



**PROSPECTUS**  
**DOCTOR OF MINISTRY PROGRAM**

**COMMUNITY LEADERSHIP**  
**AND**  
**MINISTRY DEVELOPMENT**

*Launching January, 2011*

**BETHEL SEMINARY, ST. PAUL**

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# PROSPECTUS

DOCTOR OF MINISTRY • COMMUNITY LEADERSHIP AND MINISTRY DEVELOPMENT

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## SUMMARY

Bethel Seminary is launching a unique Doctor of Ministry degree program that will focus on developing a cadre of faith-based community leaders for effective ministry development in a diverse urban context. The program is unique in that students will be equipped with cross-functional ministry development skills that empower them to address universal human needs in specific ways, respective to urban centers situated around the world. The Doctor of Ministry degree program focus is three-fold: 1) having an understanding and working knowledge of key concepts, models, and processes needed to address issues and social conditions in a diverse urban context; 2) possessing the ability to increase leadership capacity for creating strategic community-based partnerships; and 3) engaging in ministry that seeks to empower others to improve the quality of life for socially and economically disadvantaged children, youth and families.

This curriculum uses a doctoral-level interdisciplinary approach for examining and explaining the empirical realities in the context of the urban environment and principles of best practices for effective Christian service. The seminars are designed to equip the students with tools for critical theological and theoretical analysis of the issues and for the right course of action.

Features of this three-year Doctor of Ministry degree program include the following:

- Convenient intensive courses for three years for residential study.
- Bethel's Blackboard™ Distributed Learning technology program.
- A proven cohort residential approach that provides an opportunity for peer interaction and support.
- Student advisors that will assist at various stages of the program so that students can get the most out of the learning experience.
- An experienced practitioner-scholar who is a Professor of Record as Lead Faculty and the program designer.

Students will learn basic research methods, have an opportunity to conduct original action research, and be required to write a dissertation to demonstrate their competence. After successfully completing the program, students will be better prepared to lead a process for developing and implementing ministry models in their own context, and benefit with continued personal and spiritual growth for them and their team as they engage in community ministry.

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## PROGRAM STRUCTURE AND OUTCOMES

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### STRUCTURE

#### Year One:

- Community Building and Economic Development
- Integral Research and Writing

#### Year Two:

- Holistic and Compassionate Ministries
- Understanding and Empowering the Urban Poor

#### Year Three:

- The Craft of Ministry Development
- Ministry and Hermeneutics of Praxis

#### Year Four:

- Research Methods and Design: Thesis Proposal Workshop
- Thesis Project

### CORE COURSE DESCRIPTIONS

**Holistic and Compassionate Ministries** – This course will focus on understanding human needs in a variety of contexts that can be addressed through ministry for individuals, children, youth, and families. A systems approach toward understanding how social conditions may impact people and how ministry can be designed to preclude the problems and serve as an intervention to promote healing and spiritual transformation.

**Understanding and Empowering the Urban Poor** – Theories related to the causes and consequences of poverty, and models for understanding how social and economic conditions may lead to brokenness and oppression are examined. Participants develop a biblical and practical understanding of how to understand and work with the working class and poor in the urban context.

**Community Building and Economic Development** – Community development principles and best practices are discussed as a paradigm to Christian ministry. A foundational approach to community and economic development is discussed for participants to understand the various ways by which one can engage in community development for community building and empowerment.

**The Craft of Ministry Development** – Theories and protocols for strategic and tactical planning are applied to the process of ministry development. Students develop their ability to provide leadership in the process of stakeholder analysis, program design, and church mobilization.

**Ministry and Hermeneutics of Praxis** – Christian ministry is discussed in theological terms in relationship to the tasks of developing a practical theology. Theological reflection with a hermeneutics of praxis is used for developing a theology of ministry as the methodological approach to practical and theological insight.

## **OUTCOMES**

### **Year One:**

Participants will be able to:

- Develop prevention ministry strategies to address the needs of children, youth, and families to mitigate the effects of stressful life events and specific social conditions that can lead to dire consequences.
- Work collaboratively with institutions, human services agencies, and para-church ministries that address community needs related to education, health, business, economic, housing, and various social activities to contribute to the health of the community.
- Understand how to use a conceptual framework based on the GENE model for a doctoral research project.
- Understand the various qualitative research methodologies and identify the one best suited to answering the student's research question/problem.

### **Year Two:**

Participants will be able to:

- Understand systems thinking and exploration of the various systems that can be employed in effectively organizing transformational ministry in an urban context.
- Understand urban life for the poor, urban cultures, and how social conditions can undermine efforts to improve the quality of life.
- Develop ministries that can empower the poor while addressing systemic issues of injustice.
- Increase capacity for their church and/or mission agency for effective cross-cultural outreach in the urban context.
- Develop ministry strategies that incorporate principles for community and economic development to build social and human capital.
- Conduct a community assessment for developing appropriate strategies for achieving ministry goals in a community context.
- Demonstrate an understanding of the role a church can have as a partner or change agent for community and economic development.

**Year Three:**

Participants will be able to:

- Conduct an in-depth practical/theological analysis to construct, strengthen, and determine the effectiveness of the ministry service based upon a biblical ethic for ministry.
- Utilize protocols and planning tools to effectively address needs in Christian ministry and to demonstrate measureable change and impact.
- Conduct a stakeholder analysis and community assessment for ministry development, capacity-building, and strategic implementation.
- Develop an acceptable thesis proposal and design the research project necessary to do the research for the thesis.
- The balance of year three will primarily focus on continued research and writing of the thesis project.

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## COMMUNITY LEADERSHIP AND MINISTRY DEVELOPMENT

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### BETHEL SEMINARY ST. PAUL, MN

#### DOCTOR OF MINISTRY PROGRAM DESIGN

<b>Year One (2011)</b>	<b>Module 1 January 2011</b>	<b>Module 2 July 2011</b>
	“Community Building and Economic Development”	“Integral Research and Writing”
	Resident Intensive San Diego	Resident Intensive St. Paul
	6 Credits	6 Credits
<b>Year Two (2012)</b>	<b>Module 3 January 2012</b>	<b>Module 4 July 2012</b>
	“Holistic and Compassionate Ministries”	“Understanding and Empowering the Urban Poor”
	Resident Intensive Washington DC	Resident Intensive St. Paul
	6 Credits	6 Credits
<b>Year Three (2013)</b>	<b>Module 5 January 2013</b>	<b>Module 6 July 2013</b>
	“The Craft of Ministry Development”	“Ministry and the Hermeneutics of Practice”
	Resident Intensive San Diego	Resident Intensive Washington DC
	6 Credits	6 Credits
<b>Year Four (2014)</b>	<b>Module 7 January 2014</b>	<b>Module 8</b>
	“Research Methods and Design” (Thesis Proposal Workshop)	<b>Thesis Writing, Completion &amp; Graduation</b>
	Resident Intensive St. Paul	
	6 Credits	6 Credits

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## TIMELINE FOR THESIS COMPLETION

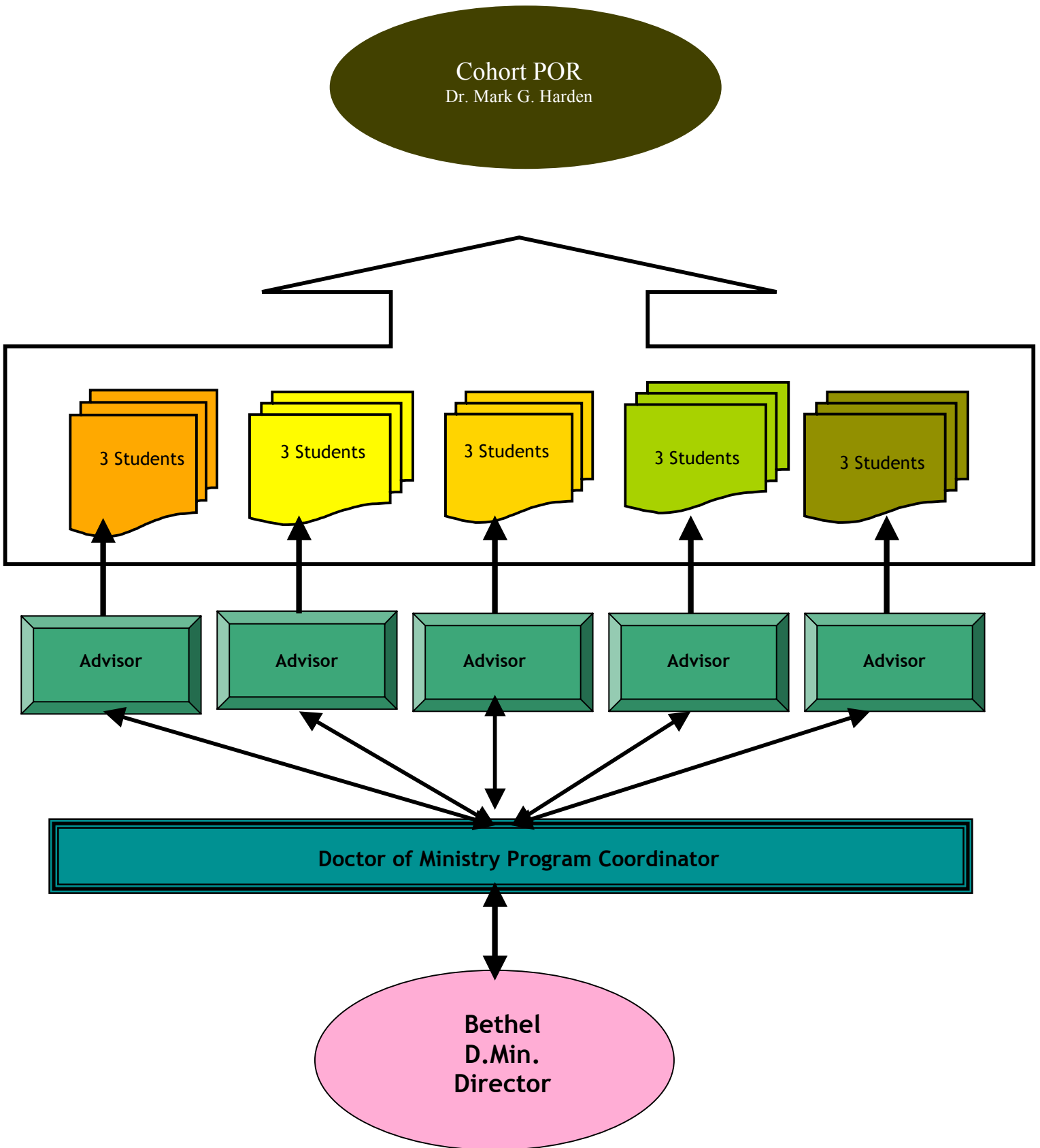
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	30 hrs	30 hrs	40 hrs	50 hrs	50 hrs	50 hrs	30 hrs	20 hrs	
<b>Thesis Schedule</b>	<b>Thesis Proposal Draft</b>	<b>Thesis Proposal Workshop</b>	<b>Final Thesis Proposal</b>	<b>Submit Chapters 1-2</b>	<b>Submit Chapters 3-4</b>	<b>Submit Chapters 5-7</b>	<b>Submit Final Draft</b>	<b>Oral Defense</b>	<b>Graduation</b>
	3 Months	5 Days	2 Months	3 Months	3 Months	3 Months	3 Months	1 Day	

## COHORT ACTIVITIES & HOURS

MODULES	MODULE 1 UD840 6	Module 2 UD810 6	MODULE 3 UD841 6	Module 4 UD842 6	Module 5 UD843 6	Module6 UD845 6	Module 7 UD810 6	THESIS
INTENSIVES	30 Hours	0 Hours	30 Hours	30 Hours	30 Hours	30 Hours	30 Hours	Mod 3 Drafts 30 Hrs
READING	100 Hours	120 Hours	100 Hours	110 Hours	120 Hours	120 Hours	100 Hours	Mod 4 Thesis WrkShp 30 Hrs
ON-SITE Experiences	0 Hours	0 Hours	20 Hours	10 Hours	0 Hours	0 Hours	20 Hours	Final Proposal 40 Hrs
Project	50 Hours	50 Hours	50 Hours	50 Hours	50 Hours	50 Hours	50 Hours	Ch 1-2 50 Hrs
Blackboard	0 Hours	20 Hours	0 Hours	0 Hours	0 Hours	0 Hours	0 Hours	Ch 3-4 50 Hrs
Online Mentoring	0 Hours	10 Hours	0 Hours	0 Hours	0 Hours	0 Hours	0 Hours	Ch 5-7 50 Hrs
Total Student Hours	200	200	200	200	200	200	200	Final Draft & Oral <u>50 hrs</u> 300 HRS

The following chart illustrates the basic administrative organization of the cohort.



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## **COHORT PROFESSOR OF RECORD**

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Dr. Mark G. Harden will function as the cohort's primary facilitator and the professor of record. Students will be admitted to the program with his approval and will be evaluated on a module-by-module basis by Dr. Harden (or his appointee) as well as the student's Leadership Mentor/Coach. Dr. Harden (and the other appointed mentors) will engage students both individually and corporately via email, Blackboard discussion postings, an on-going monthly Internet dialogue, as well as during the various resident intensives in which Dr. Harden will participate. Students will also be required to maintain a minimum of once monthly phone or email contact with their advisor, keeping them apprised of their progress in the program.

Students whose performance or degree of interaction does not meet with the cohort mentor's expectations for doctoral level work will be issued a written warning by the Doctor of Ministry Program Director, upon notification by the cohort mentor, and placed on probation for one module. Should the student's performance fail to improve during the probationary module, he/she will be required to withdraw from the program.

### **Professor of Record – Specific Responsibilities:**

The "Professor of Record" (POR) will serve as the COO of the cohort and the primary architect of the cohort's curriculum. The POR will be responsible for establishing the ethos and focus of the cohort and provide overall direction for the trajectory of the cohort's reading, research, and writing. Though it is essential that the POR be involved in the actual instruction of certain courses, it is not necessary that he or she provide all of the instruction. It is important that the POR be willing to provide a significant amount of instruction in the core courses (typically three in this program), however, other qualified instructors may be selected by the POR to cover additional coursework in the program.\* The POR will also be responsible to maintain a consistent level of contact with the students outside of the classroom throughout the duration of the program. This can be accomplished via weekly Blackboard postings, emails, phone coaching sessions, or personal mentoring. In addition to serving as the lead author and editor, the POR will also take responsibility to determine the focus and format of the leadership volume to be published and, in consultation with each student, approve the topic of each student contributed chapter.

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\* All instructors must meet Bethel's requirements for adjunct faculty and receive prior approval before teaching.

## COHORT PROFESSOR OF RECORD

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### BIOGRAPHICAL INFORMATION

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Mark G. Harden, PhD serves as lead faculty and Dean of Intercultural Relations at Bethel University, Bethel Seminary. Since 2002, Dr. Harden has taught graduate courses such as compassionate urban ministry, strategic planning, community development, implementing change, and culture and ministry, and has held numerous workshops on ministry practices.

Before teaching at Bethel, Dr. Harden worked for Michigan State University Extension, and other institutions such as Neighborhood Service Organization in developing family and youth interventions as a community development specialist and program developer. While serving as a Community Development Specialist and Program Coordinator for Neighborhood Organization, he assisted many community churches in developing outreach youth programs in the Religious Institutions Community Development Projects, and organized a community collaboration organization called Detroit Love Inc. Additionally, while working for World Vision US Field Operations, Dr. Harden organized church leaders to address urban youth issues and founded Streetwise, Inc., a community-based urban youth outreach ministry organization in Detroit.

Dr. Harden holds advance degrees from several higher education institutions including Oakland University, Marygrove College, Northern Baptist Theological Seminary, and a doctorate from Michigan State University. Dr. Harden is a family and child ecologist with specialization in program development and evaluation for programs related to family and youth development interventions, community development, and intercultural competence assessment, training and development. His research interest includes working within the context of poverty, program evaluation, community, family, and youth interventions, and intercultural development, awareness and sensitivity.

Dr. Harden holds multiple advance training certifications from law enforcement agencies and academic institutions including certificates from the U.S. Department of Education, National School Safety Center, and the Institute for Intercultural Communication. Dr. Harden has written and co-authored several training programs related to family and children and youth intervention programs, and curricula for adult education, and is the Chief Executive Officer of Harden Development Group, LLC, a consulting firm.

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## PROGRAM EVALUATION

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There will be several different methods utilized in the evaluation of this new cohort model:

1. **Student Evaluations:** Students will be asked to evaluate each module in terms of its effectiveness in achieving its objectives related to the overall program. This evaluation will be conducted much as current course evaluations are conducted with slight modifications for the Blackboard and onsite research components of the program.
2. **Faculty Evaluations:** Those teaching and facilitating the various modules will be asked to complete an evaluation at the conclusion of each module. Again this will be done in an effort to determine the effectiveness of the various delivery systems in achieving program objectives. Faculty will also be asked for constructive feedback in the form of potential modifications.
3. **Program Coordinator Evaluations:** The program coordinator will be asked to submit feedback at the completion of module 3 in relationship to effectiveness of student/advisor coordination, cohort mentor communication, advisor communication, and other pertinent logistical issues.
4. **Program Director Evaluations:** The program director will compile the above mentioned evaluations and feedback into a mid-program in-progress evaluation. Utilizing additional evaluations and feedback gathered during the second half of the program, the D.Min. Director will provide a summative evaluation at the end of module 7. A Final evaluation will be completed once students complete their dissertations and the leadership volume has been published.
5. **Blackboard Evaluations:** The effectiveness of the Blackboard delivery system will also be evaluated based on a record of web activity and the quality of those interactions.
6. **Peer Evaluation:** At the conclusion of the cohort the Cohort Mentor, the Doctor of Ministry Program Coordinator and Program Director, as well as the Mentors will meet for a day to discuss the evaluations and deliberate on any modifications that should be made in succeeding cohorts.

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**ASSOCIATION OF THEOLOGICAL SCHOOLS (ATS)**  
**DISSERTATION REQUIREMENTS**

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The Association of Theological Schools dissertation requirements indicate the following:

F.3.1.3 The program shall include the design and completion of a written doctoral-level project that addresses both the nature and the practice of ministry. The project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has potential for application in other contexts of ministry.

F.3.1.3.1 The Ministry project should demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results, and should reflect the candidate's depth of theological insight in relation to ministry.

F.3.1.3.2 Upon completion of the doctoral project, there shall be an oral presentation and evaluation. The completed written project, with any supplemental material, should be accessioned in the institution's library.