CLASS OF 2019 STUDENT HANDBOOK

EMORY
CANDLER SCHOOL OF THEOLOGY
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AMERICANS WITH DISABILITIES ACT
If you are an individual with a disability and wish to acquire this publication in an alternative format, please contact the Office of Admissions, Candler School of Theology, Emory University, Atlanta, Georgia 30322, 404.727.6326; candleradmissions@emory.edu.
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 at the end of the first year (DM702); 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 —Summer
- 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—Summer
- 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. Orientation is a full seven days, starting on Wednesday at 9:00am and running through the following Wednesday at 5:00pm—the on campus portion occurs Monday-Wednesday, 9am-5pm.

**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 2-3pm 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 2-3pm 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 7), the last day of the work week, though other work (especially discussion board postings) will often be due on other days (e.g., Days 2-3).

**Student Colloquies**

Mandatory colloquies meet every Monday, from 2-3pm (2019 Cohort) Eastern Time via Adobe Connect. The colloquies have been carefully designed as the primary vehicle into which the final project has been “scaffolded” in order to ensure successful completion of the program by the end of Year 3. To that end, each student will perform the following roles in the semester-long colloquies: presenter (once), moderator (once), peer-reviewer (twice).

**Year 1**

- **Semester 1**: Students begin with initial sharing about and description of their ministerial settings.
- **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, over the summer students begin to specify the various issues that need to be addressed for the final project and seek cohort perspectives on the same.
- **Semester 2**: Students present first drafts of their project design statements, including preliminary literature review, in preparation for the Project Design Workshop (August).

**Year 3**

- **Semester 1**: Students present the second drafts of their project designs subsequent to the Project Design Workshop, along with concrete plans for the execution and completion of the project.
- **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 track-specific coursework beyond the 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 timeframe.

Elements of the Final Project
The final project consists of developing a ministerial practice, acquiring a ministerial skill, and/or addressing some issue or problem in the ministerial context. The design of the project will build upon the topics 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 digital 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 digital 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 must be completed prior to the Project Design Workshop. 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. In June (see the Calendar for the exact due date for each cohort), students will submit a “Project Proposal” to their Emory.Box.com program folder as part of DM702. This is a brief paper (3-5 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;
(ii) preliminary indication of a possible way (or two) that this problem/issue will or might be addressed; and

(iii) a short bibliography of 10-20 items, annotated whenever possible, that look to prove useful in assessing and engaging the problem/issue.

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 revisions are necessary; 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 initial Project Proposal document due in DM702, 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.
FINAL PROJECT SCAFFOLD FOR CLASS OF 2019

Year 1 Congregational Analysis
Congregational Analysis
Due Date: May 2017
Evaluated by: Year 1 Faculty

Scaffolded in Year 1 Coursework and Colloquy

Year 2 Project Proposal
Project Proposal
Due Date: June 2017 Evaluated
by: DMin Director

Students receive guidance from consultant to inform literature review
• Post annotated bibliographies in Colloquy forum throughout Spring
• Prepare Literature Review before Project Design Workshop

Year 3 Final Project
Project Design Workshop
During on-campus experience #3

Final Project
Due Date: March 2019
Evaluated by: DMin Director and Project Consultant

Guided by Project Consultant through mutual agreement on
• Deadlines
• Feedback cycles
• IRB requirements
Primary Learning Tools
The DMin Online Learning Program primarily relies on the use of the following tools: 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 Canvas Course.

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

Web Access: classes.emory.edu
Choose: Canvas login (not Blackboard)
Login: Emory NetID and password

To download apps for mobile access:
https://guides.instructure.com/m/4152/l/196070-will-canvas-work-on-my-mobile-device

Please seek general support for using or troubleshooting Canvas at the Emory IT Service Desk at 404-727-7777 or http://help.emory.edu.

Adobe Connect
Adobe Connect will be where students meet to web conference with faculty and classmates twice a week (Class of 2019 M & W 2-3pm 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 Canvas course under Live Classs on the left hand navigation bar. Students should login as a guest with first and last name.

Mobile Access:

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 all 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/

Echo360
Echo360 is the video management tool embedded in the Canvas 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.

When accessing Echo360 from within Canvas, it is not necessary to login again; if a login page appears, please use your Emory NetID.

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.

Emory Campus Technical Support
Emory IT Service Desk at 404-727-7777 or http://help.emory.edu
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 Canvas 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
  - Adobe Connect requirements: https://helpx.adobe.com/adobe-connect/tech-specs.html
  - 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)

• **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)
  • Be aware of popup-enabled URLs
    • Blackboard at https://classes.emory.edu, Canvas at https://emory.instructure.com/, OPUS.emory.edu, Emory.adobeconnect.com
  • Cookies should be enabled for same safe-listed apps
• Important Services
  • Box at http://emory.box.com - login to accept Terms of Service and establish workspace
  • Duo (Two-Factor Authentication from off-campus) – enroll at https://duo.emory.edu
  • Brief overview of Duo on YouTube: https://youtu.be/3CuCTh1IpKg

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-

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
All information regarding the use of Pitts Theology Library by Doctor of Ministry students can be found at:

http://pitts.emory.edu/dmin

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://discovere.emory.edu). A log in with Net ID and password is required, at which point the student will be authenticated to receive access to the resource. Logging in with Net ID and password will also provide access to the eShelf for saving and organizing materials found in discoverE, as well as the “My Account” tab where a student can see items checked out, renew items, and review associated fines.

DMin students are not limited in the number of borrowed materials. Items will be mailed to the student using Media Mail rate, and the student is required to pay for return mailing in the reusable envelopes provided. Students should mail materials with enough time for them to reach the library before their due date. Items from any Emory Library should be returned to the Pitts Theology Library for general processing. Items circulate for 120 days. Materials can be renewed for as long as the student is enrolled, unless they have been requested (recalled) by another patron. In the latter case, an email will go out indicating the recall; students have 10 days from the date of this email to return materials before overdue fines begin to accrue. It is thus imperative to mail recalled items promptly. Students may recall any item that has been checked out to another library user; the library staff will mail these items as soon as they have been returned to the library.

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.

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://pitts.emory.edu/hours
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 pitts.emory.edu/collections.

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.

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.

Courtyard Marriot 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.
DM500. Strategies and Resources for Online Learning

Fall. Credit, zero hours. (Russell)
This course will introduce students to learning in an online environment or 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. (Corrie/Ayres)
This course orients 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 2:00 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 hours. 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 project proper—namely, the project proposal document. The seminar consists of a two-week long online class in June.

DM703. Second Year Colloquy

Fall, Spring. Credit, two hours. (Faculty)
The Second Year Colloquy is a weekly synchronous gathering, held Monday afternoons at 2:00 p.m. ET, in which students continue to work on their projects. In Fall, the colloquy is hosted by the faculty of DM712 and DM722 for tracks 1 and 2, respectively; in Spring, the colloquy is hosted by the faculty of DM714 and DM724.

DM704. Third Year Colloquy

Fall, Spring. Credit, two hours. (Faculty)
The Third Year Colloquy is a weekly synchronous gathering, held Monday afternoons, in which students continue their work on their final projects. In Fall, the colloquy is hosted by the faculty of DM715 and DM725 for tracks 1 and 2, respectively; in Spring, the colloquy is devoted to completion of the final project and initial presentations of the same prior to the Festival of Learning.
DM711. Understanding Community
Spring. Track 1. Credit, three hours.
Prerequisite: DM700. (Bounds)
This course builds on the knowledge, methods, and skills acquired in DM700 to analyze broader community contexts in even greater detail. Students will continue to map the histories and transitions, assets and generative themes of those communities, while examining leadership skills required of public theologians. The final project for this course is the comprehensive congregational and community analysis that integrates learning across the first year.

DM712. Ecclesiologies in Action
Fall. Track 1. Credit, three hours. Prerequisite: DM711. (Lösel)
This course, the second in the Church Leadership and Community track, discusses fundamental questions of ecclesiology. It prompts participants to reflect systematically on the nature, structure, and task of the church, both in relationship to God’s Reign and the present world.

DM713. Leadership as a Practice
J-Term. Track 1. Credit, three hours.
Prerequisite: DM712. (Saliers)
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 previous coursework, DM714 focuses on the worshipping congregation as the local form and practice of the church in the world. Students will develop 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 and the present world.

DM715. Leadership and Witness 2: Engaging the World
Fall. Credit, three hours. Prerequisite: DM700. (Ott Marshall)
This course explores some of the problems and possibilities entailed in “engaging the world.” We will examine and practice four tasks: taking faith public, drawing from multiple disciplines of knowledge, remaining accountable to those we impact, and feeling the world. Students will anchor these large questions to their DMin project in order to explore each in a more concrete way.

DM721. Scripture, Theology, Practice
Spring. Credit, three hours. Prerequisite: DM700. (Kraftchick)
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
Fall. Track 2. Credit, three hours. Prerequisite: DM721. (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.
These changes and contestations are especially acute around ways that preachers engage Scripture. This course aims to help students develop theological wisdom and practical know-how for navigating these changes.

DM750. Doctor of Ministry Final Project. Spring. Track 1 & 2. Credit, six hours. Prerequisite: DM715 & DM725. (Faculty)
In DM750, students bring their final project to completion by engaging in a process of evaluation and interaction with their project consultants, the DMin Director, and their cohort of peers. The project culminates in the final on-campus experience, the Festival of Learning, in which students make formal, public presentations of their projects.

DM723. Teaching as a Practice. J-Term. Track 2. Credit, three hours. Prerequisite: DM722. (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.

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, not to mention DM723’s attention to the practice of teaching the Bible, DM724 offers students 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 exegetical method and to interpretation of lectionary texts.

DM725. Preaching the Bible. Fall. Track 2. Credit, three hours. Prerequisite: DM724. (Smith)
The course begins with a recognition that Christian preaching in the United States is in a season of great change. Some established modes of preaching seem to be losing their power even as an increasing plurality of modes is emerging.
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 study series.
Assistant Professor of Religious Education; Director of the Religious Education Program. BA, University of North Carolina, Chapel Hill, 1994; MDiv, Union Theological Seminary-Presbyterian School of Christian Education, 2000; ThM, 2002; PhD, Emory University, 2007.

Elizabeth M. Bounds
Bounds is author of Coming Together/Coming Apart: Religion, Modernity, and Community (1997), coeditor of Welfare Policy: Feminist Critiques (1999), and is currently working on Christian Engagement with the U.S. Prison System. Her interests include peacebuilding/conflict transformation, restorative justice, democratic practices and civil society, feminist and liberation ethics, and transformative pedagogical practices.
Associate Professor of Christian Ethics. BA, Harvard University, 1978; BA/MA, Cambridge University, 1980; MDiv, Union Theological Seminary, 1986; PhD, 1994.

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.

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.
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, Abilene Christian University, 1978; PhD, Emory University, 1985.

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. Dr. Newsom has written seven books and scores of articles, book chapters, translations, encyclopedia articles, and reviews. She has received several prestigious research fellowships, including grants from the National Endowment for the Humanities and the Henry Luce Foundation, and has won several awards for excellence in teaching and mentoring. AB, Birmingham-Southern College, 1971; MTS, Harvard Divinity School, 1975; PhD, Harvard University, 1982.

Steffen Lösel
Lösel is the author of Kreuzwege: 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.

Ellen Ott Marshall
L. Edward Phillips


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.

Don E. Saliers

Dr. Don E. Saliers returned to Candler in 2014 as Theologian-in-Residence after retiring in 2007 as the William R. Cannon Distinguished Professor of Theology and Worship. For many years he directed the Master of Sacred Music program at Emory, and was an organist and choirmaster at Cannon Chapel for 35 years. Before joining the Candler faculty in 1974, Saliers taught at Yale Divinity School, and has taught in summer programs at Notre Dame, Boston College, Vancouver School of Theology, St. John’s University, and Boston University School of Theology.

An accomplished musician, theologian and scholar of liturgics, Saliers is the author of 15 books on the relationship between theology and worship practices, as well as more than 150 articles, essays, chapters in books and book reviews. He co-authored A Song to Sing, a Life to Live with his daughter Emily Saliers, a member of the Indigo Girls.

Roxanne Russell

Russell is 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

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.
Brent A. Strawn

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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Class of 2021

Online Orientation - 8/8/2018

Orientation - 8/13/2018

Congregational Analysis Due - 5/6/2019

Project Proposal - 6/25/2019

J-Term - 1/6/2020 - 1/10/2020

Project Design Workshop - 8/17/2020

IRB Applications Due - 8/28/2020

Final Project Research Begins - 10/1/2020

Project Consultant Check-In - 1/18/2021

Project 1st Draft Due - 2/3/2021

1st Draft Faculty Feedback Due - 2/19/2021

Project Final Draft Due - 3/15/2021

Festival of Learning - 4/26/2021