



## DMin Manual

### **Pre-Requisites**

Inquirers must satisfy the following pre-requisites to be considered for the Doctor of Ministry program.

- I. Successful completion of an accredited MDiv degree with a 3.0 minimum G.P.A., unless granted provisional acceptance.
- II. The MDiv must be a minimum of 72 semester hours.
- III. At least 3 years of full-time or bi-vocational ministry experience.
- IV. Must be currently engaged in ministry either full-time or bi-vocationally.

### **Admissions Process**

The student will complete the following application process.

- I. By faith, trust God our Creator and Redeemer for your spiritual, academic, financial, social direction, and needs.
- II. Submit an application online at [www.bcc.edu](http://www.bcc.edu).
- III. Official transcripts must be sent directly to the school.
- IV. The applicant's MDiv degree must be accredited by one of the following accrediting bodies: (1) the Association for Biblical Higher Education (ABHE), (2) The Transnational Association of Christian Colleges and Schools (TRACS), (3) The Association of Theological Schools (ATS), or (4) Regionally Accredited by one of the regional accrediting associations recognized by the U. S. Department of Education.
- V. If the applicant is transferring from another school, then in order for the transcripts to be accepted, the school must be accredited by one of the following accrediting bodies: (1) The Association for Biblical Higher Education (ABHE), (2) The Transnational Association of Christian Colleges and Schools (TRACS), (3) The Association of Theological Schools (ATS), or (4) Regionally Accredited by one of the regional accrediting associations recognized by the U. S. Department of Education.
- VI. All official transcripts must be sent directly to Bridges Christian College & Seminary from the institution.
- VII. Provide names and phone numbers for references.
- VIII. Submission of a sample 12-page research paper.
- IX. The paper must be from the applicant's MDiv work.

- X. The paper should be double-spaced and in Times New Roman font.
- XI. The paper should include a title page and bibliography.
- XII. The paper must be formatted in Turabian/Chicago Style.
- XIII. Provision of a curriculum vita with an autobiography describing the applicant's personal background (family life, employment, education), church affiliation/credentialing, Christian experience (conversion, regeneration, sanctification, Spirit baptism, ministry calling), and reason for applying to this graduate school. The autobiography should be 1-page long.
- XIV. The student must read and sign the Student Handbook covenant agreement forms.

### **Pre-Doctoral**

Should the applicant not have the required pre-requisites, but have a master's degree that exceeds 36 semester hours, the admissions committee may accept the student as a pre-doctoral student. The admissions office will hold his or her doctoral application on file while the student completes the required coursework. The application for the doctoral degree will only be held while the student is enrolled in the program.

A pre-doctoral student is a non-degree student who is earning master's degree credit to level up to the pre-requisite requirements for the Doctor of Ministry degree. The student is not enrolled in the Doctor of Ministry program.

Once the student completes the necessary pre-requisites for the Doctor of Ministry degree, then he or she may complete the interview process to be accepted into the Doctor of Ministry program. A successful interview and approval by the admissions committee will result in enrollment into the Doctor of Ministry program.

### **The DMin Program**

#### **Seminar Participation**

Seminars are offered on a 15-week semester basis. Semesters are fall and spring.

Seminars are synchronous and coordinated between students and instructors. Seminars are 15 weeks, with a 1.5 hour online meeting once a week. Once the instructor has established a meeting, the student is required to attend the live synchronous meeting.

Students will present their final papers in the final week of the semester. It is important that students interact with their peers and instructors.

#### **Length of Program**

Students will have a total of 6 years to complete the DMin program. Students will complete 3 years of seminars. In the third year, the student will present a research prospectus to a faculty committee. Once the prospectus is approved, the student begins the dissertation writing process under the guidance of a doctoral supervisor. Upon the completion of the dissertation, the

doctoral supervisor will evaluate it. If the doctoral supervisor should approve the dissertation for defense, then the student will defend the dissertation before a dissertation defense committee. If the dissertation defense committee passes the dissertation, then the student is approved for graduation, pending he or she completes other administrative obligations to the institution.

If a student does not complete the program in 6 years, then he or she may request an extension with the academic department. The Vice President for Academic Affairs along with assigned faculty members shall make the determination.

### Progression of Program

Below is a sample sequence for the progression of the Doctor of Ministry program.

<b>Year 1: Fall</b>	GEN7003 Doctoral Research and Writing Seminar	BIB7103 Pentecostal Hermeneutics Seminar
<b>Year 1: Spring</b>	BIB/THEXXXX	BIB/THEXXXX
<b>Year 2: Fall</b>	ATH7113 or THE7223	ATH7113 or THE7223
<b>Year 2: Spring</b>	ATHXXXX	ATHXXXX
<b>Year 3: Fall</b>	ATH8233 Higher Education Administration Seminar	ATH8103 Teaching Practicum
<b>Year 3: Spring</b>	Begin Doctoral Dissertation	
<b>Years 4-6</b>	In cooperation with doctoral supervisor, student may request more time to complete dissertation. This is subject to a review by a committee and not guaranteed.	The doctoral supervisor will coordinate with the VPAA to schedule a dissertation defense in a spring semester.

### DMin Dissertation

#### Introduction: Defining the DMin Dissertation

The DMin Dissertation is a culminating scholarly composition that demonstrates the student's ability to conduct independent research in their field of study. This research endeavor serves as the culmination of their degree program, allowing students to explore, in-depth, a specific topic related to practical theology and its application to the church. The DMin dissertation should clearly define its goals, adhere to academic standards of citation and attribution, and should contribute new knowledge or insights to the existing body of literature.

#### Preparing for the DMin Dissertation

It is important for the candidate to understand that the preparation for the DMin dissertation begins on the first day of the program and not when the final dissertation courses begin. As student's progress through courses, they should make note of topics of interest and corresponding research sources. At the midway point of the DMin degree journey, the student's program director will begin the discussion of helping the candidate to hone a focus to a few topics of interest. DMin students should also carefully consider their choices for elective courses and how they may relate

to their future dissertation. It should be noted that no candidate will be permitted to write a dissertation that lies outside of the scope of their completed DMin degree coursework.

The process of preparing for the DMin dissertation is a comprehensive journey that begins at the inception of the degree program, not merely when the final dissertation courses commence. As candidates progress through the diverse course offerings, they should make note of topics that spark their intellectual curiosity and identify potential research sources that could later contribute to their dissertation. However, students will not be permitted to resubmit work that has been previously submitted for a previous course. For more information on this see the established Seminary policies surrounding plagiarism and self-plagiarism.

At the halfway milestone in the DMin degree, the candidate's program director will initiate discussions aimed at refining the candidate's focus to a select few topics that align with their academic and ministry interests. DMin students should carefully consider elective courses, considering how these may intersect with their prospective dissertation.

It is vital to note that the confines of the dissertation must align with the scope of the completed DMin degree coursework. No candidate will be granted permission to pursue dissertation research that goes beyond the parameters of their accomplished studies.

#### Dissertation Oversight

The supervision of the DMin degree dissertation is an integral component of the academic journey at Bridges Christian College and Seminary. The responsibility for this oversight lies with a doctoral supervisor who is appointed by the Academic Department. The doctoral supervisor will be someone who is an expert within the student's field of study. The supervisor will chair the dissertation defense committee.

The supervisor's role is multifaceted, encompassing guidance throughout the various stages of the DMin dissertation production. A crucial aspect of the supervisor's responsibilities is to discern when the DMin dissertation has reached a level of academic rigor and completeness suitable for final defense before the committee.

Evaluation of the dissertation is undertaken by the dissertation defense committee, which consists of the Vice President for Academic Affairs, and two additional faculty members. The two other faculty members are selected by the Academic Department, in consultation with the supervisor. The third member of the committee will have expert knowledge of the specific dissertation topic. All committee members will have accredited terminal degrees in compliance with the policies in the faculty handbook. At least one of the committee members must have a PhD in Biblical Studies. This committee serves as the evaluative body during the final defense of the dissertation.

The final presentation of the dissertation to the committee marks a significant milestone in the student's academic journey. To pass the dissertation, the student must secure a two-thirds vote from the committee members. This ensures that the dissertation meets and exceeds the rigorous academic standards of Bridges Christian College and Seminary.

In cases where DMin students wish to conduct external practical research that interacts with human subjects, the President, Vice President for Academic Affairs, and another faculty member will serve as the defacto Institutional Review Board (IRB). The role of this board is to review and approve the research proposal, ensuring the study is designed to protect the participants' rights and welfare. This process includes comprehensive scrutiny of the research design, participant recruitment strategies, and data collection methods. IRB approval must be obtained for any such research prior to it being implemented.

### The DMin Dissertation Courses

During the final semesters of a student's enrollment, he or she will submit a 30-page prospectus under the supervision of a doctoral supervisor. Once the prospectus is completed, students will also be required to make a 20-minute presentation of their proposed dissertation before faculty online. A final grade of a "B" is required for a student to progress to the dissertation phase. In the second dissertation course, students will write the remainder of the DMin dissertation under the supervision of their committee supervisor. The final oral defense of the dissertation before the committee shall serve as the final examination for the second dissertation course.

### The DMin Dissertation Prospectus

The dissertation prospectus demonstrates the breadth and depth of the student's research within their respective area of study. The initial dissertation statement should serve as the guiding direction for the prospectus. The content of the prospectus will be included in the final dissertation.

The dissertation prospectus will include the following components:

- I. Title page
- II. An abstract of the entire work, double-spaced, of no more than 150 words
- III. Section I: Introduction
  - a. Significance of the problem (justification for the project)
  - b. Dissertation statement
  - c. Scope/limits of the investigation; definition of key terms; method by which the DMin dissertation will be prosecuted
  - d. Description of the logical structure supporting the dissertation statement (i.e., the logic and progression of each chapter from the introduction to the conclusion using one or two sentences for each chapter)
- IV. Section II: Review of the Literature or History of Research
- V. Section III: The Working Outline
- VI. Section IV: The Conclusion

## VII. Bibliography

### Organizing the DMin Dissertation

The DMin dissertation contains multiple vital aspects. These include:

#### I. Opening Aspects

- Title Page (see Appendix)
- Copyright Page (see Appendix)
- Signature Approval Page (see Appendix) – this document will not actually be signed)
- Abstract (see Appendix) - an abstract is a concise statement of no more than 150 words that provides the reader with the essence of the DMin dissertation. It is wise to use as many clear descriptor words as possible to identify thoroughly the aspects of your DMin dissertation.
- Acknowledgments (Optional) - It is appropriate to acknowledge assistance from individuals and institutions that have provided significant support for the DMin dissertation project.
- Contents (refer to Turabian)
  - The doctoral supervisor should be consulted on the amount of chapters needed.
- Index of Tables (if any)
- Index of Figures or Photos/Illustrations (if any)
- List of Abbreviations - The standard for abbreviations in biblical studies can be found in *The SBL Handbook of Style*.
- Glossary (Optional)

#### II. Dissertation Body

- Chapter 1: Introduction. (Much of this chapter may come from the prospectus).
- Additional chapters as determined by the dissertation supervisor and the needs of the dissertation. Typically, an additional four to five chapters is warranted.

#### III. Bibliography

#### IV. Appendices as needed

## Formatting & Writing the DMin Dissertation

The length of the DMin dissertation is required to be between 20,000 and 30,000 words double-spaced (80-120 pages) not including footnotes. It is important for the candidate to realize that effective academic writing necessitates impactful and thoughtful writing. It must be robust enough to address the topic sufficiently and yet succinct enough to present the arguments efficiently. A dissertation falling outside of this range will be rejected.

The standard to be used for the DMin dissertation is the latest edition of Kate L. Turabian, *A Manual of Style for Writers of Term papers, Theses, and Dissertations* (Chicago: University of Chicago Press).

A fundamental aspect of the DMin dissertation is the robust documentation that is used to justify arguments. Footnotes should be included at the bottom of each page and conform to the footnote style of Turabian. A dissertation or prospectus with insufficient documentation of research will be rejected. A candidate should approach the dissertation with the mindset and goal of formal publication.

The dissertation should follow the established DMin dissertation template published by the Seminary. This template can be found in BridgesCampus within the dissertation course materials. Included in this template are the guidelines on font, spacing, pagination, etc.

Most importantly, candidates should work carefully with their supervisor to establish goals and a timeline for completing the dissertation. Incomplete dissertations will not be considered for final evaluation regardless of the time left before graduation. It is the responsibility of the candidate to ensure that milestones are being met with sufficient time for revision and adaptation.

### Dissertation Rubric

The following rubric is used for evaluating the student's dissertation project.

## DMin

### Dissertation Research Grading RUBRIC

Name of Student: \_\_\_\_\_

Score: \_\_\_\_\_/100

Name of Reviewer: \_\_\_\_\_

Percentage: \_\_\_\_\_%

Please indicate the assessment of the student's demonstration of skills and qualities in each area by:

1. selecting the number (from 0-4) corresponding to the rating you believe most appropriately reflects his or her performance;
2. adding a brief comment, whenever possible (and at least one per section: A, B, C, etc.), to clarify your rating and to provide further detail about your observation; and
3. adding the scores for each section and calculating a percentage score.
4. **Do not count the outcome scores into the final grade.**



**Scale:**

- 4 = Excellent      = superior qualities
- 3 = Very good     = above average qualities
- 2 = Good            = average qualities
- 1 = Limited         = below average, inconsistent quality
- 0 = Poor= inadequate, unacceptable

	0	1	2	3	4
<b>A. ARRIVAL AT AN ORIGINAL TOPIC</b>					
1. The chosen topic is <b>worthy of study</b> , having both <b>academic</b> value (serving to contribute to the field of study) and <b>practical</b> value (in the service of humanity, the work of the local church, or the kingdom of God). Originality of thesis is evaluated.					
2. The student has given the topic an <b>interesting and understandable title</b> , and has offered a <b>clear and cogent rationale</b> for its selection.					
3. The student has stated the <b>research goal</b> (question, hypothesis, issue or argument) with a burden of proof, i.e., in a way that its outcome is objectively measurable.					
4. The student has clearly described the <b>scope and limits</b> of the study, clarified any necessary <b>terms, issues, or assumptions</b> and explained his/her <b>approach and methodology</b> .					
<i>Comments:</i>					

	0	1	2	3	4
<b>B. ASSEMBLING QUALITY RESEARCH (including LITERATURE REVIEW)</b>					
6. The student has chosen and demonstrated a <b>research method</b> that is <b>adequate</b> to access the data and to accomplish the stated goals.					
7. The structure and organization of the paper reveals a <b>scope</b> of investigation that is <b>comprehensive</b> of the chosen topic, with the depth of investigation expected of doctoral candidates.					
8. The student demonstrates that he or she knows how to gather <b>appropriate</b> resources, evaluate the material, and glean significant information <b>relevant</b> to his or her topic.					
9. The student has demonstrated an <b>awareness of the contemporary literature</b> related to the topic and has <b>summarized and evaluated it accurately</b> , noting nuances.					
10. The <b>outline</b> is <b>clear and cogent</b> .					
<i>Comments:</i>					

	0	1	2	3	4
<b>C. ANALYZING THE RESEARCH (including HISTORY OF INTERPRETATION)</b>					
The student understands the <b>history of interpretation</b> related to the topic and has <b>summarized accurately</b> the various views through time.					
12. Drawing from the past and present, the student begins his/her argument by laying a foundation of the current <b>state of the research</b> on the topic.					
13. The student has shown evidence of <b>critical assessment</b> , which evaluates the <b>merits and deficiencies</b> of opposing viewpoints.					
The student has demonstrated <b>critical thinking skills</b> by: <ul style="list-style-type: none"> <li>• <b>developing</b> a <b>legitimate thesis</b> and arriving at a <b>conclusion that is consistent with his/her research</b>,</li> <li>• <b>presenting evidence</b> in a coherent and compelling manner, and</li> <li>• <b>defending</b> the thesis over against opposing and competing viewpoints.</li> </ul>					
<i>Comments:</i>					

	0	1	2	3	4
<b>D. ARTICULATING THE RESEARCH (OVERALL)</b>					
16. The writing of the paper is mechanically sound with regard to <b>word use and selection, spelling, punctuation, capitalization, grammar, and syntax</b> .					
The student writes in a clear, <b>unencumbered style</b> so that meaning is <b>clearly understood</b> .					
There is <b>coherent and logical</b> development of <b>thought</b> : <ul style="list-style-type: none"> <li>• well-constructed paragraphs <b>clearly announce subjects</b>; and</li> <li>• <b>transitional paragraphs</b> between sections</li> </ul> and chapters that facilitate the reader in terms of flow of thought.					
19. The student has constructed all the requisite <b>parts</b> of the paper in a manner that conforms to <b>Turabian</b> (academic style).					
20. The student has cited research sources (both in the <b>footnotes and bibliography</b> ) in a manner that conforms to <b>Turabian</b> academic style.					
<i>Comments:</i>					
<b>E. ASSIMILATING THE BIBLICAL RESEARCH</b>					
21. The student has conducted his/her investigation so as to provide interaction with <b>relevant biblical material</b> , which supports, guides, and corroborates his/her conclusion.					
The student's interpretation has drawn from the <b>best of relevant</b> <ul style="list-style-type: none"> <li>• <b>reference works</b></li> </ul>					
23. The student has made an <b>application</b> of the conclusion of the study (in the service of humanity, the work of the local church, or Christ's kingdom).					
<i>Comments:</i>					

	0	1	2	3	4
<b>F. EVALUATION OF STUDENT LEARNING OUTCOMES</b>					
24. Rate the student's accomplishment of the following outcome: The student will appreciate their unique ministry experience as they study.					
Rate the student's accomplishment of the following outcome: The student will compose a project showing an original contribution to Pentecostal ministry practices.					
Rate the student's accomplishment of the following outcome: The student will exhibit knowledge in the area of Pentecostal ministry through writing and research.					
Rate the student's accomplishment of the following outcome: The student will demonstrate critical thinking at the doctoral level by appreciating quality approaches to research methodologies.					
Rate the student's accomplishment of the following outcome: The student will demonstrate critical thinking at the doctoral level by collecting and analyzing high quality research.					
Rate the student's accomplishment of the following outcome: The student will demonstrate critical thinking at the doctoral level by applying knowledge to practical ministry research.					
Rate the student's accomplishment of the following outcome: The student will appreciate the Pentecostal hermeneutic in their written work.					
Rate the student's accomplishment of the following outcome: The student will exegete the Scriptures and apply the theological principle to a modern Pentecostal ministry context.					
Rate the student's accomplishment of the following outcome: The student will demonstrate knowledge of a Pentecostal hermeneutic.					
<b>Comments:</b>					