

## DOCTOR OF MINISTRY

### RATIONALE FOR COURSE

#### (a) Philosophical basis for the course design

- (i) The educational standard of the DMin is that of a professional doctoral degree awarded by universities and theological providers in Australia.
- (i) While the course involves rigorous scholarly inquiry, it locates such inquiry within the context of the ministry practice.
- (ii) The course structure enables development both in the ministry person and the organisations they serve during and beyond the course.
- (iii) The course focuses upon five critical domains of biblical theological reflection, critical analysis, development of the person, communication skills and decision-making.
- (iv) The ultimate purpose of the course is to assist ministry practitioners to be able to exploit their full potential, obtain a deepened understanding of their calling as a foundation for effectiveness through their middle and later years of service.

#### (b) Primary pedagogical concerns

To the ends identified in (a) (i) and (ii) above, the Doctor of Ministry has the following primary pedagogical concerns:

- (i) The research of the candidates' actual ministry issues via a critical application of appropriate theories and enhanced levels theological reflection.
- (ii) The development of theoretical foundations critical in the analysis of institutions and ministry contexts.
- (iii) The integration of the assumptions, values and espoused theology of the candidates through theological reflection.
- (iv) The development of the candidates' capacity as agents of change in chosen ministry sites.
- (v) The development of skills for research into human subjects and contexts.
- (vi) The enhancement of the communication skills of ministers, with a view to the provision of resources for their peers in ministry.

The range of assessment modes across the whole course involve the completion of coursework units, robust engagement with their peers in ministry, the production of publishable articles, and the completion of a significant project that would warrant publication

in its own right or resource their peers within ministry.

#### (c) Characteristics of the Doctor of Ministry include:

- (ii) The development of advanced knowledge in a specialized ministry area.
- (iii) The capacity to foster one's self-awareness, congruence of thought and practice while deepening a sense of one's unique ministry.
- (iv) The capacity to initiate organizational or community change through a range of group participant approaches.
- (v) Application of high order skills demonstrated by sophisticated theological reflection, critical thinking and contextual interpretation in a sustained body of research that exhibits high levels of originality, theoretical insight and a substantial critique of the relevant literature, all of which meet international standards for the award..

#### (d) Occupational Functions of Graduates

##### *The Ideal Candidate*

While not a formal prerequisites for admission, the Doctor of Ministry course is especially suitable for candidates who are aged in their mid-thirties or older, whose responsibilities would have involved them in strategic thinking and whose vocation requires well developed levels of ministry competence.

##### *Vocational Outcomes*

Ministry practitioners who take out this degree would, depending on the specialisation, be equipped to take up significant roles and responsibilities such as—

- Senior pastors, or
- Specialist Pastors with departmental responsibilities
- Regional pastors with inter-church responsibilities beyond their own congregation,
- Denominational, mission and para-church agency leaders
- Consultants to churches, mission agencies and other Christian organisations,
- Educators of ministers in training in the fields of pastoral and theological education in theological colleges

Graduates holding the ACT DMin award enter their mature years of ministry as thoughtful and able practical theologians with a capacity to lead groups of Christians in ministry in ways that reflect the Gospel in contextually sensitive ways while they themselves enjoy a deepened faith and a more coherent theology of ministry.

### DURATION OF THE COURSE

- (a) The degree is designed to be taken part-time over a six-year period (advanced standing aside) while the candidate remains engaged within in their usual ministry context. Most coursework components are offered in intensive blocks or retreat-based modes.
- (b) The research project must be submitted for examination in a minimum of four semesters and a maximum of 6 semesters from approval of the proposal.
- (c) The minimum time for the whole is three years if attempted full-time, the maximum is six years, not including periods of suspended candidature.
- (d) Overseas candidates may enter for finite blocks of time to complete intensive units or, in the research phase, to consult with their supervisors. If such candidates enter Australia on a student visa they must take their units in full-time mode. That is, they would take 16 cps per semester rather than the typical 8 cps.

### SPECIFIC LEARNING OUTCOMES

The learning outcomes may be organized into four distinct yet overlapping aspects that are addressed and reinforced by various phases and structures within the course.

#### (a) Knowledge and Understanding Aspects

The coursework should ensure candidates acquire the following attributes:

- Knowledge of theological and biblical-hermeneutical methods at a post-graduate level.
- Acquaintance with the current state of human science theories pertinent to the particular ministry of interest to the candidate.

#### (b) Personal Developmental Aspects

The DMin should develop the capacity of candidates to:

- Attend to the growth of their character and spiritual life, and foster a greater congruence between their espoused theology and ministry practice.
- Refresh and articulate their personal sense of vocation.
- Plan for their continuing leadership development, through reflection on past practice, current challenges and future trajectories.
- Develop their written communication skills to undergird publications for the edification of their peers in ministry.

#### (c) Institutional Developmental Aspects

The course should develop the capacity of its candidates to:

- (i) Improve the performance of their particular organisational leadership or ministry team, instituting theologically and pastorally sound strategic solutions.
- (ii) Facilitate positive, participatory change in their major ministry context. This is particularly effected through an opportunity for the action research of a present ministry predicament within their current ministry context.
- (iii) Develop their capacity to communicate and implement research findings in terms of management practice within an organisation, institution, local community or network of peers.

#### (d) Research Aspects

As the outcome of the course candidates should have the capacity to:

- Construct appropriate approaches to research questions arising within their ministry.
- Make valued contributions to the future ministry of other ministry peers in the form of accessible publications reflecting local issues.
- Undertake a major research project with appropriate scholarly supervision.

**A TYPICAL COURSE PROGRESSION FOR THE PART-TIME CANDIDATE:**

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
PHASE 1: THEOLOGICAL FOUNDATIONS (Year 1)	Biblical Studies Unit 8 CP	Christian Thought Unit 8 CP
<b>Total Time Elapsed: 2 Semesters (Part Time)      Accumulated Credit: 16 CP</b>		
PHASE 2: THEORETICAL FOUNDATIONS & PERSONAL DEVELOPMENTAL (Year 2)	Elective Unit I 8 CP	Action Research Project I 4 CP
		Research Methods Unit (RM095) 4 CP
(Year 3)	Elective Unit II (any unit listed on p. 266-7) 8 CP	Action Research Project II 4CP
		Personal Development Portfolio 4 CP
<b>Total Time Elapsed: 6 Semesters (Part Time)      Accumulated Credit = 48 CP</b> [Optional exit point for MA (Min) if preliminary essay completed at outset if a further 8 cp completed, otherwise a further 16 cp is required for MA (Min)]		
PHASE 3: RESEARCH  (YEARS 4 – 6)	Research Proposal & Ethical Clearance	RESEARCH PROJECT  40,000 words; 48 CP
	Research Cohort Group (4 Presentations Min.)	
	Research Project & Cohort Group Continues 4 Additional Semesters	
	Phase 3 Total = 48 CP = 6 Semesters	
<b>Total Time Elapsed = 12 Semesters, Accumulated Credit Points = 96</b>		

**(e) Learning and Teaching Strategies**

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| <ul style="list-style-type: none"> <li>(i) The coursework component of the degree is designed to give candidates the necessary research tools relevant to their profession, and the theoretical content required to negotiate the demands of the research component of the degree,</li> <li>(ii) Each academic unit of the coursework program is designed to promote the integrated theological reflection within the candidate’s ministry context,</li> <li>(iii) A Research method unit is added to assist candidates who are not sufficiently grounded in research skills, particularly those to do with qualitative research.</li> </ul> | <ul style="list-style-type: none"> <li>(iv) The research project allows candidates to explore ways in which the insights gained from their coursework might be applied to the understanding of phenomena that arise within the context of ministry,</li> <li>(v) Candidates and their ministries will collaborate with their peers in action research on issues critical to their communities of ministry,</li> <li>(vi) Personal reflection will be integral to the developmental processes employed by teachers and be reflected in coursework assessment and the final project.</li> </ul> |
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## ADMISSION REQUIREMENTS

### (a) Making an application

- (i) Potential candidates must apply through an ACT college approved to offer the DMin to the ACT's Research Committee for admission into the course.
- (ii) All applicants must submit to the enrolling college original or certified copies of transcripts or certificates of all tertiary study completed in theology or ministry.

### (b) Requirements for candidature

Candidates must comply with all four of the following types of requirements for their application to be approved:

#### 1. Academic Prerequisites

Applicants for the Doctor of Ministry program would normally have satisfied one of the following three requirements where the preliminary essay is required—

- (i) Either of the Honours Degrees of Bachelor of Ministries or Bachelor of Theology,
- (ii) The Master of Divinity degree,
- (iii) The Bachelor of Ministries or Bachelor of Theology with the Graduate Diploma of Theology or Ministry,

Under exceptional circumstances, applicants who possess one of the following may be considered for candidature—

- (i) The Bachelor of Ministries or the Bachelor of Theology with a GPA of 2.5,
- (ii) A degree recognised as an equivalent with an equivalent GPA outcome.

Applicants must also demonstrate evidence of their own commitment to learning and development since their introduction to their ministry (see #3 [Evidence of Aptitude for Research and Training] below).

#### 2. Ministry Experience Prerequisites

Applicants must be able to demonstrate a proven record of able Christian leadership. Candidates must provide their sponsoring college with evidence of a significant tenured ministry or missionary experience of five years beyond the completion of their first degree, or ordination, whichever was earlier. This must be shown in a curriculum vitae, outlining both their formal appointments, the major goals and most significant achievements in their accredited ministry.

Applicants would normally be expected to be currently in positions of significant ministry responsibility, such as senior pastors, mission/denominational board representatives, tertiary educators, denominational

leaders, church planters, mission directors, church consultants, department leaders and the like.

Applicants would normally be commended for entry to the course by their denominational, church or institutional employer.

In the case of pastors, they should have the support of their congregational governing body who shall provide in writing an assurance to the sponsoring college that they have an understanding of the extent of the commitment required over the six years part-time or three years full-time of the degree. These organizations must also approve in advance the candidate's access to the congregation for the purposes of action research in Phase 2 of the program whether this option is taken up or not.

#### 3. Evidence of Aptitude for Research and Training

All prospective candidates will have to supply the course advisor of the particular sponsoring or enrolling college with the following means of substantiating their aptitude for research. These means are designed so as to permit personal evaluation on behalf of both parties in the process and enable the candidate to make a considered commitment and evaluate their readiness to use the program as a deliberate formative process for their ministry life. This preliminary work can be undertaken while the candidate remains within their normal ministry context, in the semester prior to the commencement of the course.

- (i) A listing of the major training events and conferences attended in the last five years.
- (ii) An annotated reading log of the more significant literary works that have enriched their ministry over the last two or three years.
- (iii) A listing of works that have been most formative for their theology, particularly their view of ministry and ecclesiology if these differ from the above.
- (iv) A preliminary essay which will be marked internally within the sponsoring college. This must receive a rating equivalent to credit grade (2.0) in an 8,000 word (25 pages approx.). This essay should outline the structure of their own personal ministry theology. It must also demonstrate the capacity to integrate the learning from their reading outlined in the second and third points above while articulating the particular theology that informs their own ministry experience and their understanding of themselves as ministry practitioners. This should be presented in a format expected of post-graduate work, and will be marked at 700 (masters) level by the faculty member of their sponsoring college who is anticipated to be the person would prepare them for the research Phase of the degree. Candidates who do not show an aptitude for theological

reflection will not be presented as applicants to the Research Committee.

- (v) Candidates who meet all other requirements but do not receive the required grade in the preliminary essay may be invited to enrol in the ACT MA (Min). If, subsequently, they achieve a distinction average in their first two MA (Min) units, they may then make application to the Research Committee for entry into Phase 1 of the course, via their sponsoring college. They will *not* be granted advanced standing for these units completed at 700 (MA [Min]) level.
- (vi) Candidates with a completed ACT MTh degree or the Honours Degree of Bachelor of Ministries or Theology with Honours Class 1 or IIA, or have completed the MA (Theol) or MA (Min) with a GPA of 2.0 and credit grade in the 16 cp project, or its equivalent at a recognized non ACT institution, are exempt from the preliminary essay requirement. However, they must still supply the required reading logs and fulfill all other entry requirements.
- (vii) A qualifying fee set by the ACT will be charged for assessing this preliminary essay by the sponsoring college.

#### 4. Professional References

Personal commendation from three referees should be provided on application to the ACT for entry into the course. These should include one from their local sponsoring church, one from an external denominational or mission organization executive, and an academic referee who can vouch for their capacity to handle the demands of the study and research.

#### 5. Exceptional Entry

In exceptional cases, applicants who do not meet all the formal experiential and academic requirements above may apply to the particular college to be considered by them as a candidate provided they are well-known to the college and show exceptional qualities with regard to all of the following attributes:

- (i) Their proven track record of faithfulness and effectiveness in ministry,
- (ii) Their intellectual capacity to deal with the demands of the course. This could take the form, for example, of published articles, works related to mission or ministry, or training tools, and ...
- (iii) Where it can be argued that the particular candidate would derive personal benefits from their participation within and contribution to the program.

#### (c) Special Additional Qualifications

Except in the case of those who have a tertiary qualification taught in English, international candidates whose first language is not English will be required to sit an IELTS test. Such candidates wishing to enrol in the DMin will be required to attain a score of 7.0 in reading and writing, 6.5 in listening and 6.5 in speaking prior to admission.

#### OFF-SHORE CANDIDATES

DMin applicants who meet the normal ACT admission criteria for the particular award and who in addition to these criteria display a strong chance of completion as indicated by one or more of the following indicators:

- Personal knowledge of them by supervisors within the sponsoring institution, or ...
- A record of publication in refereed publications,
- Previous academic research theses, or ...
- Sponsorship by a reputable denomination or mission sending agency known to the sponsoring institution, or a ...
- Sponsorship by a theological training trust fund (e.g. Langham Partnership, International Teams etc.)

*Upon the supply of:*

- Commendation from two reputable academic referees, and
- Written declaration from their denominational, or mission directors or other current employer, that such bodies understand the time commitment involved and approve of the candidate's application as with local candidates,

*And who possess the following access to resources or facilities such as:*

- Electronic journals, 'Skype' or other, internet links with supervisor and the sponsoring college library. And preferably ...
- Access to libraries at an overseas theological institution accredited by ATEA, ATESEA, or equivalent
- Adequate adjunct supervision in their country of origin.

*May be admitted as postgraduate candidates in the DMin award in either part or full time status on the understanding that ...*

- (i) They engage in a minimum of an initial 4-week induction period involving the particular college's normal induction process and any back-grounding deemed necessary for the particular candidate.
- (ii) They are resident at the sponsoring college for a minimum of two weeks each year (10 working

days) from then on in any combination of number of days, as negotiated with their sponsoring college's research coordinator.

- (iii) Allowance will be given that in their final year a student may apply to forgo their residential opportunity if in the opinion of their supervisor and their college's postgraduate coordinator, the thesis will be completed without further face to face interaction.
- (iv) During such residency periods they must engage in the academic life of their sponsoring institution through such means as presentation of postgraduate seminar papers, attendance at available conferences, audited courses and confer with their supervisor.
- (v) The candidate will supply evidence of progress according to normal ACT annual review processes along with a statement by their sponsoring college's postgraduate coordinator that they are meeting the residential minimums.
- (vi) The sponsoring institution would supply the ACT with evidence of their arrival and departure dates along with their Annual Review of Progress forms.
- (vii) It is advisable that the primary supervisor is supplied from the full time faculty of the ACT sponsoring college to ensure continuity.

#### **CREDIT TRANSFER**

##### **(a) Principles**

- (i) Recognised Prior Learning (RPL) applications for admission to the course or applications for transfer of credit will be dealt with initially by approved colleges and then by the Associate Dean of the ACT before final approval is granted. Applications for credit based on RPL will be considered in accordance with the guidelines published in "National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)" (AQF, 2004).
- (ii) The ACT regards the qualifications awarded by the affiliated colleges of the Committee of Deans of Theological Consortia as equivalent to its own, assuming that prerequisites for entry to an ACT award are met.
- (iii) The ACT regards accredited degrees in theology and ministry awarded by registered providers in Australia as equivalent to its own degrees assuming that prerequisites for entry to an ACT award are met.

##### **(b) Admission with advanced standing from completed awards**

- (i) Since the whole process of the degree has an internal coherence for the development of ministry

leadership capacity, advanced standing will be granted only in Phase 1 Bible or Theology units up to a maximum of two units (16 credit points). An exception to the above restriction is open to those students holding an undergraduate degree majoring in social or qualitative research, who may apply for exemption from the research methods unit.

- (ii) Graduates holding the ACT degrees of MTh, MA(Min) or MA(Th), or courses recognised as equivalent, are exempted from the respective biblical and/or the theological unit in Phase 1 of the DMin course provided they have demonstrated their ability in these fields by achieving
  - A distinction grade in the 700 level units in the theology and biblical studies units for which they seek advanced standing, or,
  - A distinction in the MA \*\*790 project if that was in either Bible or Theological areas and
  - A GPA of at least 2.0 across the whole MA.
  - Their MTh thesis and any associated coursework was in the field of Biblical Studies or Theology.
- (iii) ACT MTh graduates, or those holding equivalent research-based degrees, where the MTh research involved social or qualitative research, will also be exempt from the Research Methods unit as well.
- (iv) Those with Masters degrees by research or coursework from other non ACT colleges may apply for advanced standing and will be granted this at the discretion of the Dean of the ACT on the basis of evidence of achievements equivalent to those outlined here in points (i) to (iii).
- (v) Students who at any time terminate their DMin enrolment in order to become MA (Min) candidates will be given credit in the MA (Min) for each course satisfactorily undertaken at DMin level. Those who do this after completing Phase 2 are required to take one more 700 level unit to complete the MA(Min) including the 8cp self guided project in an area of interest.

#### **COURSE CONTENT AND STRUCTURE**

##### **(a) Rationale for Course Structure**

In the aim of assisting experienced practitioners to develop their capacities the course is best experienced in part-time mode. This format also enables participants to integrate current ministry practice with their studies and develop as reflective practitioners without abandoning their current ministry or adding unreasonable burdens to the candidate's significant ministry responsibilities. The objectives of the structure are as follows:

- (i) Roughly half of the degree is based upon initial coursework and half devoted to quality research. The course work involves a range of styles of learning experience to develop specific academic,

professional, personal and research competencies of the candidate.

- (ii) There is also a range of supervised action reflection experiences within the second phase from which the candidate may draw confidence as consultants and change agents within community or organizational settings.
  - (iii) The exact content that the individual candidate undertakes is tailored by the sponsoring college to build upon the candidate’s current strengths, experience and training without duplicating the basis of the minister’s existing competencies. Consequently there is room for negotiation in the tailoring of the developmental processes within Phase 2 of the program.
- (b) Consequently, the degree is deliberately delivered in three Phases.
- Phase 1 and 2 must be completed satisfactorily before Phase 3, the Research Project, is commenced.
  - According to the ACT Handbook for Registrars, Teachers Moderators and Examiners, a credit grade at 800 level implies the candidate has the capacity to theologically reflect at satisfactory postgraduate level. In line with this the DMin candidate must maintain an average GPA. of a 2.0

across the four (or five) 8. credit point academic units taken during Phases 1 and 2 in order to proceed on to Phase 3.

- Candidates who do not achieve a GPA of 2.5 will be automatically required to adjust their enrolment into the college’s Master of Arts (Ministry).
- These candidates may reapply at a later time for access to the Doctor of Ministry on the completion of their MA (Min) and will be granted advanced standing in Phase 1 of the course.

**Phase 1: Theological Foundations**

Phase 1 comprises two academic units worth 8 cp each.

During this Phase candidates completes two eight-credit point units, one from each of two areas; Theology and Biblical Studies or Biblical Languages. These are designated foundational units covering an aspect of theology or the scriptures relevant to church, ministry and mission. The intention of this Phase is to raise the candidate’s levels of theological and exegetical ability to postgraduate level and provides candidates with an awareness of recent developments in these areas.

For instance, an example of a typical progression through Phase 1 could be:

ENTRY POINT OF COURSE	SEMESTER 1	SEMESTER 2	
PHASE 1: THEOLOGICAL FOUNDATIONS  (Year 1)	NT871: Contemporary Biblical Studies and the Foundations of Christian Ministry  8 CP	TH862: Theology For Tomorrow’s Church  8 CP	<i>Total points accrued after Phase 1 or 2 semesters</i> <b>16 cp</b>

**Phase 2: Theoretical Foundations and Personal Development**

This Phase has four components:

- (i) Two academic theoretical units (8 cps each = 16 cps)
- (ii) A personal and professional developmental component (4 cps)
- (iii) Two Action Research experiences, possibly resulting in publication of research results (4 cps each = 8 cps)
- (iv) Training in a range of research methods to suit the research topic of the candidate (RM095, 4 cps)

*1. Theoretical Foundations*

- (i) During Phase 2, candidates undertake two, eight credit point, full semester units with a view to sustaining a theoretical underpinning of their final dissertation.
- (ii) These units will also be usually offered in intensive mode over one or two periods within a semester.
- (iii) The purpose of these units is to supplement candidates’ existing understanding introducing candidates to the current state of theory in the disciplines that are pertinent to both their personal development and research interests.

- (iv) Content and assessment tasks within all these units will demand an integration of theory and theological reflection upon the practice of ministry.
- (v) These would usually form a sequence within the same area of knowledge, or represent choices from across the various disciplines that complement their research area.
- (vi) These are offered in Organisational, Missiological, and Pastoral or Developmental areas.
- (vii) In place of one or both units, candidates have the options also of constructing their own self-guided project topic under supervision provided by the particular college as a project of 8,000 words (MP805), or, of taking a unit at an Australian University at Masters level or higher. Approval for this external unit will be granted on the basis of a proven connection between this unit and their major research area and must be gained prior to enrolment in that unit preferably at the point of admission to the DMin.

## 2. *Personal Development Portfolio (PD810)*

- (i) The personal authenticity of the ministry person is a critical component of the degree as it is the foundation of all lasting ministry impact. This unit is intended to allow space during the course for the development of the sorts of reflective disciplines necessary to sustain ministers through their most significant periods in the second half of their ministry.
- (ii) This unit may be compiled from a variety of reflective experiences experienced over an intensive period of supervision usually around one semester or, these may be structured across a whole year while the candidate enrolls in the unit in the concluding semester of the unit.
- (iii) These experiences could be drawn from sources such as a single semester of personal mentoring such as would be normally addressed under an accredited Spiritual Director, an accredited Psychological counselor, a CPE course. Enrolments permitting, some colleges may supply their own theological reflection groups.
- (iv) All these options should involve at least 20 hours of contact time with their mentors or theological reflection group during a semester.
- (iv) The end product of all such experiences should be a professional developmental portfolio that demonstrates a mature level of self awareness and a capacity to plan for and manage their own future growth.
- (vi) This work of at least 4,000 words, should demonstrate mature reflective writing upon the implications of this supervised experience for their

own Christian vocation. This work will be assessed discretely on a pass/fail basis.

## 3. *“Action Research” in the Ministry Context* (AR801 and AR802)

### (a) **Rationale**

- (i) Pastors and other leaders may need to be skilful exponents of organisational change. The purpose of the two Action Research units is to develop the capacity of candidates to influence organisational functioning and, if required by the ministry context, be effective and pastorally sensitive agents of change.
- (ii) These projects would naturally integrate the growing base of expertise developed and focus of assessment tasks during the particular Phase 2 theoretical elective taken in the previous semester.
- (iii) The two Action Research explorations would on the one hand involve fieldwork conducted within the candidate's own church or organization and on the other, involve entry into another leading organization as a source of critical reflection regarding what may be transferable to and area of one's own ministry.
- (iv) Part of the learning involves the capacity to set up, with their sponsoring college's help, an ethical pro-forma for entry into research or consultancy relationship with persons in a church or other organizational setting.
- (v) The needs and objectives of the inviting church or institution should govern the focus of the actions conceived.

### *Why “Action Research”?*

#### (i) **Rationale**

The pedagogical philosophy akin to Action Research should underline both forms of exploration (see 3 [iii] above). That is, these minor projects should attempt to understand an aspect of ministry whose causes or solutions are currently unknown or, to provide real impediments to ministry as identified by stakeholders within that community or church.

Able leaders who are responsible for the wellbeing of whole groups need to be acutely aware of their own influences upon those groups particularly when attempting to introduce change. The democratic and participatory nature of action research and its variants are consistent with a Christian ethical perspective of the dignity of persons. Such experience can also be of value in developing the skills for a major research project in the Research Phase. The action devolved should aim to bring positive change to that situation. The identification and implementation of the project should devolve through participatory and consensual processes.

The outcome of the exploration should be demonstrated to be an improvement in effectiveness or culture for the organisation from the viewpoint of the participants affected by the change enacted.

Learning by both the participants and the researcher should be articulated through at least one cycle of analysis, action and evaluation.

### **(b) Forms of Enquiry**

The potential focus of this fieldwork could take the form of:

- (i) A traditional Action Research engagement in a real social system that involves the framing of a process that aims to make an improvement in the current organisational state, or
- (ii) An “appreciative enquiry”, involving a cooperative search by candidates and their communities to identify that which is most effective and life-giving systemic aspects of their church or organisation.

In the case where supervisory expertise necessary for such processes is not available to the candidate in the particular college, or, the candidate does not have open access to action research in their own community, the following options would suffice:

- (i) A pilot scheme or small project to test the viability of theoretical frameworks and research styles that may affect the construction of a larger research project in Phase 3.
  - (ii) An ethnographic exposure to the internal culture of a “best practice” church or organisation that preferably shares an institutional similarity to the candidate’s primary ministry context. This would serve as a heuristic device to shed light on possible improvements in his or her own ministry context.
- Candidates should also meet with their peers in this Phase approximately on a monthly basis both for ongoing training in action research in the form of support groups to explore their progress and explore problems they are encountering with the realities of adaptive change that they are attempting to affect.
  - This should take up to a six-month period of an iterative cycle of planning, action, evaluation, learning, and forming recommendations that should result in an improvement in the culture or effectiveness of some system within their church, community, or organisation. During this time the research action team in the particular action site should meet for a minimum of 20 hours.
  - This learning should be evidenced by the co-joint or individual production of a 4,000 word, case study that would meet the requirements of a typical

consultancy report meeting the publication standards for a refereed ministry-oriented journal.

### *A Minor Project Option (MP805) (8 cps)*

- Alternatively, candidates could combine the two Action Research projects above into a year long minor project involving: an intervention strategy through a participatory intervention where the candidate moves beyond the identification of a finite problem and the analysis and recommendation phases and enacts the recommendations of the proposal as an internal agent of change within a community or organisation.
- By reflecting upon the learning that takes place in this site, candidates then learn the skill of producing a consultancy report on the learning derived from the effects and the process of change, both for the organisation and themselves as persons in ministry. This would normally result in the production of an 8,000 word case study in a form suitable for publication in a journal accessible to their peers in ministry.
- This minor project option of action learning process depends upon the access that candidates have to a cadre of willing stakeholders within a ministry context from which they can build a collaborative learning team to address, construct and then also enact a strategic response to a ministry predicament that affects an improvement in their organisation.
- This project would take two concurrent semesters while research methods and the personal developmental portfolio could be undertaken.

### *Option for Exceptional Circumstances*

In rare situations where candidates are prevented by situational constraints from performing research within a local church or community, they may attempt a third elective unit from any of the various disciplines offered by the ACT consortium, or other recognised postgraduate university level courses, provided that candidates can demonstrate to their DMin course coordinator prior to enrolling in the specific unit, that the unit will enhance their ministry performance and contribute to the foundations of their later research.

### *4. Research Methods units (RM095)*

- (i) Candidates are required to take research training in addition to that obtained through the research project development. Affiliated colleges should provide a semester length, or intensive course. Candidates would have to attend a minimum of 26 lecture hours comprising those modules that will stretch the candidate’s existing competences and sharpen the focus of their dissertation. Various course modules may be combined to provide local

and occasional emphases that highlight the following styles of research:

- Quantitative and Survey based methods
- Action research methods
- Qualitative and social constructionist approaches
- Historical/Sociological, research into ministry

(ii) All candidates should complete modules covering:

- Epistemological issues in research
- Research in ministry-design and practice
- Literature reviews and library resources
- Ethical protocols for research involving human subjects (mandatory for all candidates).
- Research writing for critique and publication
- Computer skills and other research tools

An example of a typical progression through Phase 2 could be as follows:

YEAR 2: PHASE 2 COMMENCES: THEORETICAL FOUNDATIONS	
SEMESTER 1	ELECTIVE #1: PC876 FRAMEWORKS FOR CHRISTIAN LEADERSHIP 8 CP
SEMESTER 2	ACTION RESEARCH EXPLORATION #1 4 CP
	PERSONAL DEVELOPMENT PORTFOLIO 4 CP

YEAR 3: PHASE 2 CONTINUES: THEORETICAL FOUNDATIONS	
SEMESTER 1	ELECTIVE #2: PC869 CHURCH SYSTEMS & CONGREGATIONAL HEALTH 8 CP 8 CP
SEMESTER 2	ACTION RESEARCH EXPLORATION #2 4 CP
	RM095 RESEARCH METHODS UNIT 4 CP
Total points accrued after Phase 1 & 2 (6 semesters) = 16 + 32 = 48 CP	

**Phase 3: Research and Dissertation Writing Phase**

*1. Preparation of a Research Proposal*

(i) At the commencement of Phase 3 candidates in liaison with their future supervisors or course administrators usually will take a semester to present a research proposal including an ethical clearance application that would be forwarded for the approval of the respective ACT committees. The proposal and application should demonstrate the feasibility and appropriateness of their chosen research design. The research methodology should

be determined by the issue to be explored rather than fitting the issue into a constraining “standard” approach.

- (ii) The research proposal must be approved by the Research Committee before proceeding with Phase 3.
- (iii) Candidates should allow for a semester to gain these approvals and enrol in DM800: ‘DMin Project Proposal’ during this period. This semester equates to one of their six semesters available for research at the part time rate of completion. It is advisable that
- (iv) Candidates should attend the Research Cohort Group sessions at the same time as completing Preparation of a Research Proposal while taking DM800.

*2. Research Cohort Groups*

- (i) As soon as the candidates reach Phase 3 they are assigned to a research cohort group enrolling in their first semester. The purpose of these is to produce a collaborative culture for research and a support structure to encourage the candidates.
- (ii) Candidates studying through colleges where the number of enrolled candidates make cohorts unviable, will be encouraged to interact in a cohort at a larger provider, if needs be, by distance. This may occur through reflecting by email upon each presented paper, live online forums, or where technology is available, audio-visual processes.
- (iii) Once candidates have received approval for their research from their supervisor and the ACT Research and Ethics Committees, they are expected to present a seminar paper of around 1,000 words each semester outlining some aspect of their learning about their research in progress, and especially any points of difficulty in progressing their research for the benefit of their own learning as well as that of their peers. Cohort groups meet at least three times per semester.
- (iv) All candidates are expected also to contribute critically to the material submitted for dialogue in the cohort context.
- (v) All candidates are also expected to write a 1,000 word annual paper outlining the significant points of learning from involvement in the cohort presentations. This is assessed on a pass/fail basis.

*3. Project Regulations*

(i) Theses must be within 10% variation of 40,000 words in length. The word count includes footnotes, and excursions, but excludes the bibliography and any appendices. An excursus contributes to and supports the argument. An

appendix however, is not for the purpose of developing argumentation but for verification of the thesis through the provision of information such as a translation of a key text, extensive tables, research survey tools, statistical calculations or a questionnaire.

- (ii) The project counts for 48 cps.
- (iii) In addition to quotations, acknowledgment should also be made to sources of significant ideas and paraphrases.
- (iv) Candidates are referred to the Australian Government's *Style Manual for Authors, Editors and Printers* (6<sup>th</sup> edition; Department of Finance and Administration: Canberra, 2002) and should ensure their footnotes and citations conform to one of the models therein outlined. The examiners may require a project that is not well-presented or clearly expressed to be re-written and presented again within a fixed time.
- (v) Three copies of the research project should be submitted to the ACT office for examination.
- (vi) The project shall be professionally formatted for examination, pamphlet or comb bound and printed on in single-sided A4 paper.

#### SATISFACTORY RATES OF COMPLETION

- (a) Once the candidate has entered the research phase (Phase 3) confirmation of candidature must be secured in the first 12 months based upon satisfactory research progress and participation in a research cohort.
- (b) Candidature will be confirmed on the basis of a suitable revised edition a seminar paper that could already have been presented in early form to a DMin cohort. It should outline their progress to date and the likely direction of their research, or, may consist of two early chapters of their thesis along with a prospective synopsis. This is reviewed by a postgraduate research advisory panel appointed to interview the candidate within the candidate's sponsoring college. The candidate's supervisor should be present at the confirmation interview and a decision regarding the candidate's continuation will be forthcoming after the interview. A record of the outcome will be forwarded to the Associate Dean of the ACT.
- (c) In all other semesters, satisfactory progress must be registered by the supervisor and the postgraduate coordinator in the candidate's enrolling college in the annual candidate report form. Unsatisfactory progress will be reported to the Research Committee. In such cases the Committee may require the candidate to show cause why candidature should not be terminated.

- (d) The project must be completed for marking in a minimum of four semesters and a maximum of 6 semesters.

#### QUALIFICATIONS OF DMIN RESEARCH SUPERVISORS

All supervisors of DMin major projects must be senior practitioners with doctoral qualifications (or deemed equivalent to such). They must be familiar with the current state of the academic debate in the units that they are teaching. A record of publishing in refereed journals in their field is essential.

#### COURSE WORKLOAD

##### (a) Credit Point System

- (i) Units in the DMin curriculum are weighted at 4 and 8 cps. Satisfactory completion of 96 cps is required for graduation.
- (ii) Normally full-time candidates enroll in 16 cps per semester. The maximum allowable number of cps per semester is 20. No candidate can graduate in less than six semesters (three years full-time).

##### (b) Workload

- (i) Each 4 cp unit normally requires about 160 demand hours over the semester. This is comprised of up to 30 hours of face-to-face contact, 70 hours devoted to general non-assessable reading, personal reflection and or fieldwork, and the remainder devoted to assessment tasks such as theological reflections, research proposals, class presentations, field work reports or personal growth contracts.

4 cp units require 5,000 words of assessment.

- (ii) Each 8 cp unit normally requires about 275 demand hours over the semester. This is comprised of around 25 hours of face-to-face contact, 120 hours devoted to general non-assessable reading, and a further 120 hours devoted to assessment tasks such as essays, class presentations and preparation for exams (if required).

8 cp units offered require 8,000 words of assessment.

- (iii) This expectation of workload is in line with the Australian University sector for units offered at professional doctorate level.
- (iv) The AQF guidelines for doctoral degrees prescribe "a substantial original contribution to knowledge in the form of new knowledge or significant and original adaptation, application and interpretation of existing knowledge". The

DMin project is the means by which the candidate exhibits this by means of analysis of his or her ministry context or chosen field of inquiry. In most cases this analysis will lead to new insights. The coursework phases must show that the skills required for the research phase are in the process of development in preparation for the gathering of the data and the writing of the project.

- (v) The DMin project conforms to the AQF Guidelines for professional doctoral degrees in that it is original research “addressing a matter of substance concerning practice in a profession at a high level of originality and quality”.

#### MODES OF STUDY

- (a) The normal mode of study in the coursework is in attendance mode on the campuses of affiliated colleges of the ACT.
- (b) Lectures are usually held in an intensive mode over one or two weeks, or may be delivered over a 12–13 week teaching semester.
- (c) Candidates may study in full or part-time load in any semester.

#### DELIVERY METHODS

##### *(a) Requirements for Intensive Modes*

- (i) The coursework components of the degree will be delivered in face-to-face mode.
- (ii) In intensive mode, each 8 cp unit should incorporate the same attendance requirement as for teaching via a weekly attendance mode, i.e., 24–26 lecture hours per unit.
- (iii) This attendance component may be arranged across a period of no less than 5 and typically no more than 10 days, depending on the specific needs of the unit. These five days may be taken together or in separate blocks.
- (iv) The unit should incorporate significant pre-attendance tasks, with accountability, as a condition of entry to the attendance segment of the unit. Lecturers should set about 1000 pages of pre-reading for units offered in intensive mode.
- (v) During the attendance component each candidate is required to sign a declaration that this reading has been completed. The writing of a critical review based on a significant work or works in the pre-reading list may be one of the assessment events to be submitted by the time of the commencement of the attendance phase of the unit.
- (vi) Candidates studying through colleges and consortia where the number of enrolled candidates

make cohorts unviable, will be encouraged to actively interact in a cohort at a larger provider, if needs be, in distance mode. This may occur through live online forums, or where technology is available, alternative audio-visual processes.

- (vii) If MA candidates are attending the same classes as DMin candidates, then the 25% rule must apply to the latter cohort. This means that the DMin candidates must receive 25% of the total attendance time in an educational experience separate from those taking the unit at 700 level as well as 25% of the total marks for the unit being assessed via distinct items. Unit proposals that anticipate that MA candidates will enrolling in the equivalent unit must specify how the distinct 25% of the time and unit will be delivered and be assessed.

##### *(b) Integration of Library and Information Resources*

It is expected that all candidates will interact with and critically analyse the views of published scholars. The library resources of affiliated colleges, is therefore of high significance in ensuring that candidates are able to meet the learning outcomes the DMin course where a greater depth and rigour of analysis is required of the scholarship particularly in ministry related areas than undergraduate courses.

##### *(c) Resourcing in On-line/Distance Mode*

Colleges seeking approval to offer units in distance mode must demonstrate that the resourcing of such delivery is equivalent to the resources available to candidates studying at the campus.

#### ASSESSMENT METHODS

- (i) 8 cp DMin coursework units require at least 8,000 words of writing or their equivalent, and 3,000 pages of reading. In describing the assessment loading for each unit, the reference to “word length” need not always be taken to refer to written essays. Project work, survey analysis or video production are some of the possible modes of presentation of material. In such cases an equivalent “word length” will be assigned to each of the alternative modes.
- (ii) In all units there is internal assessment with external moderation. Candidates will be required to achieve a mark of at least 50% in the major components of the unit to record a passing grade. Assessment proposals are approved when the unit is approved by the Postgraduate Unit Approval Panel.
- (i) With the exception of the 4 credit point developmental units in Phase 2, grades in all units will be awarded by the designations HD, D, C, P, P+, and F. The smaller Phase 2 units Research Methods, Personal Development Portfolio and any

Action Research units will be assessed on a satisfactory/unsatisfactory basis only.

The grading system adopted for all coursework units of the ACT is as follows:

<b>grade</b>	<b>percentage</b>
Fail	0–49
Pass	50–57
Pass+	58–64
Credit	65–74
Distinction	75–84
High Distinction	85+

The Grade Point Average (GPA) is determined by the following means:

- The transcript of a candidate’s examination results will show the conversion of the score or grade awarded to a grade point, culminating in a grade point average (GPA) upon graduation.
- Grades awarded for each unit are as follows:  
 0–49% (F) = 0      50–57% (P) = 1.0  
 58–64% (P+) = 1.5      65–74% (C) = 2.0  
 75–84% (D) = 3.0      85+% (HD) = 4.0
- A candidate’s grade point average is calculated by multiplying the grade point for each unit by the number of credit points for that unit. The sum of these is then divided by the total number of credit points accumulated for the award.

**APPOINTMENT OF RESEARCH SUPERVISORS**

- (i) The supervisor of an ACT DMin candidate’s project is in a very real way the agent of the College in ensuring that the high standards of its professional doctoral program are maintained and that the candidate is making steady progress throughout the term of his/her candidature. The supervisor should be aware of both the level of academic performance and expertise expected in the degree and the College’s requirements for the presentation of the finished project.
- (ii) No supervisor should accept the invitation of the Research Committee to supervise a candidate unless confident of his/her ability to act as a supervisor of the proposed topic and assured that he/she is not required to supervise so many other candidates that effectiveness will be impaired if the invitation is accepted.
- (iii) It is the responsibility of the sponsoring college to nominate a supervisor for each candidate for the approval of the Research Committee. If the topic is multi-disciplinary a co-supervisor may also be suggested and appointed.
- (iv) Supervisors and co-supervisors will normally be drawn from the ranks of full-time ministry practitioners or, from the faculty of theological and

Bible colleges and the universities, and will normally possess academic qualifications at least equivalent to the DMin degree. It is advisable that the principal supervisor be located in the college in which the candidate is affiliated.

- (v) Where state regulations so prescribe, the principal supervisor should have successfully supervised to completion an equivalent piece of research.
- (vi) The ACT Research Committee appoints the co-supervisor if one is deemed necessary. The co-supervisor will provide expertise in a particular area in which he/she is competent. The co-supervisor should also act as supervisor when the principal supervisor is unable to perform his/her function. However, unless prevented by the demands of approved study leave or unforeseen circumstances the principal supervisor remains responsible for directing the research of the candidate and for ensuring that the candidate meets all administrative and academic requirements. It is the responsibility of the sponsoring college to divide the annual supervision fee, set by the ACT between the supervisor and co-supervisor.
- (vii) Arrangements for supervision should be agreed to by the candidate, the supervisor, the sponsoring college and the Research Committee.
- (viii) When a supervisor becomes unavailable the Committee, in collaboration with the candidate’s sponsoring college, will assist the candidate to locate a suitable replacement, or even transferring the candidate to another college.

**DUTIES OF SUPERVISORS**

- (i) The (principal) supervisor will be responsible for ensuring that the candidate is aware of the College’s expectations of academic competencies required to be demonstrated in the project, as well as the regulations concerning the time of candidature and the word length of the project.
- (ii) The supervisor is responsible for monitoring compliance with the candidate’s signed intention to abide by the stipulations outlined in the ACT’s academic misconduct policy.
- (iii) A report to the Dean must be submitted by 11 December each year by the candidate, the supervisor, and the Dean of Postgraduate Studies of the college sponsoring the candidate. The report must have been first submitted to the sponsoring college by 11 November. The report provides a check on the progress of the research undertaken by the candidate and on the quality and frequency of meetings between the supervisor and candidate. In more serious cases, problem surfacing during the time of candidature are brought to the attention of the Research Committee.

- (iv) The supervisor must monitor the candidate's progress during the first year of the research phase of candidature (Phase 3) and advise the ACT office through the annual report that the candidate's candidature should be confirmed, be proactive in advising the candidate about publishing his or her research during and after candidature.
- (v) The supervisor (and co-supervisor, if one is appointed) has an obligation to inform the candidate of the details of any of their own research and professional leave, and any retirement plans relevant for the period of candidature.
- (vi) The supervisor (and co-supervisor, if one is appointed) should be sufficiently aware of any special needs of the candidate so as to be able to report in an informed manner the progress being made.
- (vii) Normally, the candidate and the main supervisor will be located in the one college. Frequency of meetings should be negotiated in accordance with the nature of candidate's research program. Frequency of contact is particularly critical in the early stages of candidature. Face to face contact between the supervisor and the candidate should occur at least twice a year. If the supervisor is on approved leave of absence, regular communication should still be maintained between him/her and the candidate.
- (viii) Supervisors should provide constructive, critical, and (where requested) written responses to the candidate's work to the candidate within one month of the submission of the work. Matters relating to English usage, presentation, and argumentation should be addressed at all stages of the research. A supervisor might expect the candidate to take a unit in a field of knowledge, in the discipline of research methodology, or the technique of writing a project if the candidate evidences serious deficiencies in any of these areas.
- (ix) It is the responsibility of the supervisor to ensure that when advising submission of the project that it is free from major errors of typing and presentation, and to certify to that effect in writing. A project which does not possess such a certificate will not normally be acceptable to the Research Committee. Supervisors must also be fully conversant with the procedures by which the project will be examined.
- (x) A supervisor may advise against submission of the project when the final version has been prepared if further work seems necessary, but cannot forbid the candidate to submit the project to the Research Committee. The supervisor is entitled to submit a report detailing criticisms of the project to the Committee. This report will not be communicated to the examiners before the examination process is completed. The Committee will determine whether the project will be submitted for examination. In

such circumstances the candidate must remove all references to the supervisor in the project.

- (xi) A co-supervisor should maintain close contact with the candidate and the principal supervisor, and be involved at all stages of the candidate's research relevant to their expertise. If either supervisor considers a candidate's progress to be unsatisfactory, he/she shall communicate this opinion and a recommendation to the Dean for the consideration of the Research Committee.

#### DUTIES OF CANDIDATES

- (i) Candidates have the responsibility to be well-informed about the regulations governing the degree in which they are enrolled and the academic standards of the degree for which they are enrolled.
- (ii) Candidates should expect to submit to the supervisor coherent accounts of the research they have undertaken to date. Candidates must ensure that errors of spelling, punctuation and grammar of written submissions are corrected.
- (iii) It is the candidate's responsibility to communicate with and submit material to their supervisors in accord with a mutually agreed schedule. Normally, the supervisor and the candidate are located in the same sponsoring college. Personal contact is preferable to merely submitting work by mail. If a supervisor considers a candidate's progress to be unsatisfactory, he/she shall communicate this opinion and a recommendation to the Dean for the consideration of the Research Committee.
- (iv) The Committee may decide to terminate candidature or may warn the candidate that his/her status is under review. The candidate shall be invited to comment on the recommendation before it is implemented.
- (v) Candidates are well-advised to keep a diary of meetings with their supervisors.
- (vi) Candidates should not hesitate to seek clarification if unsure about the expectations of a supervisor.
- (vii) Candidates should accept responsibility for maintaining negotiated regular communication with his/her supervisor(s) and the progress of research agreed upon. If impediments arise, these should be immediately discussed with the (principal) supervisor.
- (viii) When submitting the dissertation for examination, candidates must lodge with the supervisor a copy of the dissertation in the form in which it has been submitted.

**DUTIES OF SPONSORING COLLEGES**

- (i) Each affiliated college will be required to demonstrate to the ACT's Research Committee that administrative procedures relating to the progress of the candidate are efficiently exercised. The college must ensure that the annual report to be submitted to the Dean is completed on time.
- (ii) Each college will be expected to have in place a Board of Postgraduate Studies to ensure the proper oversight and supervision of candidates in their care and to communicate with the DMin Coordinator (and to the Dean and the Research Committee) on all matters effecting the progress of the candidate through the research Phase of the degree.

**DUTIES OF THE AUSTRALIAN COLLEGE OF THEOLOGY**

- (i) Candidates have the right to be well-informed about the College's examination procedures, the research profile of the supervisors, the presentation requirements of the College, and any facilities and services to which they are entitled.
- (ii) Problems arising from supervision and disputes that cannot be satisfactorily resolved by the candidate, his/her supervisors, and sponsoring college should be referred to the DMin Coordinator, and then to the Dean and the Research Committee for mediation.
- (iii) The Research Committee will deliberate upon all questions of a candidate's progress in the degree, will formally confirm candidature at the end of the first year of the candidate's participation in the research phase of the degree, and will consider examiners' reports, and recommend the outcome of the examination to the ACT's Academic Board.

**LEAVE OF ABSENCE AND WITHDRAWAL FROM STUDY**

Candidates may be granted leave of absence in any phase of the course, and relief from any of these restrictions on the grounds of major illness, life crises in one's immediate family, change of roles or locations. Otherwise, a lack of progress without sufficient reason may lead to cancellation of candidature.

A candidate may also withdraw from study if their considered opinion there is no way that they can foresee a future circumstance that will enable them to devote the required time to the course.

Both the withdrawal and application for suspension may happen through the completion of a form available from the candidate's sponsoring college.

**EARLY EXITS AND COMPENSATORY REWARDS**

- (i) If the candidates satisfactorily complete the preliminary essay and both Phases 1 and 2 of the

DMin, they may chose to exit at that point taking out the ACT Master of Arts (Ministry), on the completion of one further unit or 8,000 word project, provided they have not already obtained this award.

- (ii) If candidates satisfactorily complete the preliminary essay or, were granted exemption from this requirement, and fulfils all other requirements but does not achieve a satisfactory standard for their dissertation they may apply the Research Committee for consideration for the MA (Min) award.

**REQUIREMENTS FOR GRADUATION**

An abstract in electronic form will be submitted by the supervisor to the ACT's Postgraduate Student Administrator at least three months prior to the anticipated submission of the project together with—

- a list of 5–6 examiners nominated by the supervisor,
- their contact details (phone [if in Australia or NZ], email, mailing address) and
- a concise statement of the appropriateness of each to examine the project.

Three examiners — all external to the sponsoring college, at least one being external to the ACT and at least one from overseas— are appointed by the Higher Degree Research Examination Panel.

The Higher Degree Research Examination Panel, a standing panel of the Research and Research Studies committee, determines the order in which examiners are to be approached.

Membership of Higher Degree Research Examination Panel is the three Departmental Representatives of the Research and Research Studies Committee and the Executive Officer of the Research and Research Studies Committee. The Higher Degree Research Examination Panel has power to co-opt.

The abstract along with examiner's guidelines and schedule of payments will be forwarded to potential examiners when inviting them to examine the work.

When the thesis is ready for examination three soft bound copies and a 'read only' electronic copy of the thesis from which the soft copies were printed are to be submitted to the Postgraduate Student Administrator

**Certification**

The following signed certifications should accompany each copy of the submitted thesis. The certificate signed by the candidate should also be placed in the final bound copies of the thesis.

*Candidate*

I certify that the substance of this dissertation of ..... words has not previously been submitted for any

degree and is not currently being submitted for any other degree. I also certify that any assistance received in conducting the research embodied in the dissertation, and all sources used, have been acknowledged in the text or notes.

#### *Supervisor*

I consider that this dissertation is in a form suitable for examination and conforms to the requirements of the Australian College of Theology for the degree of Master of Theology.

Examiners will be asked to report on the thesis in one of the following terms:

1. That the degree be awarded.
2. That the degree be awarded *provided that minor* corrections and/or additions as specified in my report are carried out to the satisfaction of the Board.
3. That the degree be awarded *provided that major* and/or additions as specified in my report are to the satisfaction of the Board.
4. That the candidate be asked to rewrite and resubmit the thesis for examination taking into account recommendations in my report.
5. That the candidate not be awarded the degree.

Examiners' reports will first be submitted to the Principal Supervisor who will then submit a response to the Higher Degree Research Examination Panel. The Principal Supervisor's response should include, where relevant, suggested amendments and revisions.

The Higher Degree Research Examination Panel will consider whether any qualifications of the supervisor's response should be made, and forward the examiners' reports and the Principal Supervisor's response with its recommendation to the Research and Research Studies Committee.

In instances of doubt or conflict among examiners, the Research & Research Studies Committee may seek the views of an additional examiner.

After considering the examiners' reports, the Committee will make a recommendation to the Academic Board. Before reaching a final decision, the Board may send the reports of each examiner to the other examiners and invite their comments.

The Research & Research Studies Committee may require the candidate to undergo an oral examination.

Where a thesis or project is to be re-written and re-submitted:

- All submissions for re-examination must be accompanied by a list of the corrections and amendments completed by the candidate.
- Normally the same examiners will be asked to re-examine the thesis. Examiners will be asked if they are prepared to re-examine the thesis if that is their recommendation.

- During the period of re-writing and re-submission the candidate must re-enrol with the ACT while undertaking revisions for a period not less than six months prior to re-submission and must be enrolled at the time of re-submission.
- The Research and Research Studies Committee will set a time limit of not more than 12 months for the candidate to make corrections or to revise the thesis for re-submission for re-examination.
- In cases where a re-examination is recommended, the Higher Degree Research Examination Panel may also recommend that examiners reports may be circulated to the other examiners.
- Only one resubmission for re-examination will be allowed.

The Higher Degree Research Examination Panel has the power to approve the final version of the thesis and to recommend the awarding of the degree to Research and Research Studies Committee.

No more than six months will be the expected time for **major** corrections and emendations.

No more than three months will be the expected time for **minor** corrections and emendations.

An electronic version of the corrected thesis which clearly identifies all changes must be submitted to Higher Degree Research Examination Panel for confirmation that the required corrections have been made **before** the final hardbound copy of the thesis is produced.

Submission of the final hardbound copies of the thesis to the ACT and sponsoring college must be accompanied by a 'read only' electronic version of the thesis from which the hardbound copies were printed.

#### **Appeals**

If a candidate is not awarded the degree of Master of Theology he/she may wish to appeal. Students are referred to the *Policy on Student Appeals under Research Degree Rules* listed on the ACT website.



#### **DMIN UNIT LIST:**

*Note: 8 cp minor projects can only be done in the fields of EM, PC, and DM.*

*The major project coding is \*\*898 for part-time students and \*\*899 for full-time students.*

#### **CORE DMIN UNITS**

- AR801 Action Research Project 1
- AR802 Action Research Project 2
- MP805 Minor Project
- PD810 Personal Development Portfolio
- RM095 Research Methods

**OLD TESTAMENT (OT)**

- OT858 Hermeneutics & Genesis 1-3
- OT863 Biblical & Ministry Perspectives on Prayer
- OT875 Using the Old Testament in Christian Ethics

**NEW TESTAMENT (NT)**

- NT851 Pastoral Leadership in Time of Conflict: Studies in 1, 2, 3 John
- NT852 The Book of Revelation & Pastoral Issues Today
- NT853 The Epistle to the Philippians
- NT854 Biblical Theology: Land, City, Temple and People of God
- NT861 Ministry, Order & Status and the Pauline Tradition
- NT862 New Testament Theology and Its Implications for Ministry
- NT865 Challenges & Responses in the Letters to Timothy and Titus
- NT867 Worthy of Our Calling: Studies in Ephesians
- NT868 The Epistle to the Hebrews
- NT873 Theological Themes in Luke-Acts
- NT878 Reading the Book of Acts Then and Now
- NT881 A Ministry in Crisis: Studies in 2 Corinthians
- NT885 Postmodernity & Imagination: Interpreting, Constructing & Communicating Parables of Jesus Today

**THEOLOGY (TH)**

- TH853 Doctrine of the Holy Spirit
- TH855 Theological Models of Ministry
- TH856 God, Evil and the Problem of Natural Theology: Theological Implications of Evolutionary Theory
- TH861 Trinitarian Thought: the God Worshipped in Community
- TH869 Qur'anic and Post-Qur'anic Interpretation of Biblical Themes
- TH882 The Trinity: Community in the Life and Witness of the Church

**CHURCH HISTORY (CH)**

- CH858 Reformation, Restoration, Renewal: 16<sup>th</sup> and 17<sup>th</sup> Century Ecclesiologies for Today
- CH859 Public Issues & Church Voices in New Zealand 1860-2000

**PHILOSOPHY/ETHICS (PE)**

- PE853 Bioethics
- PE854 Apologetics for Postmodern Times

**EVANGELISM/MISSIOLOGY (EM)**

- EM852 Ministry in Culturally Diverse Teams
- EM853 Poverty, Aid, Justice & Development
- EM859 Cultural Anthropology for Christian Ministry
- EM862 Local Church & Global Mission
- EM868 Perspectives on Islamic Feminism

- EM869 Qur'anic and Post-Qur'anic Interpretation of Biblical Themes
- EM874 Ministry Context in a Missional Perspective: Issues in Forming Missional Leaders
- EM877 Contextualisation of Gospel in Primal Societies
- EM879 The Church in Australia: Sociological and Cultural Perspectives
- EM880 Contextualisation of Theology & Ministry Practice
- EM881 Islam: History and Institutions
- EM883 Islam in the Modern World
- EM884 Islam in Southeast Asia: History, Society and Politics
- EM886 Gospel & Karma: Christian Encounters with Hinduism and with the "New Age" Movement
- EM889 Leading the Church for Mission in the Twenty First Century
- EM890 Evangelism & Mission Project

**PASTORAL & CHURCH FOCUSED MINISTRY (PC)**

- PC851 Spirituality for Christian Ministry
- PC853 Conflict Management Skills for Pastors & Other Leaders
- PC857 The Theology and Practice of Expository Preaching
- PC858 Reformation, Restoration, Renewal: 16<sup>th</sup> and 17<sup>th</sup> Century Ecclesiologies for Today
- PC860 A Theology of Church & Ministry for the 21<sup>st</sup> Century
- PC863 Biblical & Ministry Perspectives on Prayer
- PC865 Challenges and Responses in the Letters to Timothy and Titus
- PC866 Frameworks for Christian Leadership
- PC867 Lifelong Leadership Development
- PC868 Church Dynamics and Growth
- PC869 Church Systems & Congregational Health
- PC870 The Future of Worship: A Theology of Worship for Contemporary Culture
- PC871 Missional Leadership in the 21<sup>st</sup> Century
- PC882 Transformation, Renewal & the Agent of Change
- PC885 Australian Values: a Christian Evaluation of Australian Society & Education
- PC886 The Place of Woundedness & Vulnerability in Pastoral Care
- PC889 Theology, Culture and the Mission of the Church: Leading the Church for Mission in the Twenty First Century
- PC890 Pastoral & Church Focussed Ministry Project

**DEVELOPMENTAL MINISTRIES (DM)**

- DM862 Family Ministry
- DM869 The Pastor's Growth & Development
- DM871 Mentoring Discipling Within Christian Community
- DM890 Developmental Ministry Project

