

THE SEQUENCE OF ACTIVITIES LEADING TO COMPLETION OF THE LPTS LEARNING PROJECT

This outline is provided as an introduction to the attached Guide, and an easy reference for the D. Min. candidate to follow in developing and completing the Learning Project.

Preparation for Seminar I—creation of the At Home Learning Group and discernment of concerns and issues worthy of study in the Learning Project.

Seminar I—reflection on vocation and the context of ministry and early identification of problems to be addressed.

Seminars II and III—Biblical and theological reflection on ministry in general and focused reflection on the concerns identified in one's own context for ministry.

Naming of First and Second Readers—Between Seminars I and IV, in consultation with seminar faculty and the Director of Lifelong Learning, the candidate selects LPTS faculty members who will guide the development of the project and follow it through to completion. The First Reader is also referred to as the candidate's Advisor.

Seminar IV—refinement and finalization of a Prospectus for the learning project and outline of coursework needed and a timeline for completion of the project.

Approval of the Prospectus—During or following Seminar IV the prospectus is completed and approved by the candidate's readers and the Director of Lifelong Learning. No research activity can begin without an approved prospectus. The prospectus is a 15-20 page preliminary version of Chapters 1-3 of the completed Project Report (see fuller descriptions of the chapters in the Outline on page 10 of the Guide).

- Chapter One: the problem
- Chapter Two: an outline and brief description of the sources to be referenced for a practical theology related to the problem with an early version of the theological reflection,
- Chapter Three: detailed description of the proposed research project

Advanced Professional Courses (APCs)—based on the Prospectus and in consultation with faculty advisors and the At Home Learning Group, the candidate takes coursework that will contribute to the practical theological reflection and or the strategies and methods of the project. Usually papers written for APCs are integrated into the Project Report.

Doing the Research—is the actual carrying out of the Learning Project itself, which begins after the prospectus is approved and APCs are completed.

Reflection and Writing—is the discipline of thinking about what happened and writing up the project report.

Reiteration of writing drafts—ordinarily the faculty will require several rewrites of the project report drafts to assure its clarity and its doctoral level quality of reflection and writing.

Oral Discussion and Evaluation —once the first and second readers have accepted a nearly-final draft of the Project Report, a face-to-face conversation between the candidate and the faculty readers takes place to complete the process and make the final evaluation of the project in order to recommend the candidate for graduation.