. Students who anticipate a need for writing help will be directed to the Writing Center at LBC|Capital. Further information will be provided in the DMin Group on the ecampus website after a student is accepted.

Papers completed as course assignments should be presented using APA formatting.

Note: Additional style matters pertaining to the Applied Research Dissertation are addressed in the Applied Research Dissertation Handbook.

3.3.3 Submission of Assignments

Unless otherwise instructed, course assignments should be uploaded at the appropriate location on the ecampus site for the course.

3.4 ACADEMIC POLICIES

3.4.1 Late Assignments

Due to the nature of the 16-week doctoral studies, late assignments are extremely problematic. Individual professors have the prerogative to create their own late assignment policies, including denying late work. Students are expected to communicate directly with their professors in writing if they are anticipating turning in late work.

3.4.2 Academic Warnings

If work is consistently submitted late, a student will be placed on academic warning. Academic warnings are also given for work that is substandard. Two academic warnings result in academic probation. Any academic warning during or after academic probation results in automatic dismissal from the doctoral program.

3.4.3 Grading and Academic Probation

A seminar grade must be a "B-" or above to be acceptable for credit. This grade requirement also applies to pre-approved university study course work completed at other academic institutions.

Any course grade of "C+" or below results in loss of credit for that seminar, and the student is automatically placed on academic warning and academic probation. At the discretion of the professor of the seminar and the Director of the Doctor of Ministry program, students who fail a seminar must either retake the course or accept additional "make-up" assignments to have credit restored for the course. In either case, the probationary status is noted in the personal records of the student. If the additional "make-up" assignment is the decision chosen by the professor, that professor will write a letter for the student's personal file, acknowledging that additional successfully completed work, and the grade will be changed in the Registrar's office to a "B-".

However, another course grade of “C+” or below or any academic warning received will result in automatic dismissal from the doctoral program.

A student admitted provisionally or on academic probation must earn a minimum grade of “B” in every seminar the first semester of study in order to remove the provision or probation status. However, a higher minimum GPA for the first semester of study may be stipulated at the time of admission. Any grade of “C+” or below will result in immediate termination from the program. (A student considering doctoral studies in Capital should be aware that an applicant must have a minimum cumulative GPA of 2.75 or above.)

3.5 ASSESSMENT OF PROGRESS

Although the screening of applicants is intended to discern their ability to complete doctoral studies successfully, some applicants will find their learning style and/or personal circumstances not amenable to the rigors of doctoral level study.

The Church & Ministry Leadership Department conducts a series of evaluations at key points in the program of study to protect students from investing time and financial resources into a program they are unlikely to complete successfully.

Capital faculty evaluates all doctoral students at the end of the first term of study to determine the feasibility of students being able to complete the doctoral program successfully. This evaluation consists of a review of course grades plus the self-directed learning skills demonstrated by students. Students whose classroom performance indicates they are unlikely to complete the remaining program requirements successfully will not be allowed to continue in the program and will be encouraged to explore other types of training as appropriate.

Students are re-evaluated at the end of all coursework.

Only students who have completed all 6 courses with a B- or higher are permitted to continue into the research phase of the program. At the program director’s discretion, a student who receives a course grade lower than a B- *may* be permitted to re-take the course. However, due to the “on demand by cohort” model of the program, there may be a significant delay until the course is offered again. Students who receive more than one course grade lower than a B- will be terminated from the program.

The Applied Research Dissertation defense is a natural certification evaluation point in the program of studies. Students who fail to complete the Applied Research Dissertation successfully are automatically terminated from the program of studies.

3.6 COURSE DESCRIPTIONS

- Advanced Concentration (4 Credits Each)
- – *Online Strategic Leadership Concentration*

- MIN811 Marriage and Family Issues. This course will cover issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student in understanding the problems that married couples, parents, and youth face. Chaplaincy care giving and counseling skills are developed or enhanced.
- MIN842 Innovation and Change. Innovation and change are essential to the progress of a ministry or organization. This course looks at the change process and how innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities of new technologies, creative methods, and strategic initiatives to move their church or organization forward.
- MIN843 Strategic Initiatives and Partnerships. This course explores the role of entrepreneurial leadership in the development of strategic initiatives within a church or an organization and strategic partnerships outside a church or an organization. It examines how these strategic initiatives and partnerships further the church or organization's mission and vision. With an emphasis on church and faith-based, non-profit organizations, this course will explore how relationships influence the principles, approaches, and motivations behind collaboration and provide the basis for establishing collaborative endeavors. The course looks at the administrative processes that are impacted by collaborative efforts and how organizations can effectively work together toward common missional goals.
- MIN844 Formational Leadership in the Digital Age. This course represents a theoretical conceptualization of leadership focusing on the internal make-up of a leader. Learners will examine the theological and theoretical foundations of spiritual leadership, placing particular emphasis on the make-up and preparation of the leader. Biblical components of leadership will be identified and compared to current social science theories and mainstream conceptualizations.

<ul style="list-style-type: none"> • Applied Seminars (4 credits each)

- MIN850 Contextual Ministry Praxis Seminar. This course is taken simultaneously with MIN851. Particular attention is placed on the individual's context for ministry, potential practices within specific settings, and the means for identifying the hypotheses for the subsequent research efforts.
- MIN851 Applied Research Seminar. This course is taken simultaneously with MIN850. This course will equip students with the knowledge and skills for the applied action research process and its subsequent report. By examining the criteria, the stages, the methodology, and the disaggregation of the collected data, a student will be prepared to embark on the self-directed process of the applied research dissertation.

<ul style="list-style-type: none"> • Research Phase (10 credits total)

- MIN890 Mentored Research Design. Students are automatically enrolled in this portion of the program upon the successful completion (B- or higher) of the Applied Seminars. Under the supervision of assigned research mentors (or "readers"), the student will develop the first three chapters of his or her Applied Research Dissertation (or "Prospectus") which articulates the research question(s), precedent literature and theological foundations for the research, and subsequent research methodology. This portion of the program ends with a successful submission of the prospectus. (4 Credits).
- MIN891 Applied Research Dissertation. Students are automatically enrolled in this portion of the program upon the successful submission of their Applied Research Prospectus (MIN890). Upon

receipt of Institutional Review Board approval, students complete their research as proposed, collecting, analyzing, and presenting data in the required five-chapter Applied Research Dissertation (ARD) format. The ARD must be successfully defended and accepted by the assigned research mentors. (6 Credits).

3.7 SCHEDULE

Year 1:

Term 1 (of 2)	Term 2 (of 2)
2 Concentration Courses	2 Concentration Courses
(Simultaneous)	(Simultaneous)
Online	Online
16 Weeks	16 Weeks

Year 2:

Term 1 (of 2)	Term 2 (of 2)
2 Applied Seminars	Mentored Research Design
(Simultaneous)	Phase 1 (Prospectus)
Online	
16 Weeks	

Second Semester Year 2+ is self-directed under the mentorship of assigned research reader, and includes mentored research design, research, and research defense.

3.8 COURSE SYLLABI AND TEXTBOOKS

Course syllabi are made available online approximately 1 month prior to seminar start dates on the LBC e-campus.

Doctoral students are expected to be on the cutting edge of knowledge, not the trailing edge. Therefore, faculty may require students to have current editions of multiple edition textbooks. Although older editions of textbooks are cheaper, doctoral students will be expected to know the information in the edition required by their professors in course syllabi.

Students are able, though not required, to purchase all textbooks through the campus bookstore (www.lbcbookstore.com) approximately 1 month prior to seminar start dates.

PROGRAM PROTOCOLS

4.1 COHORT PROTOCOLS

The Doctor of Ministry program is delivered in a cohort community of learners who engage in the entire process together. DMin students are encouraged to abandon any competitive habits accumulated during previous years of formal schooling. The idea of the seminar is to engage the doctoral student in the giving and receiving of ideas, information, sources, and materials in the context of a community of learning.

This community of learners will be developed and maintained between seminars through e-mail and other means of communication or social media.

Doctoral students are expected to ground their work in significant and pertinent literature, and to share ideas and resources with their colleagues. They are expected to know what they are talking about and to help one another.

In the facilitation of community and the networking for cooperative learning, three educational principles are considered essential:

- The outcome of advanced graduate education is the development of refined sustainable habits of scholarly inquiry with professional integrity. These habits include engaging in seamless and life-long learning, and discerning, upholding, and accurately communicating truth.
- Competitive practices and individualistic approaches to scholarly inquiry are considered inappropriate outcomes and inappropriate toward the community of learning.
- The preferred learning environment is one that fosters a community of cooperative inquiry. Faculty and students alike are to be engaged in this learning community toward the development of all participants, not just the individual.

4.1.1 Appointments with Faculty

Students should make appointments directly with the individual faculty member by e-mail. Appointments with the Director of the DMin program are made by contacting Diane Palmer dpalmer@lbc.edu or (717)569-7071 ext. 5391 Appointments with adjunct faculty or visiting lecturers should be made directly with the adjunct or visiting faculty member.

4.1.2 Calendars & Dates

Due to the nature of ministry practitioners who are part of the Doctor of Ministry program, Year 1 academic schedules are set and made available to students during the application and admissions process. Though dates are subject to change, it is highly unlikely that they will change. Any changes that are made will be communicated far in advance.

It is the responsibility of the student to take note of assignment due dates, and any other submission deadlines in the completion of the degree requirements. Additional fees may be incurred by ignoring dates and delay completion of the doctoral degree.

4.1.3 Cohort Community of Learners

The Doctor of Ministry is a cohort-based program. Students will enter with a group of 9-15 other students. The cohort will follow a prescribed sequence of courses together. Because cohort learning involves a group of students who start and finish their degree together, students experience a number of educational advantages. Cohort learning, and internet-enhanced learning, offers one of the most effective learning opportunities available to doctoral students. Genuine, rich, and deep relationships will be developed through the course of the program as students support and serve each other in the quest for knowledge. As part of a cohort group, doctoral level students will be expected to exhibit a posture of collaboration, not competition.

4.1.4 Faculty Advisors

The Director of the Doctor of Ministry degree program and Cohort Advisors serve as advisors to Doctor of Ministry students for academic issues or general shepherding. The Global Admissions serves students related to programmatic issues.

4.1.5 Internet Access and Resources

Doctoral students must have easy access to a personal computer and the Internet. All doctoral students receive a free email account. This is the official account for communications. Students are responsible to check this account on a regular basis. Due to FERPA regulations, Capital staff and professors are not permitted to communicate through email that is not their official LBC email account.

4.2 PROGRAM POLICIES

4.2.1 Audit Policy

Students are not allowed to audit doctoral seminars, but rather must take them for credit. Master's degree students are not allowed to audit doctoral seminars or take them for credit.

4.2.2 Program Transfer

Doctoral studies from another academic institution are not normally transferable to Capital doctoral programs. Exceptions will be determined by the Director of the DMin Program.

4.2.3 Special Student Status

Students who are "Accepted with Deficiencies" must demonstrate acceptable academic quality by the end of the first term of study. Students "Accepted on Review Status" must also complete all initial admission requirements by the end of the first term of study.

4.2.4 Interrupted Status (Stopping Out)

In very exceptional cases when conditions beyond students' control prevent enrollment in seminars or working on the Ministry Research Project, a student may apply for interrupted status. Interrupted status may be guaranteed for up to one year, after which the student will need to reapply for admission.

Interrupted status must be granted on a semester-by-semester basis by the Director of the DMin Program. If interrupted status is not granted and students do not register for doctoral study, they are automatically dropped from the program and must reapply for admission. Previous admission

to the program is not a guarantee of readmission. Interrupted status could significantly delay graduation and may involve an extension of studies and a sizeable continuation fee.

4.2.5 Continuation Fees and Statute of Limitations

The Capital Seminary and Graduate School Doctor of Ministry program is designed to be completed in three years. Students who have not completed their Applied Research Dissertation within three years of their cohort's start date will be charged an administrative continuation fee of \$1000 for each term (fall and spring) until the project is completed, or until the student withdraws from the program, or until the statute of limitations is reached. Completion of the Applied Research Dissertation refers to the student's ARD having been successfully defended and accepted. The statute of limitations for the Doctor of Ministry program is 4 years. All requirements for graduation from the DMin program must be completed within 4 years of the student's original cohort start date.

- a. The continuation fee applies to full-time students continuously enrolled in courses for three years. If a student is part-time for a semester(s), the program director will determine when continuation fees will be charged to the student. If a student takes a semester off, that semester does not count towards the three years. For example, if a student takes one semester off, continuation fees will be applied after three and half years (three years + the semester the student took off).
- b. Students who are defending their dissertations and thus completing the program that term will still be required to pay the fee. Students who successfully defend their dissertations before the first day of class for a term will not be charged the fee even if revisions are required from their hearing.
- c. Students who feel they have been prolonged by reader changes or other issues caused by Capital Seminary oversight will be directed to speak to the program director for special consideration.

Special circumstances: if students step out of the program for a semester or longer due to significant life circumstances, e.g. health issues, family matters, vocational changes, financial hardships, etc., they are responsible for making an agreement in writing with the program director that the semester(s) they withdrew from the program will not be counted towards the time limits stated in point 1 above. A determination of the time limit will be assessed by the program director for all students who are part-time.

Waivers will only be granted if the above special circumstances apply.

4.2.6 Withdrawal

Should students find themselves unable or unwilling to continue in the doctoral program, they must officially inform the Director of the Doctor of Ministry program in writing of the intent to withdraw from the program. Phone calls cannot be accepted as official notification.

The date of receipt of the official notification determines eligibility for and the amount of tuition reimbursement.

Tuition refunds will be made according to policies established by Capital Seminary & Graduate School as listed in the section on Financial Information.

The Director of the DMin Program will be informed of the withdrawal and may acknowledge the withdrawal without prejudice, which would allow the student to reapply and possibly be readmitted to the program at a later date. If the director acknowledges the withdrawal with prejudice, the student will not be allowed to be readmitted to the doctoral program should he or she reapply. This decision will be made in writing to the student at the point of withdrawal.

Students who withdraw from the program and are readmitted at a later date must still complete all degree requirements within a total of four years of study. The four years of study includes terms attempted prior to withdrawal from the program.

In order to complete a withdrawal from a course this [Course Withdrawal Form](#) must be filled out.

4.2.7 Adding/Dropping Courses

Students can drop a course within the first week with no penalties as long as there has been no academic engagement within the course. Please be sure to connect with the Program Director as well as the Financial Aid office if you are making any changes to your courses. The form below is what you will use to process a drop, as well as if you were to add a course.

[Course Add Drop Form](#)

GRADUATION

5.1 PREPARING FOR GRADUATION

In addition to completing all academic requirements for graduation, all financial obligations to the college must be paid in full before a doctoral student can graduate.

Final versions of Applied Research Dissertation must be submitted to the Church & Ministry Leadership Department by April 1st in order to graduate Spring semester, or November 1st in order to graduate Fall semester. Incomplete submissions may delay graduation to the following semester.

5.2 CAP AND GOWN

The program tuition price automatically includes the cost of rented regalia appropriate for the acquired degree. Information on how to be measured for the cap and gown will be sent to graduates early in the semester of graduation.

As a gift from the LBC|Capital, Doctor of Ministry graduates are welcome to keep their own cap, tassel, and hood. Graduates may purchase their own gown at a later date through the office of the Provost.

5.3 COMMENCEMENT

Doctor of Ministry graduates are expected to participate in a commencement ceremony. Ceremonies are typically offered in December and in May at the end of the Fall and Spring semesters, respectively. DMin graduates may have the opportunity to select a graduation location based on what ceremonies are scheduled at the time of their program completion.