



Leadership & Creative Communication, D.Min.





The primary purpose of the DMin degree in Leadership and Creative Communication is to provide advanced ministry-focused studies in leadership, communication, and the effective use of media. All degree elements are designed to enhance the ministry and mission of the church. A secondary yet vital purpose centers on students' personal and spiritual growth.

Encouragement

from the Program Coordinator

Thank you for joining us at SAGU as you begin your pursuit of our interdisciplinary Doctor of Ministry (DMin) degree. This program will challenge you to build your competence in the creative use of media and the practice of vision-inspired leadership. And the discipline needed to complete the DMin research project will impact you deeply. You will soon have opportunity to meet the SAGU faculty who will guide you on this exciting journey. Each will challenge you to think and write at a distinctly higher level than you have ever done. Rest assured, however, that each is committed to producing DMin graduates, not dropouts. Again, welcome to the doctoral studies that will impact the rest of your ministry career.

Dr. Marvin Gilbert

Learning Outcomes

Graduates will be able to...

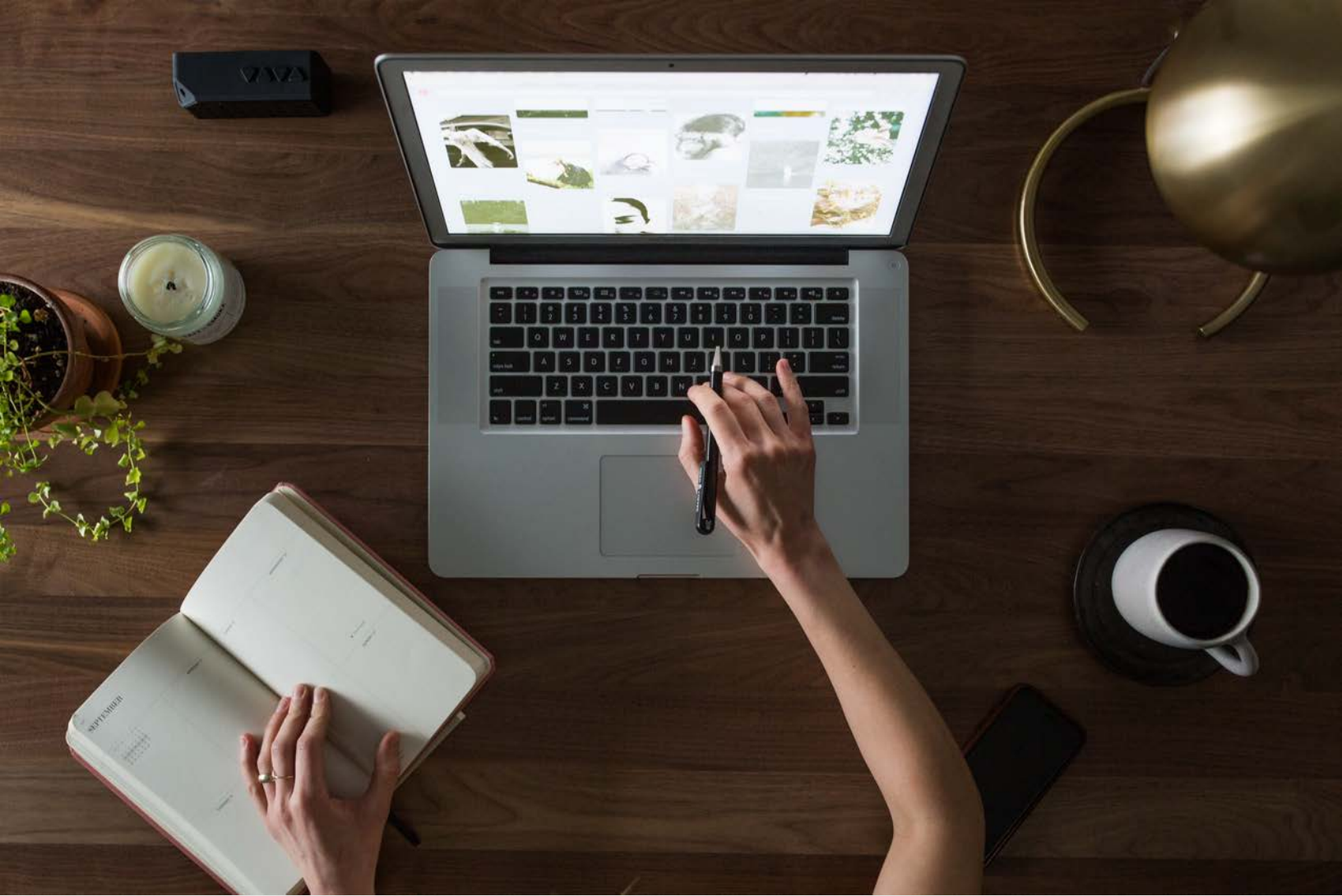
1. Evaluate and model creative approaches to the proclamation of the gospel.
2. Incorporate various leadership strategies into a contextually relevant model of leadership capable of effective implementation in their ministry contexts.
3. Demonstrate their refined ability to make leader-focused ethical decisions by analyzing various business and ministry situations and reaching decisions about them that reflect the application of Christian ethics and ethical theory.
4. Enhance their personal growth and development by critically and holistically reassessing commitments, priorities, values, and use of time in light of God's Word.
5. Formulate and implement an effective media-use plan relevant to their ministry contexts.
6. Plan and execute an integrated biblical-theological and empirical research effort that is directly relevant to their vocational ministry.





Instructional Design

The DMin degree, one of several commonly awarded professional doctorates, is a 30-hour graduate program designed for pastors and other ministry-related professionals. The courses and research requirements, while rigorous, are all focused on the immediate application of knowledge to church ministry. The DMin research project certainly contributes to the body of knowledge in the field of practical theology, but that broader contribution is a secondary objective.



The interdisciplinary nature of the DMin curriculum informed the decision to adopt Turabian's author-date (parenthetical) citation style for all DMin coursework, including the research project. This decision retains the general advantages of Turabian's *Manual of Style* for theologically grounded research. These advantages include the stipulation of abbreviations for sacred texts. It also allows students to utilize a variant of the citation style commonly employed within the social and behavioral sciences.

See chapters 18 and 19 in the 9th edition of Turabian.



Course Delivery System

Instruction is offered principally through online courses, yet three of the ten courses also require intensive on-campus seminars. This additional contact with instructors enhances the learning experience.

- **Online courses.** All courses are designed for online instruction. Using Blackboard Learn software and Panopto's lecture-capture technology, instructors create dynamic online learning communities by requiring continuous interaction with the instructional material and other students.
- **On-campus seminars.** Intensive on-campus seminars are required for three courses, in addition to the online course requirements. Extensive preparation is required prior to each face-to-face seminar.

- **Supervised independent research.** Enrollment in *Project I* culminates in the development of a credible research prospectus and a preliminary version of a methodology chapter. The *Project II* course requires proposal approval at the onset. This course remains incomplete until the final project is approved. Additionally, after the first semester, students must enroll in the non-credit *DMN 8100 Project Supervision* course every semester. This course creates an environment of accountability by facilitating feedback sent to and from the Project Coordinator.

The DMin degree requires the production of original research that is immediately relevant to students' ministry and calling. The six hours of research coursework, together with the supervised independent research, facilitate completion of the DMin projects. This combination of formal and non-formal training empowers graduates to engage in unbiased, disciplined research throughout their post-doctorate ministries.





The Research Project

The DMin research project should exhibit *kingdom-relevant research, ministry-enriching reflection, through a researcher-transforming processes.*

Refer to *The DMin Project Handbook* for more information.



All students must complete the DMin program within six years of initial enrollment. Only a leave of absence (LOA), can interrupt this six-year limit during a student's active enrollment. The student may petition for one additional year if all coursework is complete and the student is able to demonstrate why the project research cannot be completed within the six-year limit.



Expectations & Policies

Active engagement in the instructional process. All students are expected to participate actively during online courses, in compliance with the interaction schedule set by the online instructors. Students are also required to attend class faithfully during the three intensive campus visits.

Academic performance. DMin instructors expect doctoral students to perform at a high level, one characterized by self-discipline and keen intellectual engagement. A satisfactory level of overall academic achievement is reflected by a cumulative GPA of 3.00 or higher; students must maintain at least a 3.00 GPA to remain in the program.

Academic rigor. On average, Doctoral students, are expected to spend at least three hours outside of class for each hour spent in class. In the case of distance-delivery courses without class-attendance requirements, this “outside of class” time includes those hours devoted to textbook reading, posting discussion comments, and extensive academic research and writing. Thus, students should anticipate that these hours will, in every course, exceed the time spent viewing lectures within Black Board by at least a three-to-one ratio.





1. Fall Semester- *Vision, Planning & Creativity*
2. Spring Semester- *Spiritual Formation/Self-Improvement*
3. Summer Semester- *D.Min. Project I*
4. Fall Semester- *Foundations of Leadership*
5. Spring Semester- *Organizational Behavior*
6. Summer Semester- *Fresh Approaches to Preaching in a Postmodern Era*
7. Fall Semester- *God & Popular Culture*
8. Spring Semester- *Creative Communication & Technology*
9. Summer Semester- *Ethics*
10. Fall Semester- *Project II*

Accommodations can be made for students starting in a spring semester.



Philosophy of Education

- **DMin education builds on previous interpretation-focused graduate education.** Students must utilize Scripture interpretation skills characteristic of MDiv degree holders. Instructors expect students to possess skills in exegesis, hermeneutics, and theological reflection.
- **DMin education is rigorous.** Instructors set reading and writing requirements that are more rigorous than those required for masters-level coursework, while not significantly exceeding 200 hours of estimated work.
- **DMin education requires critical ministry reflection.** Instructors require students to reflect critically on their ministry experience, as appropriate to one or more of their course assignments.
- **DMin education requires personal maturity.** Students display maturity in response to their assignment evaluations and in their discussion posts. Instructors challenge students to pursue personal and academic excellence without fear of damaging students' egos.

- **DMin education thrives in an atmosphere of mutual accountability.** Students are expected to treat assignment deadlines stated in their course syllabi as serious commitments; they organize their ministry and personal commitments accordingly. Instructors set clear, reasonable deadlines for the various assignments in their courses, and enforce those deadlines through active communication with students and application of reasonable penalties for the late submission of work.
- **DMin education is developmental.** Students are expected to display clear progress in their ability to write like scholars as they advance through the ten-course curriculum. Instructors set clear expectations for the quality of preliminary written assignments in their courses; instructors set and apply even higher expectations when evaluating final assignments.
- **DMin education is redemptive.** Students are expected to seek out and benefit from instructor-provided correction and guidance. Instructors allow students to rewrite-resubmit for fresh evaluation major assignments that are initially sub-par with reference to content, form and style, or both.
- **DMin education is both cohort-focused and growth-oriented.** Students are expected to grow throughout their degree programs as they interact directly with both classmates and instructors. Instructors actively promote the value of the cohort model as they design the various requirements of their courses. They also leverage the strength of the cohort to promote the individual growth of the members.

- **DMin education is empowered by contemporary thoughts and instructional resources.** Students are expected to procure all recently published instructional resources, even though such works tend to be more expensive. Faculty search for and adopt recently published works for their courses, adapting their syllabi and lectures accordingly. They also update their course bibliographies (recommended readings) annually to ensure that the most current editions of all works cited are listed.
- **DMin education is future-oriented.** Graduates are expected to thrive as able scholar-practitioners who actively contribute to both the academy and the Church throughout the post-doctoral years of their ministries. Instructors envision their students' future contributions when providing corrective feedback on course assignments and other forms of faculty guidance.



The Doctor of Ministry degree is...

- **Leadership-empowering.** Students evaluate their skills and approach as leaders and are given numerous tools to help in various situations: turnaround, growth and pursuit of excellence. Instructors empower students to broaden their leadership abilities to challenge situations, as well as implement an environment of continuous improvement in their organizations.
- **Communication-enriching.** Students are challenged to make communication constant and “circular,” discounting the barriers erected by “rank” and position on an organizational chart. Instructors require students to develop new strategies for conflict resolution and the use of power.
- **Vision-facilitating.** Students are taught to focus on vision and results, rather than simply managing the status quo. Instructors open students’ minds to embrace new vision-facilitating leadership models and to develop a model that will be effective for them as they lead.



Notes