Welcome to the Doctor of Ministry (DMin) program at the Candler School of Theology here at Emory University! Many of you know that Candler had a vibrant DMin program that was, for a variety of reasons, discontinued in the late 1990s, so we are delighted to bring it back in a new and improved form. The new DMin is the product of several years of design and planning thanks to the dedication of many innovative, hard-working members of the Candler community. You will read much more about the program, along with its various ins and outs, in the Handbook that follows, but you can be assured that we are delighted to share this very exciting moment in our history with you.

Candler’s mission is “to educate faithful and creative leaders for the church’s ministries in the world.” We believe all of our programs serve this mission but it may be most applicable to those of you in this particular program. You are already leaders in the church’s ministries, and are on the front lines of being faithful and creative in that calling. It is our hope—better yet, our mission—to ensure that you are ever more faithful and even more creative, all in the service of transforming the world in the name of Jesus Christ.

—Jan Love
Dean and Professor of Christianity and World Politics
Let me add my words of welcome to Dean Love’s. We are delighted that you are here. There have been a large number of people at work for a long time now to make this program as good as it can possibly be. We are very pleased with the product, and are excited for you to experience it! Rest assured that many people have been expending much thought and effort to produce a program that is ideally designed to maximize your learning while in the midst of your current ministerial context. We want you to flourish both as a student and as someone currently involved in full-time ministry.

In addition to the strategic design team, the various faculty members who are teaching specific courses, and the DMin working committee, I want to make sure that you are properly introduced to the DMin “crew.” In addition to myself, it includes Ashly Cargle-Thompson (Program Coordinator) and Dr. Roxanne Russell (Director of Online Learning). I am thrilled to be working alongside Ashly and Roxanne and you will soon come to appreciate them as much as I do. You may receive correspondence from any one of us, either directly or through our office email address (candlerdmin@emory.edu). And, as questions or concerns arise, please feel free to be in contact with any of us. In most cases, inquiries should be directed to our general email (candlerdmin@emory.edu) so that they may be routed to the most appropriate party.

Again, welcome. I have been praying for you and your time here at Candler. I look forward to following your progress in the program and to your eventual graduation as a Doctor of Ministry. Congratulations in advance!

—Brent A. Strawn
Director, Doctor of Ministry Program, and Professor of Old Testament

**Overview of the Program**
The DMin Program provides persons in full-time ministerial placements (parish or otherwise) with advanced training and the skills necessary to analyze ministerial practices through sustained biblical, ecclesiological, communal, and theological reflection so as to discern, shape, and disseminate new practices in the service of the gospel.

Students in the program must have earned their M.Div. degrees and have at least three years of full-time ministerial experience. The program is designed for people who are engaged in full-time ministry and want to take their work to a new level of expertise and innovation.

**Tracks**
Candler’s DMin program offers two tracks:

**Track 1: Church Leadership and Community Witness** is geared toward students interested in models of ministerial leadership within the church and beyond.

**Track 2: Biblical Interpretation and Proclamation** is designed for students who wish to deepen their theology of Scripture and their skills in using the Bible in ministry.

Both tracks enhance competence in congregational analysis, integrating theology and practice, sharing best practices in ministry, and facilitating collaboration.

Students apply to, and are accepted into, one of the two tracks and remain in that track for the duration of their program. The two tracks share a common course in the first semester (DM700) and students in both tracks will be together during several of the on-campus experiences.

The curriculum of each track is presented separately below. Course descriptions and teaching faculty are found at the end of the Handbook.
Track One: Church Leadership and Community Witness

Year One
- Orientation (including DM500)—on-campus experience #1
- DM700 Becoming a Reflective Practitioner with First Year Colloquy
- DM702 Project Proposal Seminar
- DM711 Understanding Community with First Year Colloquy

Year Two
- DM712 Ecclesiologies in Action with Second Year Colloquy
- DM713 Leadership as a Practice—on-campus experience #2
- DM714 Leadership and Witness 1: Cultivating Church with Second Year Colloquy

Year Three
- Project Design Workshop—on-campus experience #3
- DM715 Leadership and Witness 2: Engaging the World with Third Year Colloquy
- Final Project Completion with Third Year Colloquy
- Festival of Learning (Final Project Presentation)—on-campus experience #4

Track Two: Biblical Interpretation and Proclamation

Year One
- Orientation (including DM500)—on-campus experience #1
- DM700 Becoming a Reflective Practitioner with First Year Colloquy
- DM702 Project Proposal Seminar
- DM721 Scripture, Theology, Practice with First Year Colloquy

Year Two
- DM722 Issues in Old Testament Interpretation with Second Year Colloquy
- DM723 Teaching as a Practice—on-campus experience #2
- DM724 Issues in New Testament Interpretation with Second Year Colloquy

Year Three
- Project Design Workshop—on-campus experience #3
- DM725 Preaching the Bible with Third Year Colloquy
- Final Project Completion with Third Year Colloquy
- Festival of Learning (Final Project Presentation)—on-campus experience #4

On-Campus Experiences
Each student must participate in four mandatory on-campus experiences during the three-year degree program. (Note the calendar of dates included in the Handbook.)

These events are at the student's own expense. The DMin office will provide information on transportation and affordable accommodations in the area. The DMin office also typically provides a few (though not all) meals during these on-campus experiences.

Year One: Orientation (August)
Online Orientation begins the Wednesday prior to the On-Campus Orientation which occurs on Monday through Wednesday of the week preceding the official start of classes. During Orientation, students will participate in DM500, an introduction to the virtual classroom and all of the online tools necessary to complete assignments and participate in class discussions. Students will also be introduced and oriented to other aspects of Candler/Emory, including the Pitts Theology Library, and will have the opportunity to meet the DMin faculty and other members of Candler’s senior administration. This event is a full seven days, starting on Wednesday at 9:00am and running through the following Wednesday at 5:00pm.

Year Two: J-Term course
The January, or J-Term, experience is an intensive course experience. Depending on track, students will take either DM713 (Track 1) or DM723 (Track 2). The J-Term course exposes students to more traditional on-campus learning at Candler with some of its world-renowned, senior faculty. This on-campus experience will also give students a chance to meet with their project consultants in person. Unlike the other on-campus experiences, this is a five-day event, lasting from Monday at 9:00am through Friday 5:00pm.

Year Three: Project Design Workshop (August)
During August at the start of the third year, DMin students will participate in a three-day workshop that will help them plan, design, and implement their final projects. During this time, students will also have an opportunity to meet with their project consultants to discuss research methodology, individual deadlines, pertinent literature, and the appropriate modes of analysis and interpretation. This is a three-day event, running from Monday at 9:00am through Wednesday at 5:00pm.

Year Three: Festival of Learning (April)
In April of the final year, students will travel to campus for a three-day festival during which they will share their final papers as well as the multimedia components that complement their research before an audience comprised of their consultants, the DMin Director, and each other. This is the final requirement before graduation. This is a three-day event, which begins on Monday at 9:00am, and concludes on Wednesday at 5:00pm.

Course Weekly Structure
A graphic presentation of the weekly structure of the DMin program follows. This schedule obtains for every class in the curriculum (both Tracks) with the exception of the J-Term on-campus experience and the final semester of the third year.
Note the following important items:

1. The work week begins on Wednesday and runs through Tuesday.

2. Students will have an online live class on 4-5pm Eastern Time every Wednesday (Faculty session) for the duration of their three year program (the only exception being the last semester of the third year).

3. Students will have an online live class on 4-5pm Eastern Time every Monday (the Student Colloquy) for the duration of their three year program (with no exceptions).

4. Major assignments (e.g., essays) are due on Tuesdays (i.e. Day 6), the last day of the work week, though other work (especially discussion board postings) will often be due on other days (e.g., Days 2-5).

This weekly structure has been carefully designed; among other things, the typical flow of a minister’s work week in a local church was taken into careful consideration. The structure is invariable—students should block out these times on their calendars for the next three years.

#### Student Colloquies

Mandatory colloquies meet every Monday, from 4-5pm (2018 Cohort) Eastern Time via Adobe Connect. The colloquies have been carefully designed as the primary vehicle into ministerial settings.

- **Year 1**
  - **Semester 1**: Students present the first drafts of their project design statements, including preliminary literature review, in preparation for the Project Design Workshop (August).
  - **Semester 2**: Students revisit their initial presentations (from semester 1) with further reflective analysis, incorporating skills and tools gained in course work (especially DM700 from semester 1, but also DM711/DM721, underway in semester 2).

- **Year 2**
  - **Semester 1**: Upon completing DM702, students will begin to articulate congregational and theological issues to address for the final project and seek cohort perspectives on the same.
  - **Semester 2**: Students present the second drafts of their project designs subsequent to the Project Design Workshop.

- **Year 3**
  - **Semester 1**: Students present the second drafts of their project designs subsequent to the Project Design Workshop.
  - **Semester 2**: Students present a practice run of their final presentations

#### The Final Project

The “Scaffolded” Design

As evidenced in the colloquy design (above), the final project is “scaffolded” into the curriculum; this is also found at other points in the program (e.g., DM702, the project proposal seminar, and the project design workshop) and in the course requirements (e.g., the end-of-semester projects in DM700 and DM711/721). Additionally, the final semester of the DMin program has no specific course work beyond the final production, preparation, and presentation of the final project, ensuring on-time completion of the final project and the degree as a whole within the three-year window.

#### Elements of the Final Project

The heart of the final project consists of crafting an innovation in ministerial practice in the student’s present ministerial context. The design will build upon the issues and questions that arose throughout the student’s coursework and research along the way. In the end, the final project is comprised of three parts:

- **A written component**: an academic paper of approximately 10,000 words;  
- **A multi-media component**: this may take one or more different technological forms, but will, regardless, be housed on Candler’s website for public dissemination; and  
- **A final presentation**: at the Festival of Learning, each student will present their multi-media components and a précis of their final written paper before a public comprised of their student peers, their project consultants, and the DMin Director.

#### Research Ethics

In order to ensure that student research, especially that pertaining to live human subjects, is conducted ethically, all students will be required to be certified by the Collaborative Institutional Training Initiative (CITI). This is a relatively simple online certification program that will be completed between the first and second years of the program. Further, all DMin research projects must be submitted to the Institutional Review Board (IRB) of Emory to ensure that the project participants are appropriately protected. Many projects will not be subject to IRB requirements, but all must be submitted for IRB review.

#### Programmatic Steps toward the Final Project

1. The final project for DM711/721 in Year 1 is a congregational analysis, variously flexed for the different foci of these two courses and the two DMin tracks. This is a cumulative assignment that builds directly upon the final project done in DM700. It is assessed by the faculty, and contributes directly to the Final Project which depends on a thorough and accurate analysis of the student’s ministerial context.

2. During August at the end of their first year (see the Calendar for the exact due date for each cohort), students will submit a “Statement of the Problem” to their Emory Box.com program folder as part of DM702. This is a brief paper (2-3 pages) containing three elements:

   (i) an initial articulation of a problem or issue that the student expects will become the focus of their final project;
The DMin Director will review and assess each of these statements with an eye on two matters: (1) its cogency and suitability (i.e., whether it can be approved as such—even in preliminary form—or if a new issue/problem needs to be identified); and (2) the assignment of a project consultant.

3. Students will have a chance to meet briefly with their assigned project consultants for the first time during the second on-campus experience in J-Term of their second year (DM713/723). This is mostly a meet-and-greet opportunity, though some preliminary discussion of the statement of the problem and future plans will certainly be in order.

4. The student's third on-campus experience is the Project Design Workshop. Among other things, students will have the chance to meet with their project consultants at least once, but typically twice, during their time on campus. By this point the student will have a fuller document—akin to the Statement of the Problem document due the previous year, but far more developed—that contains a working thesis, plan of study, and a preliminary literature review. The student and project consultant will agree upon a schedule of deadlines and feedback cycles to ensure timely completion of the final project.

5. During the final semester of the program, the student finishes the project, in regular consultation with the project consultant, and presents a first run of it to their peers in the last semester of the Third Year Colloquy (see the Calendar for the exact due date for each cohort).

The Festival of Learning
At the Festival of Learning, students will present their final projects before their peers, their project consultants, and the DMin Director. The latter two serve as the evaluators of the final project. In case of a split decision, the DMin Director will assign a third reader who will determine the project's acceptability.

Graduation
Upon successful completion of their requirements, DMin students are invited to participate in the graduation exercises of Emory University and Candler School of Theology in May of their third year.
ONLINE LEARNING

Primary Learning Tools
The DMin Online Learning Program primarily relies on the use of the following tools: Blackboard, CANVAS, Adobe Connect, Emory Box.com and Echo360. Individual courses or assignments may require the use of additional software tools.

Help Center
Reference guides and support will be posted in the Help Center on the left hand navigation bar of the Blackboard Course.

Blackboard
Blackboard Learn is Emory’s learning management software (LMS) and the primary online course environment where students can access all course materials and activities.

Web Access: classes.emory.edu
Login: Emory NetID.

To download apps for mobile access:
http://it.emory.edu/blackboard/faculty/tools/mobile.html

Please seek general support for using or troubleshooting Blackboard at the Emory IT Service Desk at 404-727-7777 or http://help.emory.edu and seek support specific to managing Blackboard for courses at Candler from the Pitts Library at candlerbb@emory.edu.

Adobe Connect
Adobe Connect will be where students meet to web conference with faculty and classmates twice a week (Class of 2018 M & W 4-5pm Eastern Time) throughout the course of the program.

Web Access: Meeting rooms’ web links will vary from class to class; the link to the Adobe Connect meeting room can be found in the Blackboard course under Live Classes on the left hand navigation bar. Students should login as a guest with first and last name.

Mobile Access: There is currently no mobile site for accessing Echo360 course content. Students will be able to download audio or video content from the Echo360 site in file formats that are compatible with most mobile platforms.

Echo360
Echo360 is the video management tool embedded in the Blackboard course site that provides access to lectures and other video content.

Web Access: Echo360 course sites will vary from class to class, but in every case the Echo360 site can be launched from the course page under "Lectures" on the left hand navigation bar.

Mobile Access: There is currently no mobile site for accessing Echo360 course content.

In the instance of technical problems using Adobe Connect, contact the Emory IT Service Desk at 404-727-7777 or http://help.emory.edu.

Emory.Box.com
Emory.Box.com is Emory’s secure platform for cloud-based document storage. Emory.Box.com will therefore be where files related to the DMin program are stored and shared. This cloud-based storage solution will also be the primary tool for storing and sharing work on the final project throughout the program.

Web Access: https://emory.app.box.com/login
Login: Emory NetID.

Mobile Access: http://it.emory.edu/box/
Online Learning Policies

Privacy
It is the policy of the Candler School of Theology to never require the posting of personally identifiable information on the web without the option to make the information private. Reminders and guidelines for using privacy settings will be provided with any course assignments that require the posting of documents, images, or videos to a non-secure website.

Accessibility
Candler online learning environments are designed to provide access to course resources in accordance with the American Disabilities Act (ADA).

- **Services**: All course syllabi will include information directing students to ADA services on campus, including the location and contact information of the Emory ADA office of Access, Disability Services, and Resources (ADSR).

- **Documents**: Course documents will be created for readability by screen-reading software, e.g. uploaded as a .pdf.

- **Audio/Visual**: When ADA services accommodations have been requested, audio and video files will be close-captioned for the hearing impaired or accompanied by a transcription.

- **Images**: All images will be labeled clearly and tagged for optimal readability by screen-reading software.

- **Style**: Color will be used sparingly and carefully in Blackboard so that it is balanced and easily visible for students.

- **Additional accommodations**: Upon request.

Technology Recommendations
Your experience in this online degree program is highly dependent on the quality and functionality of your computer equipment. Below are the minimum specifications we recommend for your computer equipment and software versions, related to the tools that will be used in the program once you are admitted.

  - **Hardware**
    - Access to a computer with speakers, microphone, and a webcam
    - Windows 7 or higher • Mac OS 10.8 or higher
    - Internet Access with a minimum connection speed of 1.5 mbps
    - Use Speedtest to determine connection speed: Close all applications and other website tabs and conduct test by visiting: http://speedtest.net

  - **Software**
    - Adobe Acrobat Reader (to open PDFs) - http://get.adobe.com/reader/
    - Microsoft Office - http://it.emory.edu/studentdigitallife/services/office/index.html
    - Mozilla Firefox – http://firefox.com (this is the ONLY recommended browser)
    - Adobe Connect: Test your Computer with the ONLY recommended browser

  - **Plugins**
    - The following free plugins are required and must be updated and enabled
      - Adobe Connect add-in

•Browser Settings
  - In FireFox: Tools -> Add-ons -> Plug-ins -> “Check to see if your plugins are up to date” (click link at top of plugins list)
  - Create list of pop-enable URLs (instructions available here)
  - Cookies should be enabled for same safe-listed apps

•Other
  - Login to http://emory.box.com to accept Terms of Service and establish workspace
  - Emory McAfee anti-virus (non-Emory anti-virus must be uninstalled and McAfee installed)
  - Vidyo client install – http://vidyo.emory.edu

Mobility
While it is recommended that students use a computer as their primary device, all of our online tools offer some level (but not always all levels) of functionality on most tablets and smartphones.

Netiquette
It is very important to carry the spirit of collegiality and respect of face-to-face learning into the the online environment. For a brief guide to online etiquette (“Netiquette”), see http://www.learnthenet.com/learn-about/netiquette/

PROCEDURES, REGULATIONS, AND RESOURCES*

*Note: In case of discrepancies with the Candler Catalog, the DMin Handbook takes precedence.

Satisfactory/Unsatisfactory (S/U)

Grading System
Grades in the DMin Program are assessed on a satisfactory/unsatisfactory system. In order to achieve a grade of “satisfactory,” the student must attain to the B letter range (i.e., a minimum of 80%).

Given the tight sequencing of the DMin Degree, failure to complete a course with a satisfactory grade will result in immediate dismissal from the program.

Professional Assessment
Although semester grades are assigned as either satisfactory or unsatisfactory, faculty members will also give a substantive professional assessment of the student’s work at the conclusion of the semester to provide them with fuller feedback as they continue to move forward in the program.
Incompletes
Incompletes will only be made for the most extreme, unusual, or extraordinary circumstances. Incompletes are at the discretion of the DMin Director (in consultation with the faculty of record) and are negotiated on a case-by-case basis.

Leaves of Absence
Leaves of absence are granted by the DMin Director (in consultation with the staff) and are for one year only.

Dismissal
Any breach in discipline, moral lapse, insubordination to authority, or action contrary to the best interests of the university or the school of theology may lead to probation, and, if serious enough, to immediate dismissal.

Pitts Theology Library

Borrowing Policies
Students in the DMin program have access to the print library collections of the Pitts Theology Library, which is one of the largest theological libraries in North America, and to other libraries at Emory University. Collectively, these institutions offer more than 3 million volumes and thousands of digital resources (journals, databases, e-books, and digital collections).

To receive access to digital resources, students should navigate to a source of interest using the Emory Libraries catalog, discoverE (http://www.pitts.emory.edu/). As with other books, students are responsible for paying for return mailing if items not owned by Emory are requested and must be paid before students can receive their diplomas.

Loans
Items not owned by Emory can be requested via Interlibrary Loan (http://illiad.library.emory.edu/); as with other books, students are responsible for paying for the return mailing of these items to the library by their due dates. Reference librarians can help determine if books of interest are accessible to students within driving distance of their homes.

Hours
Library hours are maintained on the Pitts website: http://www.pitts.emory.edu/about/hours.cfm.

Fines
Fines for DMin students are assessed at the same rate as other students at Emory.

- Regular overdue: $0.50 per item per day
- Recalled overdue: $2.00 per item per day
- Recalled and overdue items: $2.50 per item per day
- Reserves overdue: $1.00 per item per hour

Unpaid fines are transferred to the Emory University Bursar’s Office. All materials must be returned and all fines must be paid before students can receive their diplomas.

Reference Assistance
Reference librarians are available to help students develop search strategies, locate useful resources for assignments, and get started with common academic technologies like citation management software (EndNote, Zotero) and biblical exegesis software (BibleWorks, Accordance). Reference librarians may be reached by phone (404.727.4166), chat, or email (http://pitts.emory.libanswers.com/ or theologyref@emory.edu). On-campus experiences are an excellent opportunity to meet with a librarian in person. The reference librarians will continue to provide reference assistance after graduation as well.

Special Collections
Pitts Theology Library hosts extensive special collections materials, and students are encouraged to consider using these for their research as appropriate. Many search aids are available digitally, and the special collections reference assistant can pull materials in advance of a personal visit for viewing physical archives and manuscripts. Learn more about special collections, including policies and fees for digital reproductions, at http://www.pitts.emory.edu/collections/archivesmanuscripts/index.cfm.

Visiting Candler

Lodging
Emory University receives discounted lodging at select hotels. DMin students should mention that they are affiliated with Emory when making reservations. Blackout dates may apply.

- Emory Conference Center (approx. $159/night)
  1615 Clifton Road NE, Atlanta, GA 30322 | (404) 712-6000
  http://www.emoryconferencecenter.com/
  Located on the Emory University Campus, the Emory Conference Center is only 15 miles from Hartsfield International Airport, 6 miles from downtown Atlanta, and close to major shopping and attractions.

- Courtyard Marriott Atlanta Downtown Decatur/Emory (approx. $124/night)
  130 Clairemont Ave, Decatur, GA 30030 | (404) 371-0204
  http://www.courtyarddecatur.com/
  Located just minutes away from downtown Atlanta, the Courtyard Atlanta Downtown Decatur/Emory offers a free shuttle to the Emory University Campus as well as complimentary Wi-Fi in all guest rooms and public spaces.

- Hampton Inn Atlanta-North Druid Hills (approx. $74/night)
  1975 N Druid Hills Rd, Atlanta, GA 30329 | (404) 320-6600

- Courtyard Marriott Atlanta Downtown Decatur/Emory offers a free shuttle to the Emory University Campus as well as complimentary Wi-Fi in all guest rooms and public spaces.

- Hampton Inn Atlanta-North Druid Hills (approx. $74/night)
  1975 N Druid Hills Rd, Atlanta, GA 30329 | (404) 320-6600

- Hampton Inn Atlanta-North Druid Hills hotel is only 6 miles from downtown Atlanta and 5 miles from the Emory University Campus. Each room contains a mini-fridge and pull out sofa.

- A car is recommended.

Parking
When driving to campus you are advised to park in the visitor pay lot located on the corner of Eagle Row and Dickey Drive (the Peavine Visitor’s Lot—this is a surface lot, next to the Peavine Parking Garage). The cost of parking is approximately $2.50/hour. The day rate is $12. If you are local and plan on visiting campus more often, you may want to consider an Eagle Permit which costs $100 for 20 swipes into your assigned parking deck. For more information, contact the Office of Transportation and Parking at: http://transportation.emory.edu/parking/students.html.
DM500. Strategies and Resources for Online Learning
Fall. Credit, zero hours. (Russell)
This course will introduce students to learning in an online environment and advance their preexisting skills for learning online in order to bolster their success in earning a Doctor of Ministry while still serving their communities. The course is designed to build the comfort level of students with Blackboard, Emory’s online learning management system and the structure, tools, expectations, and modes of communication in the DMin program by actively engaging them in online learning activities, group collaboration projects, and assessments.

DM700. Becoming a Reflective Practitioner
Fall. Credit, three hours. (Brelsford/Corrie/Ayers)
This course orient students to the action-reflection model of the reflective practitioner, applying it specifically to the practice of ministry and practical theology. The research methods and dispositional habits that are learned in this foundational course will be practiced throughout the curriculum, especially in the final project. As the basic introductory course, DM700 is taken by first-year students in both tracks. The course has two major objectives: (1) to equip students with reflective and analytical capacities for understanding themselves as leaders, the congregations and organizations they serve, and their social contexts; and (2) to form a community of scholar-pastors and practical theologians. The course is made up of four major movements: engagement with contemporary scholarly discussions about what constitutes practical theology; theories and practices for understanding the self as a leader in the context of a community; models of congregational study and description; and methods of social analysis. Throughout the course, students will be introduced to diverse methods of theological reflection in relationship to the self, the faith community, and the social context.

DM701. First Year Colloquy
Fall, Spring. Credit, two hours. (Faculty)
The First Year Colloquy is a weekly synchronous gathering, held Monday afternoons at 4:00 p.m. ET, in which students explore (1) their context of ministry and (2) their research trajectory with each other and with the faculty of their courses. Students receive an “IP” (in progress) at the end of the fall semester and will earn an “S” upon successful completion of the academic year at the end of the spring semester.

DM702. Project Proposal Seminar
Spring. Credit, one hour. Prerequisite: DM700. (Strawn)
This one unit seminar revolves around the initial construction of the DMin project, and culminates in the production of the first stage of the proposal proper—namely, the statement of the problem document.

DM710. Interpretation and Proclamation
Spring. Track 1. Credit, three hours. Prerequisite: DM712. (Smith)
The course builds upon students’ previous DMin courses to focus on specific leadership challenges in their current and projected ministry contexts. Vision, identity, authority, ministry context, methods of transformation, and spiritual practices will be major themes for understanding personal and contextual realities that influence leadership practices. Students will assess and address their readiness to engage the leadership demands for their current contexts and final projects.

DM713. Leadership as a Practice
J-Term. Track 1. Credit, three hours. Prerequisite: DM712. (Smith)
The course builds upon students’ previous DMin courses to focus on specific leadership challenges in their current and projected ministry contexts. Vision, identity, authority, ministry context, methods of transformation, and spiritual practices will be major themes for understanding personal and contextual realities that influence leadership practices. Students will assess and address their readiness to engage the leadership demands for their current contexts and final projects.

DM714. Leadership and Witness I: Cultivating Church
Spring. Track 1. Credit, three hours. Prerequisite: DM713. (Phillips)
Building upon the previous coursework, DM714 focuses on the worshipping congregation as the local form and practice of the church in the world. Students will develop theoretically-integrated and theologically grounded understandings of congregations as communities of liturgical practice, will explain the liturgical/worship ministry of their congregations, and will develop creative approaches to congregational life that foster personal and social transformation.

DM721. Scripture, Theology, Practice
Spring. Credit, three hours. Prerequisite: DM700. (LeMon/Krauschick)
This course is the second in the Biblical Interpretation and Proclamation track of the Candler DMin program and the first course unique to that track. Its focus is the theology of Scripture, understood not as an examination of the theologies found in Scripture but rather as the study of the effects different ways of thinking about Scripture have on Christian faith and practice. Course work is designed both to build on the tools of congregational and social analysis introduced in the first semester of the DMin program and to prepare students for more focused work in biblical exegesis and congregational teaching and preaching that follow in the program’s second and third years.

DM722. Issues in Old Testament Interpretation
Spring. Track 2. Credit, three hours. Prerequisite: DM721. (LeMon/Strawn)
Building upon the systematic reflection students have devoted to the nature of Scripture in DM721, DM722 offers them the opportunity to practice the art of theological interpretation of Old Testament texts. Becoming a skilled interpreter requires one to practice the three interrelated tasks of engaging, discerning, and appropriating the theological witness of the Old Testament. All three of these tasks will be in view as the course progresses. Special attention will be given to the self as interpreter, to critical issues in contemporary Old Testament studies, and to exegetical analysis of lectionary texts.

DM723. Teaching as a Practice
J-Term. Track 2. Credit, three hours. Prerequisite: DM722. (Johnson/Long/Newsom)
The course builds upon students’ previous DMin courses to focus on specific teaching challenges in their current and projected ministry contexts. Various aspects of teaching Scripture and the study of Scripture will be major themes for understanding and implementing the best teaching practices. Students will assess and address their readiness to engage the teaching demands for their current contexts and final projects.

DM724. Issues in New Testament Interpretation
Spring. Track 2. Credit, three hours. Prerequisite: DM723. (Wilson)
Building upon the systematic reflection students have devoted to the nature of Scripture in DM721, and the work done on the Old Testament in DM722, to not mention DM723’s attention to the practice of teaching the Bible, DM724 offers them the opportunity to practice the art of theological interpretation of New Testament texts. Becoming a skilled interpreter requires one to practice the three interrelated tasks of engaging, discerning, and appropriating the theological witness of the New Testament. All three of these tasks will be in view as the course progresses. Special attention will be given to the self as interpreter, to critical issues in contemporary New Testament studies, and to exegetical analysis of lectionary texts.
Jennifer R. Ayres
Ayres is the author of Waiting for a Glacier to Move: Practicing Social Witness (2011) and Good Food: Grounded Practical Theology (2013). Other research interests include faith formation in the context of popular culture, pedagogical theory and practice, religious education and ecological faith, place-based pedagogy, and faith formation for public life. She also has written for the Feasting on the Word commentary series and the Being Reformed adult education and ecological faith, place-based culture, pedagogical theory and practice, religious

Ted Brelsford
Brelsford’s research has focused on religious imagination, epistemology, and issues of diversity in contemporary society. He has published numerous articles and chapters in the field of religious education, and is co-editor with P. Alice Rogers of Contextualizing Theological Education: Integrating Ecclesial and Academic Practices in Teaching and Learning (Pilgrim, 2008). He is currently working on a book aimed at reconciling the mythic reality of Christian beliefs revealed in contemporary scholarship with the mysterious reality of Christian truth embedded in traditional Christian practices. Affiliate Associate Professor of Religion & Education. BA, Slippery Rock State University, 1983; MDiv, Princeton Theological Seminary, 1988; PhD, Emory University, 1999.

Elizabeth M. Bounds

Elizabeth Corrie
Dr. Corrie draws on commitments both to peace with justice and to the education of young people as a foundation for her work in the development of pedagogical and youth ministry practices that empower young people for global citizenship. Her research interests include theories and practices of nonviolent strategies for social change, the religious roots of violence and nonviolence, international peacebuilding initiatives, and character education and moral development with children and youth. Dr. Corrie was elected as a lay delegate for the North Georgia Conference to the 2012 Southeastern Jurisdictional Conference of the United Methodist Church. Associate Professor in the Practice of Youth Education and Peacebuilding and Director of the Youth Theological Initiative. BA, College of William and Mary, 1993; MDiv, Emory University, 1996; PhD, Emory University, 2002.

Teresa L. Fry Brown
Dr. Fry Brown’s research interests include homiletics, womanism, womanist ethics, socio-cultural transformation, and African diaspora history focusing on African American spiritual values. In addition to four complete books, she has written articles and chapters for over a dozen more, including Those Preaching Women, Vol. 3 and The Abingdon Women’s Preaching Annual. A former speech pathologist, Dr. Fry Brown is ordained in the African Methodist Episcopal (AME) church and currently serves as associate pastor of New Bethel AME church in Lithonia, Georgia. In 2010, she became the first African American woman to attain the rank of full professor at Candler. Professor of Homiletics and Director of Black Church Studies. BS, Central Missouri State University, 1974; MS Central Missouri State University, 1975; MDiv Iliff School of Theology, 1988; PhD, Iliff School of Theology and University of Denver.

David O. Jenkins

Susan E. Hylen
Dr. Hylen is the author of three books on the Gospel of John, as well as a number of other essays and articles. Her current research explores the roles and authority of women in the early church, and offers a new way of interpreting the diverse and often contradictory evidence about the participation of women. In the classroom, Dr. Hylen equips students to become responsible interpreters of the biblical texts. She is ordained as a ruling elder in the Presbyterian Church (USA). BA, University of California San Diego, 1990; MDiv, Princeton Theological Seminary, 1995; PhD, Emory University, 2004.

Luke Timothy Johnson
Steven J. Kraftchick
Dr. Kraftchick's research and writings focus on Pauline thought and language theory, particularly metaphor theory and its role in theological thinking. His textual work is in the Pauline epistles, the parables of Jesus, and the history of New Testament interpretation. Dr. Kraftchick's research has recently expanded into the field of technology and theology. Director of General Advanced Programs and Professor in the Practice of New Testament Interpretation. BS, University of Florida, 1973; MDiv, Erskine Theological Seminary, 1978; PhD, Emory University, 1985.

Thomas G. Long
Dr. Long's research interests are contemporary homiletical theory, biblical hermeneutics and preaching. His most recent book, What Shall We Say? Evil, Suffering, and the Crisis of Faith, explores questions of God and human suffering, and was named “2011 Book of the Year” by the Academy of Parish Clergy. Long's 1989 book The Witness of Preaching—now in its second edition—is one of the most widely used texts on preaching, appearing on class reading lists in seminaries across the country and world. In 2010, Preaching magazine named The Witness of Preaching one of the 25 most influential books in preaching for the last 25 years. Bandy Professor of Preaching, BA, Erskine College, 1968; MDiv Erskine Theological Seminary, 1971; PhD, Princeton Theological Seminary, 1980.

Joel M. LeMon

Steffen Lösel
Lösel is the author of Kreuzewege: Ein ökumenisches Gespräch mit Hans Urs von Balthasar (2001), and several English-language articles on Balthasar's work. He has recently published articles on contemporary Roman Catholic and Protestant ecclesiology, liturgy and politics, and theology and the arts. His current research focuses on the political mission of the church, and on music and theology. In addition to teaching, he has ministered in prison facilities and in the local church. Associate Professor in the Practice of Systematic Theology. MAR, Gettysburg Lutheran Seminary, 1991; MDiv, Evangelical Lutheran Church in Bavaria, 1994; DrTheol, Eberhard–Karls-Universität Tübingen, 1999.

Carol A. Newsom
Dr. Newsom's current research focuses on the Dead Sea Scrolls, the Wisdom tradition, the book of Daniel, and apocalyptic literature. In 2009, she received an honorary doctorate from the University of Copenhagen in recognition of the body of her academic work, most notably her scholarship in Old Testament theology and her innovative work transcribing, translating, and providing commentary on the Dead Sea Scrolls. She also received an honorary doctorate from Birmingham-Southern College in 2006.

Her second book, Though the Fig Tree Does Not Blossom (2006) addresses the virtue of hope in the Christian tradition. Her third book, Christians in the Public Square (2008), argues for the value of love, moral ambiguity, and theological humility in contexts of contentious debate. She has also published essays on welfare reform, the use of film to teach ethics, and the United Methodist response to war. Associate Professor of Christian Ethics and Conflict Transformation, BA, Davidson College, 1991; MA, University of Notre Dame, 1992; MA, Vanderbilt University, 1996; PhD, 2000.

Roxanne Russell
L. Edward Phillips
Phillips’ research examines the history, theology and practice of Christian worship and sacrament. His published work includes Courage to Bear Witness: Essays in Honor of Gene L. Davenport (coeditor); In Spirit and Truth: United Methodist Worship for the Emerging Church, The Apostolic Tradition: A Commentary (coauthor); in the Hermeneia Commentary Series; and Studia Liturgica Diversa: Essays in Honor of Paul Bradshaw (coeditor). Associate Professor of Worship and Liturgical Theology; Coordinator of the Initiative in Religious Practices and Practical Theology. BS, University of Tennessee at Martin, 1976; MDiv, Emory University, 1979; PhD, University of Notre Dame, 1992.

Ellen Ott Marshall
Marshall focuses on contemporary Christian ethics, with particular attention to violence, peacebuilding, and conflict transformation. She is also interested in questions about gender and moral agency, and the dynamic relationship between faith, history, and ethics. She is the contributing editor of a volume of essays titled Choosing Peace through Daily Practices (2005). Her second book, Though the Fig Tree Does Not Blossom (2006) addresses the virtue of hope in the Christian tradition. Her third book, Christians in the Public Square (2008), argues for the value of love, moral ambiguity, and theological humility in contexts of contentious debate. She has also published essays on welfare reform, the use of film to teach ethics, and the United Methodist response to war. Associate Professor of Christian Ethics and Conflict Transformation, BA, Davidson College, 1991; MA, University of Notre Dame, 1992; MA, Vanderbilt University, 1996; PhD, 2000.

Roxanne Russell
A teacher and instructional designer with over nineteen years of university-level teaching experience and ten years of professional experience with designing, developing, integrating, and evaluating online learning environments in a global context. She now brings her teaching, instructional design and web development background to helping Candler School of Theology navigate the complexities of technology integration for learning. Roxanne received her M.A. in English from Auburn University and Ph.D. in Instructional Technology and Design from Georgia State University. Her groundbreaking work on the cultural dynamics of the instructional design process is cited in the 2014 edition of the Handbook of Research on Educational Communications and Technology. Director of Online Learning, BA, Troy State University at Dothan, 1995; MS, Auburn University, 1997; PhD, Georgia State University, 2011.
**Cohort Calendars**

### Class of 2018

- **Online Orientation** - 8/12/2015
- **Orientation** - 8/17/2015
- **Congregational Analysis Due** - 5/2/2016
- **Statement of Problem Due** - 8/1/2016
- **J-Term** - 1/2/2017 - 1/6/2017
- **Project Design Workshop** - 8/14/2017
- **IRB Applications Due** - 8/28/2017
- **Final Project Research Begins** - 10/1/2017
- **Project Consultant Check-In** - 1/15/2018
- **Project 1st Draft Due** - 2/7/2018
- **1st Draft Faculty Feedback Due** - 2/16/2018
- **Project Final Draft Due** - 3/11/2019
- **Festival of Learning** - 4/23/2018

### Class of 2019

- **Online Orientation** - 8/10/2016
- **Orientation** - 8/15/2016
- **Congregational Analysis Due** - 5/1/2017
- **Statement of Problem Due** - 8/7/2017
- **J-Term** - 1/8/2018 - 1/12/2018
- **Project Design Workshop** - 8/13/2018
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**Luther Smith**

Dr. Smith has written numerous articles and speaks extensively on issues of church and society, congregational renewal, Christian spirituality, and the thought of Howard Thurman. His current research focuses on the writings and correspondence of Howard Thurman, advocacy on behalf of children, and a spirituality of hope. Dr. Smith is an ordained elder in the Christian Methodist Episcopal Church. In 2009, Dr. Smith received the Phillips School of Theology “Bishops Thomas Hoyt and Paul Stewart Institutional Ministry Award for Outstanding Service to the Ministry of Academics.” In 2010, he was the recipient of Emory University’s ‘2010 Emory Williams Distinguished Teaching Award.’ Professor Emeritus of Church and Community. BA, Washington University, 1969; MDiv, Eden Theological Seminary, 1972; PhD, Saint Louis University, 1979.

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**Ted A. Smith**

Smith is the author of *The New Measures: A Theological History of Democratic Practice* (2007). He works at the intersections of practical and political theology, with special attention to the forms preaching and worship take in modern societies. Smith’s current research explores the notion of “divine violence” through a study of sermons, speeches, and essays about the abolitionist John Brown. Associate Professor of Preaching and Ethics. BA, Duke University, 1990; MA, Oxford University, 1992; MDiv, Princeton University, 1995; PhD, Emory University, 2004.

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**Brent A. Strawn**

Strawn is the author of *What Is Stronger Than a Lion? Leonine Image and Metaphor in the Hebrew Bible and the Ancient Near East* (2005); *The Old Testament Is Dying: A Diagnosis and Recommended Treatment* (2016), and more than 200 articles, essays, and reviews. He has edited or co-edited 15 other books to date, including *The Bible and the Pursuit of Happiness: What the Old and New Testaments Teach Us about the Good Life* (2012) and *The Oxford Encyclopedia of the Bible and Law* (2015), for which he served as editor in chief. He sits on the editorial boards of the *Journal of Biblical Literature*, the *Catholic Biblical Quarterly*, Oxford Biblical Studies Online, and the Oxford Research Encyclopedia of Religion. He is an ordained elder in The United Methodist Church, North Georgia Conference. Professor of Old Testament; Director of the Doctor of Ministry Program. BA, Point Loma Nazarene University, 1992; MDiv, Princeton Theological Seminary, 1995; PhD, 2001.

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**Walter T. Wilson**

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