

GUIDELINES: DOCTOR OF MINISTRY PROGRAM



St. Stephen's
College

Explore. Create. Transform.

St. Stephen's College
University of Alberta Campus
8810 112 Street
Edmonton, AB T6G 2J6
Phone: 780-439-7311
Fax: 780-433-8875

www.ualberta.ca/ST.STEPHENS

TABLE OF CONTENTS	PAGE
1. GUIDELINES AND REGULATIONS	3
A. Standards	3
i. ATS Primary Educational Goals and Standards	3
ii. St. Stephen's Requirements	3
iii. Credits	5
iv. Academic Requirements and Timelines	5
v. Time Limits	7
vi. Application Process (See DMin Application Sec. 7)	8
vii. Admission Process	9
viii. Peer/Collegial Ministry Group	9
ix. General	10
B. Roles and Responsibilities	11
i. The Doctor of Ministry Program Committee	11
ii. Faculty Advisor	12
iii. The Project-Dissertation Committee	13
iv. Program Chair: Doctor of Ministry Program	15
v. Conflict of Interest Policy	15
vi. Learner Peer Groups	15
vii. Collegial Ministry Group	16
2. THE DMIN PROGRAM	17
A. Structure and Diagram	17
i. Individual Intake Process and Learning Covenant Development	17
ii. Introduction to Inquiry, Evaluation, and the Search for Knowledge	17
iii. Integrative Seminars	17
iv. DMin Online Learning Community	17
v. Program Focus-Based Course Components	17
vi. Integrative Paper	17
vii. Preparation for the Project-Dissertation	17
viii. Project-Dissertation Format	17
ix. Project-Dissertation Proposal	17
x. Project-Dissertation Design	18
xi. Diagram	19

B. Detailed Course Components	20
i. Learning Covenant	20
ii. Introduction to Inquiry, program Evaluation and the Search for Knowledge	20
iii. Integrated Seminars	20
iv. Online Community	21
v. Foundational Course 1: Religious/Spiritual /Theological Foundations	21
vi. Foundational Course 2: Subject Matter of the Learner’s Program	21
vii. Integrative Paper	21
viii. Foundational Course 3: Methodologies for Knowledge Generation	21
ix. Preliminary (Pilot) Project	22
x. Proposal, Design and Ethics Review	22
xi. Project-Dissertation and Presentation	22
3. INDEPENDENT STUDIES	23
Attachment 1: Instructor Profile and Independent Study Course Proposal	27
4. PROJECT DISSERTATION WRITING GUIDELINES	29
Sample Release Form	
Sample Title Page	
Sample Signature Page	
5. PUBLISHING GUIDELINES	37

6.	LEARNING RESOURCES	40	
	i.	Pastoral Theology	40
	ii.	Leadership in Change	41
	iii.	Current Social Trends	43
	iv.	Ethics	44
	iv.	Globalization and Intercultural Relations	45
7.	APPLICATION	48	
8.	APPENDICES		
	Appendix A: Current DMin Program Committee	49	
	Appendix B: Learning Covenant	50	
	Attachment 1: Using An Appreciative Model	53	
	Inquiry to Craft Your Learning Covenant		
	Attachment 2: Personal Mission Statement	56	
	Attachment 3: Learning Covenant Suggested	57	
	Format		
	Attachment 4: Program Participation/Completion,	59	
	Anticipated Schedule		
	Appendix C: Integrative Paper	60	
	Appendix D: Preliminary (Pilot) Project	64	
	Attachment 1: Supervisor's Profile	70	
	Attachment 2: Proposal Guidelines for Research	72	
	in Program Evaluation		
	Attachment 3: Preliminary (Pilot) Project	73	
	Evaluation Guidelines		
	Appendix E: Ethics	74	
	Attachment 1: Template for Consent Letter	86	
	Attachment 2: Overview of Research Project	88	
	Attachment 3: Application for Ethics Review	89	
	Attachment 4: Procedures for Observing Ethical	90	
	Guidelines		
	Appendix F: Project Dissertation	91	
	PROJECT-DISSERTATION FORMS:		
	<u>Research in Ministry:</u>	109	
	A-Feedback for Proposal/Design (Diss. Chair)		
	B-Final Feedback (Dissertation Chair)		
	C-Final Feedback (External Examiner)		
	<u>Model Ministry:</u>	117	
	A-Feedback for Proposal/Design (Diss. Chair)		
	B-Final Feedback (Dissertation Chair)		
	C-Final Feedback (External Examiner)		
	Approval of P/D with Revisions (Diss. Chair)	128	
	Convocation and P/D Public Presentation	129	
	Attachment 1: Project Dissertation Procedure	130	
	Instructions for Article-Based Dissertation	131	

GUIDELINES AND REGULATIONS

A. Standards

St. Stephen's College Doctor of Ministry Program accepts as its minimum standard the Standards of the Association of Theological Schools. The College reserves the right to implement additional standards in order to ensure that the program reflects the general mission of the college.

i. ATS Primary Educational Goals and Standards

The Association of Theological Schools has established the following as primary educational goals for this degree: *An advanced understanding of the nature and purposes of ministry, enhanced competencies in pastoral analysis and ministerial skills, and the integration of these dimensions into the theologicallyG116 reflective practice of ministry. The program should lead to new knowledge about the practice of ministry and also provide opportunities for continued growth in spiritual maturity.*

In support of these goals, ATS has mandated the following outcomes:

- 1. an advanced understanding and integration of ministry in relation to the various theological disciplines;*
- 2. the formulation of a comprehensive and critical perception of ministry in which theory and practice interactively inform and enhance each other;*
- 3. the development and acquisition of skills and competencies, including methods of pastoral research that are required for pastoral leadership at its most mature and effective level; and*
- 4. a contribution to the understanding and practice of ministry through the completion of a DMin doctoral level project.*

ii. St. Stephen's College Requirements

The St. Stephen's College DMin chooses to define "ministry," within specific faith communities and the broader society, as the work of those persons involved in human service in which the practitioner is self-reflectively aware of the nurturing quality of that activity. Persons who define their work activity as being committed to the improvement and nurture of society and the world community, including such fields as education, faith/religious community assignments, chaplaincy, mediation, management, media services, the arts, health care, counseling, intercultural relationships, and care of the earth are recognized by the St. Stephen's College as being in ministry.

Persons interested in advanced and graduate level work in a variety of fields associated with ministry as the practical interface between the arts, the humanities, science, learning theory, and psychology, on the one hand, and religion/theology/spirituality, on the other hand, find the St. Stephen's College Doctor of Ministry ideally suited for them.

The DMin program is for active practitioners who wish to pursue intensive, praxis-based, specialized studies in their area of interest. The program is committed to an adult learning model, guided by an individualized learning covenant, and to a balanced emphasis on theory and practice. Thus, learners may use the program to develop themselves in a way that takes into account their personal and professional needs and interests.

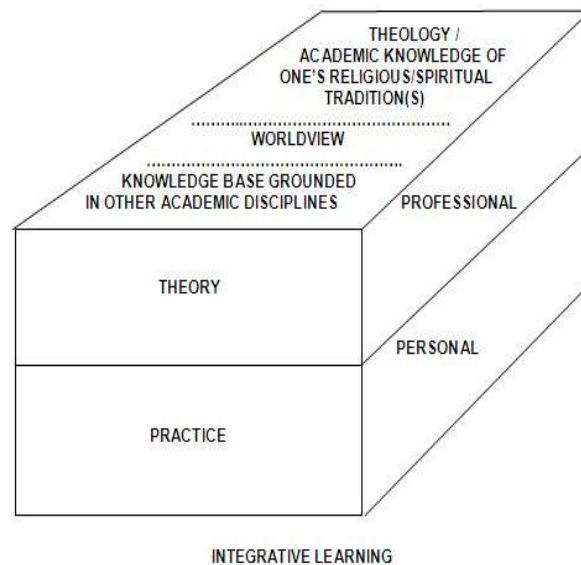
The College requires that participants demonstrate:

1. an ability to move from dependence on instruction by others to self-directed learning;
2. an ability to function comfortably in a peer learning setting;
3. an ability to utilize supervision for one's learning;
4. an ability to integrate new learning with one's personhood as well as one's functioning;
5. an ability to add new knowledge in the field of the practice of ministry through research and /or program innovation;
6. an ability to sustain an ongoing attention to one's spiritual maturity and self care; and
7. an ability to integrate in a scholarly and interdisciplinary way the issues of being, faith and spirituality.

The following model of integration has been developed on the basis of the program's experience

A variety of operative meanings of the word "integration" are used. These meanings take the form of dichotomies or dialectical poles: theory and practice; theology and other, academic disciplines; personal and professional emphases. Although we might give emphasis to one or the other of these pairs in any given instance, quite properly we expect that they all are involved in thorough "integration."

The dialectical poles can be plotted on a three-dimensional grid yielding a cube made up of eight blocks. The DMin Program Committee and the Candidates themselves use this model to check progress with respect to the Learning Covenant. When the Candidate can locate evidence in each of the eight compartments of the cube, we may say that "integration" has been achieved.



During the program, participants will be expected to fulfill all stated requirements of the program as outlined in this *Doctor of Ministry Program Guidelines and Regulations, Ecclesial and Clinical Ministries*, and the related *Project-Dissertation Guide*.

Satisfactory performance shall be assessed from a variety of perspectives. While the following list is not exhaustive, it outlines the normal expectations for a Candidate pursuing covenanted learning goals:

1. significant attention to one's own spiritual and self-care needs;
2. serious regard for the feedback of peers and others and utilizing such feedback for personal and professional growth;
3. evidence of an ability to reflect in depth on one's *own* functioning in ministry and learning;
4. evidence of change in behaviour and functioning in accordance with one's covenanted learning goals and the goals of the DMin Program;
5. overall academic success (an average of 7 in doctoral course work);
6. demonstration of one's ability to utilize one's learning in the Program in such a way as to produce observable benefits in the ministry base (congregation or other setting); and
7. successful completion of the core course requirements in St. Stephen's Doctor of Ministry.

iii. Credits

The St. Stephen's Doctor of Ministry Program is a Program of *two* years equivalency of graduate study beyond the M.Div. degree (33 credits, plus the Project-Dissertation).

iv. Academic Requirements and Timelines

[See Writing Guidelines module in Section 4](#)

Inclusivity

St. Stephen's College expects the highest standards of professionalism in scholarly reporting. All written work must display humane sensitivity and must avoid any discriminatory references in respect of any group identified by race, gender or sexual orientation. Written work must use inclusive language in the spirit of the College's language guidelines.

Standard Format

We strongly recommend you purchase your own writing style guide, and that it be the most recent edition. One of the two following books is recommended, depending on your degree program or area of research:

- Turabian, Kate L., Wayne G. Booth, Gregory G. Colomb, and Joseph M. Williams *A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)*. This style is typically used by the DMin Program.
- *Publication Manual of the American Psychological Association, 6th edition*; Washington, DC. (This style is typically used by the MPS Program. It may also be used by DMin students who work in social science fields or who may want to publish in those areas.)

Students should consult with the DMin Program Chair before choosing a manual and/or writing style if it is the one not typically used in their program. Once a style guide is chosen, it will be used for all papers throughout the program.

Length of Project-Dissertation

50,000 words (150 - 200 pages)

Completion Timelines and External Examiner Process

By April 1 each year, Candidates planning to graduate the following September, can proceed to the external examiner review, provided that their Project-Dissertation has received final approval by their Project-Dissertation Committee. Candidates should allow at least 4 months before the April 1 deadline for their Project-Dissertation Committee to complete its review of their work and to enable them to make any revisions required.

The process of obtaining an external examiner is directed by the DMin Program Chair. The Program Chair selects an examiner who is a competent professional and has not had any involvement in the project. The Program Chair manages the correspondence and contract with the external examiner so as to ensure completion of the external review in the month of April.

The external examiner is a qualified professional who provides written feedback concerning a Candidate's Project-Dissertation following final approval by their Project-Dissertation Committee. The external examiner utilizes the appropriate genre feedback format of the [Project-Dissertation Guide](#). The external examiner is a consultant to the process and not a member of the Project-Dissertation Committee. Her/his feedback must be addressed and the disposition of the feedback must be documented. However, the Project-Dissertation Committee makes the final decision about whether the Candidate has or has not satisfied all of the requirements for convocation.

Names of persons who might serve as external examiner are discussed between the DMin Program Chair and the Candidate's Project-Dissertation Committee via the liaison member. The DMin Program Chair contacts the chosen external examiner and appoints her/him in the usual fashion via written correspondence with expectations and roles clearly laid out. An honorarium (as stipulated by the current schedule) is forwarded to the external examiner once the work is completed.

The external examiner completes his/her written work and returns it to the DMin Program Chair within a four to six week period. The Program Chair forwards a copy of this written feedback to the Candidate's Project-Dissertation Committee via the liaison member. The Project-Dissertation Committee decides on the appropriate actions or revisions required from the Candidate. These discussions usually include the Candidate and may involve further dialogue with the external examiner directly for purposes of clarification or amplification but never for debate. At no time should there be any direct contact between the Candidate and the external examiner except through the Project-Dissertation Committee or the DMin Program Chair. The external examiner's name is identified to the Candidate after the Project-Dissertation is completely finished, although the feedback itself can be shared with her/him beforehand. The external examiner is informed when contracting for his/he services that his/her feedback will be shared with the Candidate as well as with the Project-Dissertation Committee in the manner and sequence already indicated.

Normally, the Candidate will have part of the month of May and early June to carry out the final revisions expected by their Project-Dissertation Committee in light of the external examiner's feedback.

The final decision is communicated in writing over the liaison member's signature on the appropriate form, to indicate that all the DMin requirements have been met at a satisfactory level. The Project-Dissertation Committee's liaison member then informs the DMin Program Committee at the next DMin Program Committee meeting. The DMin Program Committee then makes a formal recommendation, where applicable, to Academic Senate.

Project-Dissertation Digest and/or Alternative Presentation

An abstract is incorporated into the Project-Dissertation. In addition, Candidates prepare a digest of their research which is suitable for publication. This digest must accompany the final version of the Project-Dissertation when it is provided to the College Registrar. In requiring this digest, the program seeks to assure a wider audience for the results of the Candidate's studies. A digest prepared while the Candidate is still immersed in their research is one way of making their work available to others. A copy of this digest will be filed at St. Stephen's along with the Project-Dissertation. Circulation or publication can only occur with the Candidate's permission.

The digest of the Candidate's methodology and major findings should include a condensed, but insightful review of the most relevant information and findings. The focus of this digest is the heart of the Candidate's research. This will be of greatest interest to a wider audience. The digest might include brief sections on the ministry problem or issue addressed, the research question, the method of investigation, major findings, and implications for ministry practice and further research.

The following guidelines will assist in the preparation of the digest:

- Length: 2-5 double-spaced pages (not including references);
- References: Use endnotes, rather than footnotes. Include up to one page of the most relevant bibliographical references at the end of your article;
- Formatting: Do not include formatting codes in your word processing file other than bold or italics; and
- Copy: Return one hard copy of your digest, and a disc that includes an electronic copy of your digest, in Word and pdf.

Some Project-Dissertations will lend themselves to inclusion of other materials in addition to the digest. Graduands are urged to be creative, but should consult with the Program Chair concerning additional and/or alternative presentation forms.

Pre-Convocation Presentation

Graduands are required to present their work according to a schedule determined by the Academic office on the afternoon of Convocation. This is a requirement for convocation and may only be waived under extreme circumstances – in which case an alternative method of achieving the objective of this requirement (relational competence in presenting the work accomplished) is demonstrated. If permission to waive the convocation day presentation is granted by the Academic office, certification that a public presentation has occurred must be provided to the Academic office within 6 months of convocation.

Learning Resources

The program is supported by a wide availability of material resources.

People Resources

The program is supported by a wide diversity of people resources.

v. Time Limits

Normal

The normal time for completion of the Program shall be not less than three or more than five years.

Extensions to Timelines

Extensions of the normal time limit may be permitted by the DMin Program Committee upon specific request, supported by compelling reasons such as illness, the specific nature of the study underway, disruptions in the ministry base or career plans, delay or change in selection of a topic, etc. A maximum of two extensions of twelve months each is allowed over the whole Program.

Exceptions (On Hold)

In very exceptional circumstances, a Candidate may apply to be placed "On Hold" for one year. This status relieves the Candidate of all responsibilities in their program without time penalty. It is understood that such status is granted only when a Candidate is unable to contribute to their studies in any way, and will be revoked should attempts be made to circumvent regulations and fees regarding normal time lines and extensions. A Candidate will not be permitted to be "on hold" for more than one year except under very exceptional circumstances.

vi. [Application](#) Process (See Section 7 for the Application Package)

Persons interested in applying for the St. Stephen's Doctor of Ministry Program must complete all of the requirements for this process as described in the DMin application package.

Related Requirements

In addition to the professional materials, applicants must submit the application fee, the application form, transcripts and references. Once these are completed, the Registrar's Office advises the applicant that all the application components have been received.

Review by Program Chair

The DMin Program Chair reviews all documentation to verify that all requirements have been completed satisfactorily. The DMin Program Chair also reviews the documentation to ascertain if the applicant appears suitable to pursue the Association of Theological Schools' Primary Educational Goals and Standards and St. Stephen's Program Requirements for the Doctor of Ministry Program (see sections 1.1 and 1.2 of this document).

Equivalency

The Program Chair may convoke a special sub-committee of the DMin Program Committee to review a prospective applicant's application materials for specific reasons, such as determination of academic equivalency.

English Proficiency

Basic English proficiency is required. See policy in Academic Calendar.

Technology Knowledge and Skill Requirements

All applicants must meet the technology knowledge and skill requirements as stated in the St. Stephen's College Academic Calendar and in the DMin Application Package.

MDiv Competency and Knowledge Level

Participation in the DMin Program assumes a basic level of competency and knowledge usually achieved through completion of the Master of Divinity (MDiv) or its equivalent. In some instances Candidates may not have the basic knowledge, either because their MDiv was below standard or because their chosen field in the DMin had not yet emerged. In such cases, identified usually in the application interview, basic courses or other learning experiences are assigned as prerequisites or co-requisites. This work must be completed or be near successful completion during the first year of the program.

Readiness for Integrative Learning

Persons entering the Doctor of Ministry Program must be ready to embark on an educational process which is highly integrative in nature. In order to ensure that persons will be able to take advantage this learning model, the interviewing team may assign prerequisite or co-requisite learning or experiences such as the following:

1. Supervised Pastoral Education or an equivalent;
2. Personal Growth Lab;
3. Career Development seminar;
4. Spiritual Direction;
5. Theological upgrading;
6. Therapy; and
7. Reading in Adult Learning.

Invitation to Applicant

Following the successful completion of all the application procedures, the DMin Program Chair appoints a committee to interview the applicant and arranges a meeting for the interview. Normally, this interview will occur in Edmonton. In some instances, the Program Chair may grant permission for the interview to take place via teleconference or voice/video-over-internet.

vii. [Admission](#) Process

Interview

Interview teams from the DMin Program Committee conduct an interview of each applicant as soon as possible after their application is complete. This interview is preceded by a review of the applicant's file and any consultations with the DMin Program Chair that are deemed necessary.

Interview recommendation

Interview teams make a recommendation for each applicant covering their future participation in the St. Stephen's DMin Program according to the following options:

- Admit;
- admit with recommendations;
- admit, pending completion of; and
- decline to admit

They may require prerequisites or co-requisites.

viii. [Peer/Collegial Ministry Group](#)

The Candidate will form a support group in the ministry base that is appropriate to their situation and need. The structure and function of the support group will be described in the Learning Covenant and documented by a written/signed covenant.

ix. General

Input from the ministry base shall be taken into account in determining the prime area of study. Evidence of this shall be presented by the Candidate at the time of negotiating the Learning Covenant.

In determining the area of study Candidates shall carefully explore conscious and previously unconscious factors and shall give evidence of having done so at the time of negotiating the Learning Covenant.

In determining an area of study Candidates shall pay attention to their need for growth and development in the general tasks of ministry, as required by the *ATS Standards*, and shall indicate in the Learning Covenant how these growth and developmental needs will be addressed in the program.

B. Roles and Responsibilities

i. *The Doctor of Ministry Program Committee*

The DMin Program Committee is a diverse spiritual and interdisciplinary community which serves as a catalyst for transformational learning and integrative development.

General

The DMin Program Committee is a Standing Committee of the Academic Senate of St. Stephen's College and is accountable for its functioning to the Academic Senate. The Program Chair and the Program Committee Convener provide a report to each meeting of the Academic Senate and report actions of Senate to the DMin Program Committee. The Program Chair oversees and administers the DMin degree program and reports on a regular basis to the DMin Program Committee. The Academic Dean monitors the work of the Program Committee to ensure that the Committee carries out its mandate in accordance with the College's mission and values.

The role of the DMin Program Committee, in consultation with the Program Chair, is to assess and approve policies and regulations of the DMin program and to monitor all aspects of the development of the curriculum and the operation of the program.

The duties and responsibilities of the DMin Program Committee, in consultation with the Program Chair, include the following:

- a) making policy decisions and providing general oversight;
- b) setting and monitoring standards;
- c) interviewing and assessing the progress of Candidates in the program at entry and key transition points;
- d) removing Candidates from the program for due cause, as necessary;
- e) certifying completion of requirements to Academic Senate;
- f) serving as Advisors to Candidates, including mentoring of Candidates in the Learning Covenant formation process;
- g) serving on Project-Dissertation committees; and
- h) modeling collegiality and accountability in relationships with the Program Chair and other members of the program committee.

Members may also be contracted to do the following:

- i) offer instruction or course leadership; and
- j) supervise projects.

The qualifications for membership on the DMin Program Committee are as follows:

- a) possession of a doctorate or equivalent advanced credentials (e.g. as reflected in publications, artistic achievements, professional appointments, etc.) relevant to the learning processes of the DMin program;
- b) commitment to the philosophy and integrative learning style of the St. Stephen's College DMin program model; and
- c) demonstrated competency and creativity in professional ministry or a related field.

Normally the membership of the Program Committee shall not exceed 25 persons, with some consideration given to the number of persons required to match the needs of the enrolled Candidates. The membership shall reflect balance with respect to gender, faith traditions, and types of ministry and/or professional specialization. New members are recruited as required, with at least one new person recruited annually. Members of the

Committee support and work within the Mission and Values of the College as determined from time to time by the Board.

Members are appointed for renewable 5-year terms of service. At the end of each five-year term of service, a review is conducted by the Program Chair of the DMin Program Committee, the Academic Dean (or appointee), and another member of the DMin Program Committee. The review process focuses on the reviewee's contributions to the program. Re-appointment for a subsequent 5-year term is made on the basis of the review committee's recommendation to the DMin Program Committee with subsequent ratification by Academic Senate. The President and Academic Dean are members *ex officio*.

Members are recruited for the DMin Program Committee as follows:

- a) At the suggestion of the Program Chair or a committee member, the DMin Program Committee may give permission to approach a prospective member (by vote at a regular meeting or a meeting called for that purpose);
- b) The Program Chair meets with the prospective member for an exploration of expectations concerning participation in and contribution to the work of the DMin Program Committee. The Program Chair also conducts a credentials review based on the prospective member's curriculum vitae and such other documentation as is deemed necessary (including reference checks), based on that review and on the interview;
- c) The prospective member attends a regular meeting of the DMin Program Committee in order to get a sense of how the committee functions and to afford members of the committee an opportunity to get to know her/him;
- d) The DMin Program Committee votes (at a regular meeting or by e-mail/postal mail ballot) concerning whether to admit the prospective Candidate to the committee, subject to confirmation (or otherwise) by Academic Senate; and
- e) The DMin Program Committee Convener forwards the name of the prospective committee member to Academic Senate, with a brief summary of the person's qualifications, for ratification.

DMin Program Committee Members are designated as faculty and have Associate Faculty status and privileges for the duration of their service.

Project Supervisors and external Project-Dissertation Committee members have Associate Faculty status and privileges at St. Stephen's College for the duration of their service.

Doctor of Ministry Program Committee Members

For current members, see [Appendix A](#).

ii. Faculty Advisor

Appointment

DMin Candidates have Faculty Advisors appointed to them by the Program Chair for the duration of their DMin studies. This appointment will take place immediately following the Candidate's acceptance into the DMin Program.

The Role of the Faculty Advisor

1. The Faculty Advisor is a member of the DMin Program Committee;
2. Every effort is made to effect the best "match" between the Candidate and the Faculty Advisor;
3. The first task of the Advisor, working with the Candidate, is to ensure that a viable initial Learning Covenant is created as quickly as possible;

4. The Faculty Advisor journeys with the Candidate, maintaining regular contact – although the Candidate is the one primarily responsible for initiating contact. The Faculty Advisor is one of the main contacts between the Candidate and the college. The Faculty Advisor expresses the hospitality of the DMin Program;
5. The Faculty Advisor consults with the Candidate regarding course and project selection and planning;
6. The Faculty Advisor may be called to an advocacy role for her/his Candidate; e.g. proceeding to “on hold”, program extension, appeal assistance, etc. The Faculty Advisor may become a member of the Candidate’s Project-Dissertation Committee. This will be determined in consultation with the Candidate, the Faculty Advisor, and the DMin Program Chair;
7. The Faculty Advisor works closely with the DMin Program Chair but is not involved in program administrative functions; and
8. The Faculty Advisor appointment may need to be changed in the course of a Candidate’s program. Appointment of a new Faculty Advisor follows steps #2 and #3 above.

iii The Project-Dissertation Committee

Membership

Normally, the Project-Dissertation Committee is comprised of four persons, at least two of whom are DMin Program Committee members.

The criteria for selection of the Project-Dissertation Committee are as follows:

- a. each member shall possess specialized expertise relevant to the proposed area of study;
- b. at least three of the four members must have an earned doctorate or equivalent;
- c. at least one member shall be an active practitioner in the area of study; and
- d. the Program Chair ensures that equivalent knowledge and expertise are represented on the Project-Dissertation Committee through the appointment of a qualified person from outside the DMin Program Committee if the required expertise is not available from within the DMin Program Committee.

The appointment process is as follows:

- a. the Candidate submits a list of potential members of her/his Project-Dissertation Committee for consideration by the Program Chair;
- b. the Program Chair, in consultation with the DMin Program Committee, appoints the Project-Dissertation Committee; and
- c. external members of the Project-Dissertation Committee are appointed by a letter from the Program Chair and become Associate Faculty Members for the duration of their work on the P-D Committee.

Procedures

Meetings of the Project-Dissertation Committee are initiated by the Candidate, except that the Program Chair initiates the first meeting.

Each Project-Dissertation Committee develops a process to enable the Candidate to stay within the designated time line.

One member of the Project-Dissertation Committee keeps notes of all meetings and these are deposited in the Candidate's file.

The members of the Project-Dissertation Committee ensure that they are in agreement about the quality of the Candidate's work before any one of them offers feedback to the Candidate.

Responsibilities

The Project-Dissertation Committee supports, supervises and approves or rejects:

- a. the final draft of the Integrative Paper;
- b. the Project-Dissertation Preliminary Proposal;
- c. the Pilot Project;
- d. the Project-Dissertation Final Proposal;
- e. the Project-Dissertation Design;
- f. the Project-Dissertation Development, Implementation, and (where necessary) Revision;
- g. the next-to-last draft of the Project-Dissertation for the external examiner; and
- h. the final draft of the Project-Dissertation.

Note: The appropriate form must be used and signed by the Committee's Liaison member to indicate approval of each research stage. This form can be obtained from the DMin Office.

The Project-Dissertation Committee shall satisfy itself that all formal requirements of the program specified in the Learning Covenant are completed, including the Integrative Paper before giving final approval to the Proposal. After review of the Learning Covenant and final approval of the Proposal, and then of the Design by the Project-Dissertation Committee and Ethics Review Panel, when applicable, the Candidate advances to the Project-Dissertation phase.

One member of the Project-Dissertation Committee who is a member of the DMin Program Committee shall assume the liaison responsibility. In its organizational phase, each Project-Dissertation Committee will elect from its ranks one member from the DMin Program Committee who serves as the Committee Liaison. This member becomes the prime contact for the Candidate on all organizational and decision-making matters. This member assures that all formal committee responsibilities are carried out, forms signed and the DMin Program Chair kept informed. In concert with the Candidate, this member arranges for committee meetings, circulation of documents, agenda setting. This member also keeps the DMin Program Committee informed of the P-D Committee's and the Candidate's progress. This person, with consultation from the other members of the Project-Dissertation Committee, is responsible for ensuring that the Integrative Paper is completed and assigned a grade.

The Project-Dissertation Committee, through its liaison member, will inform the academic office, in writing, of all decisions in regard to the Candidate's progress

through the components of the Project-Dissertation phase of the program. Specific forms are available to assist this reporting.

In the event of an unacceptable quality of work or failure to complete the Project-Dissertation within the specified time limits, the Project-Dissertation Committee may recommend to the Candidate and the DMin Program Committee that the Candidate apply for transfer to the MTh Program on satisfactory completion of 30 academic credits.

Presentation of the essential elements of the Project-Dissertation during the day of Convocation is a requirement for Convocation. Exceptions to this requirement MUST be negotiated with the Project-Dissertation Committee, the Program Chair, and the Academic Office prior to 31 May. Graduands should seek the guidance of their Project-Dissertation Committee concerning how to fulfill this requirement.

Project-Dissertation Committees are accountable to the Doctor of Ministry Program Committee.

iv. Program Chair: Doctor of Ministry Program

The Program Chair is responsible to provide all administration, support, and leadership to the Program and to the Doctor of Ministry Program Committee.

The Program Chair facilitates relationships and ensures that all of the learning facilitation functions are covered.

The Program Chair is supported by the DMin Program Committee – especially by the Convener of the Committee with whom the Program Chair meets regularly to plan the meetings of the Committee.

The Program Chair is expected to bring program ideas/innovations to the DMin Program Committee as a whole or sometimes in the first instance to a sub-committee or task group.

The Program Chair is also supported by the College's other faculty, Administrative Staff, and the Board of Governors.

v. Conflict of Interest Policy

DMin Program Committee members and permanent faculty will step back from any decision-making responsibility concerning a DMin Candidate when the Candidate is a family member, a close professional colleague, a current or previous therapy client or therapist, or a current or previous clinical supervisee or supervisor. When this policy impacts on permanent faculty, the College Principal, in consultation with the DMin Program Committee, will appoint a person who will assume responsibility, on behalf of the College, for all decisions which the permanent faculty member would have made.

vi. Learner Peer Groups

Students are encouraged to form Learner Peer Groups that will provide support and hold the members accountable for the learning journey.

vii. *Collegial Ministry Group*

The Collegial Ministry Group (CMG)

This group is composed of persons from the Candidate's ministry setting and represents one of the Program's commitments to interaction between the Candidate's social location in the practice of ministry and St. Stephen's College DMin Program. The Candidate forms the CMG in the first year and educates its members to the goals and dynamics of the program. The CMG commits to meet regularly for at least three years to offer support and critical reflection on the Candidate's DMin work and ongoing practice of ministry. At the end of the three years the CMG submits a written evaluation of the candidate's progress from the perspective of the ministry base, to the DMin Program Chair. This evaluation will include reflection on the Candidate's capacity to integrate learnings from DMin studies with his/her practice of ministry.

Value of the CMG

The DMin Program is a distinct kind of advanced theological study in that it insists on relating theological study with the practice of ministry while in the course of study. At its core is a commitment to theory-practice critical correlation carried out in a collaborative learning process. As such, it relies on the constant interaction of the Candidate's theological understandings and learnings with other people - teachers, peers in the program and the CMG participants. The CMG, in other words, is an integral part of the DMin Program and helps the Candidate to achieve his/her goals.

Purposes of the CMG

1. to be the link between the Candidate's study program and his/her place of service in the practice of ministry;
2. to support the Candidate by time and presence, by affirmation and encouragement, by challenge and critique of his/her work through various phases of the program;
3. to promote integration in the Candidate by serving as ministry based dialogue partner on the implications of practice for study and study for practice;
4. to be a forum for mutual education through significant dialogue on important issues for the practice of ministry in today's church; and
5. to engage in the evaluation of the Candidate's progress through the program from the ministry base point of view.

1. The DMIN PROGRAM

A. Structure and Diagram

- i. Individual Intake Process and Learning Covenant Development*
Mentored by a member of the DMin Program Committee (February 1 Application Deadline: February to March Learning Covenant Process with Advisor)
- ii. Introduction to Inquiry, Evaluation, and the Search for Knowledge*
(beginning of May) This one-week course is at the beginning of the Learner's program.
- iii. Integrative Seminars*
Minimum of 3, one-week intensive, process-oriented, 12 module (approximately 3-4 hours/module) seminars (one each year in May).

Focus: Integration of student learning in the context of a matrix of:
 - Pastoral Theology;
 - Leadership in Change;
 - Current Social Trends Impacting Ministry;
 - Ethics in Ministry;
 - Globalization and Ministry across Culture; and
 - Other Relevant Fields of Knowledge.
- iv. DMin Online Learning Community*
Active Participation (posting and responding to other Learners' posts about coursework being done, integration of learning, and the P-D phase of Learning)
- v. Program Focus-Based Course Components*
(ideal but not essential to be done in Year One)
Graduate Level one-semester Course (39 contact hours) in Religious/Spiritual/Theological Foundations related to the Learner's Program Focus
Graduate Level one-semester Course (39 contact hours) in the subject matter of the Learner's Program Focus
- vi. [Integrative Paper](#)*
A development of the Candidate's theology/integration of ministry in dialogue with significant professional theory, related to the chosen area of exploration.
(at the end of Year 2 for both models)
- vii. [Preparation for the Project-Dissertation](#)*
1 Graduate Level one-semester Course (39 contact hours) in Methodologies for Knowledge Generation (General or Specific) related to the Project-Dissertation (second half of Year 2)
A Preliminary (Pilot) Project to prepare the Learner for the Project Dissertation
- viii. [Project-Dissertation Format](#)*
Research in Ministry
Model Ministry
- ix. [Project-Dissertation Proposal](#)*
The Proposal is the initial document in which the Candidate outlines the Project-Dissertation being proposed. Although introductory in nature, the Proposal in fact requires careful attention to detail if it is to communicate clearly what the Candidate

wishes to do. The Proposal takes shape during the first two Integrative Seminars which provide opportunity to solicit feedback from peers about the direction of the final project. Normally, a formal Proposal will be ready for presentation to the second Integrative Seminar. Expectations for the Proposal at this stage include the following:

1. specification of the question and important sub-questions;
2. clarification of any assumptions that underlie the question(s);
3. specification of the type of Project and of why it is the best approach to use for the exploration of the question(s);
4. specification of the Candidate's strengths (experience, knowledge, skills) for doing the project and of how any deficits will be attended to;
5. general description of the body of existing literature and research, that are foundational for this particular project-dissertation; and
6. specification of how the project and subsequent dissertation will make a contribution to the practice of ministry (advancement of knowledge, provision of some skills/tools for ministry, etc.).

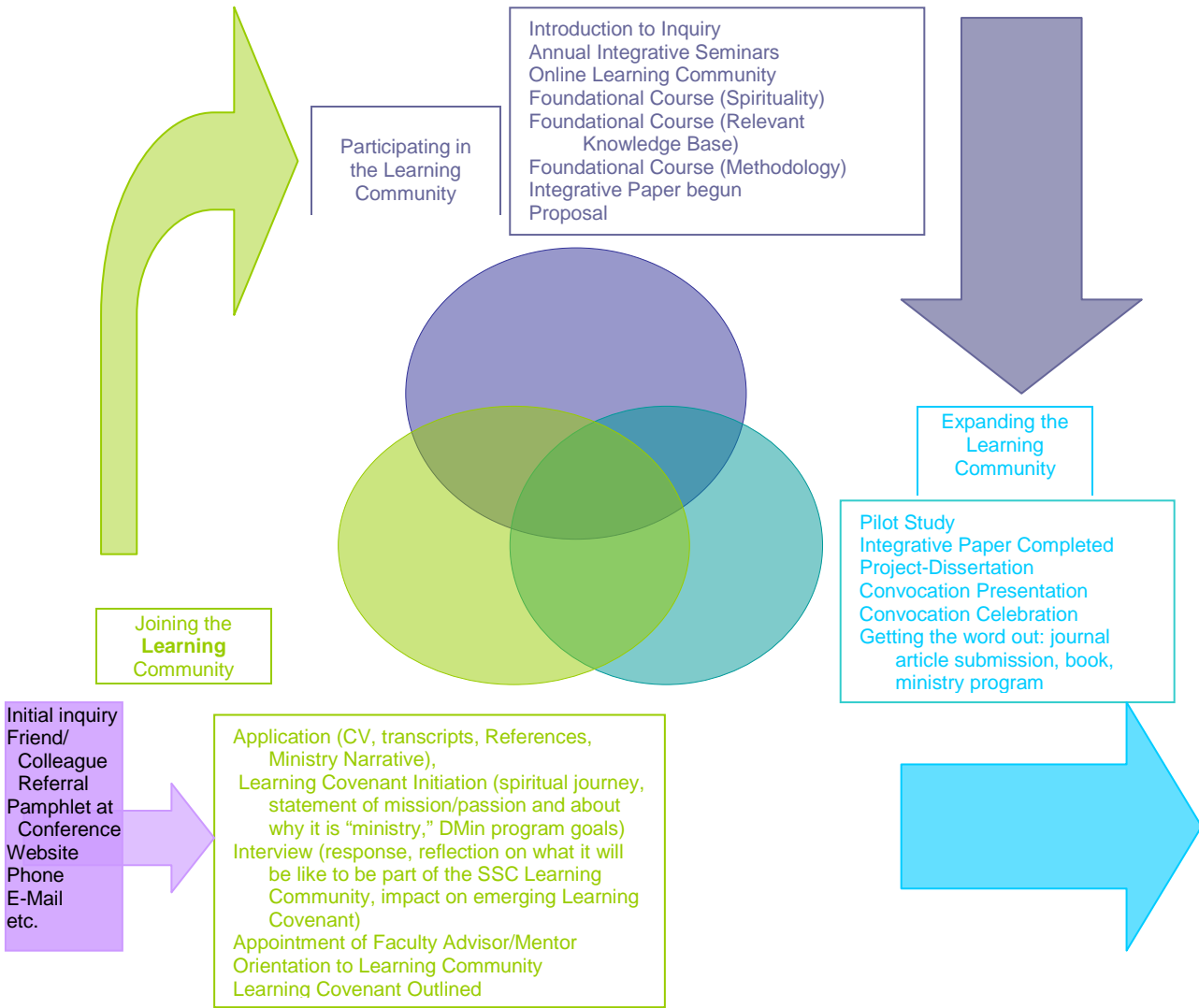
The Candidate can expect that s/he will be making some revisions after consultation with the Project-Dissertation Committee.

x. *Project-Dissertation Design (see Project-Dissertation and Ethics Review)*

The Design of the Project-Dissertation is an amplified and deepened version of the Proposal. Precise methodologies, schedules and theory bases are outlined.

The Design is reviewed by the Candidate's Project-Dissertation Committee. When the Project-Dissertation Committee has approved the Design, it is forwarded to the Academic Office so that it can be sent out for Ethics Review when applicable (see Ethics Review Policy). When the Design has received final approval and all other components of the program have been completed satisfactorily, the Learner is advanced to the Project-Dissertation phase.

Diagram



B. Detailed Course Components

i. The Learning Covenant in the Doctor of Ministry Program

The development of the Learning Covenant at the beginning of the St. Stephen's College Doctor of Ministry degree program takes into account the goals, standards and outcome expectations of the program and the learning needs of students who enter the program. This Learning Covenant is a document which, while attending to program standards, will likely be continuously revised as the student moves through the various phases of the program. [See Appendix B.](#)

i. Introduction to Inquiry, Evaluation, and the Search for Knowledge (1 Course: 3 Credits)

This course introduces the students to, or reminds them of:

- the basic elements of knowledge generation, including review of the evolution of epistemology, hermeneutics, and intercultural/interfaith/worldview perspectives on knowledge generation;
- discussion of the roots and characteristics of, and the similarities/differences among, quantitative research, qualitative research, and program evaluation; and
- expectations regarding participation in the St. Stephen's College community of Inquirers and in the wider community of those who, in professional faculties, seek to advance knowledge that integrates theory and practice (praxis).

In addition, it affords an opportunity to assess their capacity for participating meaningfully in a Learning-Inquiring community through observation of their interactions with the Instructor and each other and through assessment of book reports, reviews of SSC DMin. Project-Dissertations, and a postcourse paper on a particular aspect of knowledge generation which is likely to be relevant to their Project-Dissertation. Paul Jones' *Theological Worlds* will provide a basis for learners to situate themselves in terms of spiritual-theological self-awareness. Students are expected to prepare for the course by reading the assigned texts and bringing a ten-page paper (topic to be negotiated with their Advisor) for presentation to the class. A 20-page post-course assignment will provide an opportunity for integration of learning from the pre-course preparation and the course.

ii. Integrative Seminars (3 Courses Minimum: 3 Credits each)

These annual one-week seminars comprise of 12 three or four hour segments (Monday to Friday - morning, afternoon, and some evenings). Reading preparation may include texts from the following: Pastoral Theology, Leadership in Change, Current Social Trends Impacting Ministry, Ethics in Ministry, and Globalization and Ministry across Cultures. These texts will vary from year to year. Each participant will be required to do a pre course assignment based on the readings and ideally focused in the area which they intend to pursue in their Project-Dissertation. There will be a post course assignment that emerges from the content and process of the week of learning together – an assignment that elaborates their own learning and puzzlement and that contributes to the learning and puzzlement of all participants in the seminar (i.e. will be circulated to all for discussion in the Online Learning Community).

iii. *Online Learning Community (2 Courses Minimum: 1.5 Credits each)*

All students who have not yet completed their Project-Dissertation (i.e. at least out to the External Examiner) are invited to participate – reading postings 2-3 times weekly and posting or responding to other’s postings at least weekly in a way that indicates in-depth engagement with their own learning process, with peers, and with members of the DMin Program Committee. When the number of learners involved reaches a critical mass (number to be determined), the learners will be segmented into 2 or more communities of common interest.

iv. *Foundational Theory Course 1: Religious/Spiritual/Theological Foundations*
(1 Course: 3 Credits)

This course grounds students solidly in the religious/spiritual/theological foundations relevant to their “ministry” and their final project. It is expected that the student will complete a major paper at the end of the course – a paper in which they demonstrate their comprehension of the material of the course.

v. *Foundational Theory Course 2: Subject Matter of the Learner’s Program*
(1 Course: 3 Credits)

This course is expected to ground the student solidly in the theory and practice of their ministry and their final project. It is expected that students will complete a major paper at the end of the course – a paper in which they demonstrate their comprehension of the material of the course.

vi. *Integrative Paper (3 Credits)*

The Integrative Paper is a 50 page (approximately) document which consists of a detailed and sophisticated development of the candidate’s theology/integration of ministry *in dialogue with significant professional theory* in relation to the area of the study. As such it builds upon theology and theory electives and therefore represents the theological and theoretical bases of the proposed Project-Dissertation. Only minor editing should be required to incorporate the Integrative Paper into the Project-Dissertation.

The learner will begin working on the Integrative Paper, in consultation with their Advisor and with peer consultation through the Online Learning Community, no later than just after they have completed their two Foundational Theory Courses.

The Integrative Paper is reviewed by the Project-Dissertation Committee after the Preliminary Proposal has been approved and all other Course Requirements have been completed. The IP will be taken as primary evidence of the participant’s readiness to finalize the Proposal and proceed to the Design, Ethics Review (if necessary) and implementation of the Project-Dissertation.

vii. *Foundational Course 3: Methodologies for Knowledge Generation (3 Credits)*

It is assumed that the Introduction to Inquiry Course will have provided students with a general framework.

- for understanding epistemological and knowledge generation issues and a broad range of methodologies, and
- for the beginnings of formulation of their “question” and the best means of addressing that question.

Final formulation of the “question” and determination of the appropriate methodology for addressing the “question” will be worked out in the Integrative Seminars and in consultation between the students and their Advisors (with whatever *other consultation* seems advisable).

Other consultation might be necessary in a situation where the Advisor has knowledge of the student's area of interest but not of methodologies of knowledge generation appropriate to that area of interest.

Foundational Course 3, which may be taken as a formal course or as an independent study, is intended to enable students to do their project-dissertation. As such, it may focus on one (or some of a variety of) methodology(ies) which is/are relevant to the P-D: Quantitative Research, Qualitative Research, Appreciative Inquiry, Program Evaluation, Artistic Connoisseurship, Literary Criticism, Historical Criticism, etc.

The Course Proposal shall include at least the following.

1. Focus: Methodology(ies) to be Learned
2. Instructor's Name: along with an indication of why the chosen Independent Study or the particular Course with this Instructor will equip the Student for their Project-Dissertation
3. Instructor CV
4. Description of the parameters of the Learning Process (course description if applicable, reading list, time line, outcome expectations, etc.)

Outcomes

1. Reading reports or other written material which demonstrate the student's understanding of the material covered in the course
2. Finalization of the student's "question"
3. P-D Preliminary Proposal using the methodology(ies) learned in Foundational Course
4. Description of a Pilot Study, using the methodology(ies) learned in Foundational Course 3

viii. *Preliminary (Pilot) Project (3 Credits)*

With mentorship by their Advisor, or by a person with specialized expertise working with their Advisor, the student will design and carry out a project which will test their capacity for innovative practice or research into practice and will write up the project. In most cases, this project will be a "dry run" for the final Project-Dissertation. [See Appendix D.](#)

ix. *[Proposal, Design, and Ethics Review Process \(3 Credits\)](#)*

With mentoring by their Advisor, or by a person with specialized expertise working with their Advisor, the student will prepare the Proposal for their Project-Dissertation. When the Proposal has been approved, the student will move to the Design phase and, guided by their Mentor, will develop the Design, submit it for review by an SSC Ethics Panel (or the Ethics process in their ministry setting when applicable), and will make any necessary adjustments.

x. *[Project-Dissertation](#)*

Students will be mentored through the Project-Dissertation phase of their work by their Advisors who will be members of the DMin Committee along with one or two more persons who need not be members of the DMin Committee but who have the requisite expertise. Specific contracts will govern the responsibilities of the Mentoring persons.

NOTE: Prerequisites and Co-requisites

Sometimes students will need to take prerequisites or co-requisites if there are gaps in their preparation with respect to ATS and Program Standards and the focus of the learner's particular program. Some areas include but are not limited to the study of Sacred Texts, Systematic Study of Theology/Beliefs, Religious History, Ethics & Values, Comparative Religion, Hermeneutics, Pastoral-Spiritual Care Beliefs & Practices, Learning-Educational Theory, Philosophy of Knowledge, Statistics, Quantitative & Qualitative Research Methodology, Program Planning & Evaluation.

3. INDEPENDENT STUDIES

Information for Students and Instructors

Context

St. Stephen's College is committed to an adult education model of teaching which ensures that the teaching/learning process occurs when both teacher and student share responsibility, according to their respective roles, for the direction, approach, and content of the subject matter being studied. It is worth noting the wisdom of Maria Harris, a religious educator, who speaks of the importance of both the subject matter and the subjects (teacher and student) WHO matter. The following description of the Independent Study Course will assist prospective instructor and students.

Independent Study Course Content

The independent study course should be offered in such a way that the student is able to gain a basic understanding, appropriate to the degree, of the general principles of the subject matter being studied, as well as providing an opportunity for an in-depth reflection on one/several aspects that support the student's chosen research topic or area of interest.

Responsibilities of the Instructor

It is important that the student and instructor negotiate a work plan. The instructor's responsibilities are to:

- provide a course outline that indicates the general objectives of the course and a basic bibliography;
- indicate required reading which should include several basic resources as well as supplementary materials;
- consult with the student and communicate in writing timelines, ways of communicating, assignments and evaluation methods;
- provide adequate feedback to the student in a reasonable amount of time;
- provide an evaluation and final grade to St. Stephen's Academic Office on an Assignment Form (download from College website: <http://stephen.srv.ualberta.ca/students/forms>); the student will mail this form to the instructor along with their final assignment.

Upon receipt of the final grade, the Registrar's Office will forward to the instructor the current instructional fee of \$360. In the event that the instructional relationship is terminated, the instructor shall advise the Registrar's Office and the fee will be pro-rated.

Responsibilities of the Student

It is important that the student and instructor negotiate a work plan. The student's responsibilities are to:

- submit the *Instructor's Profile and Independent Study Course Proposal* to the Chair of the degree, (or if not in a St. Stephen's degree, the Academic Dean) for approval; the course outline, including objectives, content, and bibliography must be attached and *Instructors Profile and Independent Study Course Proposal* must be signed by the proposed instructor and student,
- register and pay for the course with the Academic Office according to the fee schedule in effect at the start date of the course
- ensure that there is sufficient access to the basic resources as well as to supplementary resources required for the comprehension of the course as well as specific assignments, consult with the instructor and establish in writing the timelines, ways of communicating, assignments, and evaluation methods,
- keep in regular contact with the instructor, and apart from exceptional circumstances, ensure that assignments are completed on time, and

- submit the final assignment to the instructor with an Assignment Form (download from College website: <http://stephen.srv.ualberta.ca/students/forms>) so that evaluation comments and final grade can be submitted to the Registrar's Office.

Duration

Independent Study courses may be spread over a maximum of eight months in whatever arrangement is mutually acceptable to student and instructor. Any extension of course work may be given according to the regulations of the College (see Academic Policies). The final mark must be submitted to the Academic Office within ten months of the course start date.

Forms of Communication

There are several ways that the communication required for an Independent Study Course can take place. Distance education students can communicate through a combination of e-mail, fax, post mail and telephone calls. Students residing in the same community as the instructor can arrange face-to-face meetings as well as using the other forms of communication noted above.

Whatever form(s) of communication is decided upon, there should be at least four 'meetings':

- an initial meeting where the course outline is given, and timelines are determined;
- a second meeting to ensure that the student has gained a sufficient understanding of the general aspects of the course through the required reading; an assignment can be required beforehand;
- a third meeting where the student and instructor agree on the focus of the major assignment topic, review general content of the assignment, and resources; and
- a fourth meeting where the student receives feedback with respect to assignments and final grade (the Assignment Form is used as written documentation of this evaluation); alternatively, a final take-home exam may be assigned.

Appointment of Instructors

Students take the initiative to seek out suitable instructors for their independent study course. Students must explore with the individuals under consideration as instructors the feasibility of doing the independent study course with them and receive assurances of willingness to teach. Potential instructors are asked to share brief biographical and professional information using the form accompanying this document. Students forward this information to the College (to the Chair of the student's degree, or the Dean if student is not in a degree), along with the proposed course outline. The Chair or Dean signify approval by signing the form, and returning it to the student. The student then registers/pays for the course and commences course work.

Authority and Accountability

The instructor is considered Associate Faculty of the College during the course. The instructor therefore has a dual accountability: to the student for the terms negotiated, and to the College through the Chair of the degree program or the Dean. In the sensitive matter of evaluation of the quality of the student's work, the primary accountability of the instructor must be to the College and its published standards. Such primary accountability is meant to enhance the instructional relationship.

Reading and Assignments for a Doctoral Level 3 Credit Independent Study Course

1. Extensive reading in the literature of a particular topic with emphasis on the critical analysis of primary sources is required (at least 15 articles plus research on key references in the field).
2. One major assignment such as a specialized paper or project must be completed. A specialized paper should consist of 4000-5000 words (16-20 pages double-spaced) with proper annotation and bibliography of significant works in the area. It should include works that represent at least two viewpoints and perspectives. A project should be the equivalent amount of research and work.
3. A number of minor assignments such as a book report, class presentation, mini-project, reflective writing, or examination can be completed in lieu of guideline 2. There should still be a minimum of 7500 words (thirty pages double-spaced) of writing for the course.
4. Four one and a half hour meetings to discuss the readings and assignments either in person, by phone, email or chat-room.
5. Through assignments, students must demonstrate an advanced understanding of, and cultural interaction with some original thought which advances knowledge and its integration. Command of the English language and the ability to understand and communicate clearly verbally and in writing, is expected.
6. The above guidelines are considered the norm for St Stephen's College. However St. Stephen's College may approve a course with divergences of teaching methodology and assignment structures and weight if the instructor can academically justify them.
7. The student is expected to perform to a minimum grade level of 66% (C).

ST. STEPHEN'S COLLEGE ACADEMIC POLICIES

Course Completion Policy

Students are expected to submit assignments required for credit courses by the deadlines given by the instructor in the course outline. Final assignments are due the last day of the course (eight months after the start date for Independent Study courses). If the final assignment is not submitted to the instructor by the deadline, or the negotiated extension to that date (see Extension policy below) and provided no formal withdrawal from the course has been requested, the final grade will be based on work completed.

Course Extensions

In extenuating circumstances, (i.e. medical reasons) students may consult with the instructor before the due date and request an extension to the deadline. Instructors may grant a maximum of two one-month extensions; the terms of the extension will be based on the circumstances of both the instructor and student. Students are reminded that they are expected to set realistic goals and timelines for themselves to complete assignments that are due, particularly in situations where they may enroll in several courses at the same time.

Course Withdrawal

Students who wish to withdraw from an Independent Study course and receive a grade of 'W' must notify the Registrar of their withdrawal within four months of the start date, or within four months after registering. If a withdrawal request is not made by the date specified, the final course grade will be based on total work completed in the course. Withdrawal policy in regards to refund of course fee: Withdraw prior to the course start date to be eligible for a full refund of the course fee minus a \$75 administrative fee; withdraw four weeks after the start date of the course or four weeks after registering to be eligible for a refund of 50% of the course fee minus a \$75 administrative fee.

Submitting Final Grade to Registrar's Office

Instructors are expected to submit the final course grade to the Registrar's Office at St. Stephen's College one month after the final assignment due date. A record of interim grades for work done throughout the course should be kept by the instructor, and submitted along with the Assignment Form and final grade. All grades should be submitted as percentages. Students receive a copy of the Assignment Form from their instructor indicating their final grade. If a transcript is desired, the student must request one using a Transcript Request Form (available on College website www.ualberta.ca/st.stephens).

Evaluation Standards and Grading System

A+	90 - 100%	Exceptional	Superior performance. Displays great originality and depth. Comprehensive understanding of subject matter, with original insights.
A	85 - 89%	Excellent	Above normal expectations. Occasionally surprises the reader with insights or deft presentation. Strong evidence of maturity, independence and control of the subject. Any lapses in logic and style are few and minor.
A-	80 - 84%		
B+	77 - 79%	Good	Meets normal expectations. Solid, accurate and integrative, convincing. Lapses in logic or style are uncommon and not serious.
B	73 - 76%		
B-	70 - 72%		
C+	67 - 69%	Adequate	Barely meets normal expectations. Covers the ground, but rarely adds anything new or personal. Heavily dependent on sources and authorities, with accurate but awkward handling of concepts. [Course Pass for Masters and Doctoral students: 66%]
C	63 - 66%		
C-	60 - 62%		
D+	57 - 59%	Poor	Below normal expectations. Disorganized, frequent lapses in logic and style, superficial with no evidence of personal involvement. Inability to use theory. [Course Pass for Undergraduate students: 50%]
D	53 - 56%		
D-	50 - 52%		
F	0 - 49%	Failure	Far below normal expectations. Massive structural or other academic defects, evidence of dependence on sources and authorities bordering on plagiarism. [Clear Failure][Grade of 0% calculated in overall grade]
S		Satisfactory	Course requirements completed satisfactorily. [Pass for work not graded numerically] [Not calculated in overall grade]
W		Withdrawal	Withdrawal from course with permission within established deadlines. [Not calculated in overall grade]
WF		Withdrawal-Failure	Withdrawal from course after established deadline for withdrawing without academic penalty but before final assignment due. [Grade of 0% calculated in overall grade]
INF		Incomplete-Failure	Course work not completed within established academic deadlines: i.e. final assignment due date. [Grade of 0% calculated in overall grade]
IP		In Progress	Course in Progress: Extension or rewrite of final assignment granted by Instructor or Dean

Exceptions to any academic policy will be allowed for extreme extenuating circumstances only, and must be negotiated with the Dean. Students requesting exceptions must appeal, in writing, to the Dean, citing in detail the grounds for their request. The decision of the Dean shall be final.

Instructor Profile and Independent Study Course Proposal

STEPS REQUIRED TO ENROLL IN AND COMPLETE AN INDEPENDENT STUDY COURSE

1. This form, with course outline attached, is signed by instructor and submitted to Degree Program Chair for approval/signature.
2. Registrar's Office notifies student of course approval.
3. Student registers and pays for course (pays course fee in effect on start date of course).
4. Student and instructor start course.
5. Instructor submits final grade to Registrar's Office; instructional fee is paid to instructor.

Persons considering serving as Instructors of Independent Study courses are asked to provide the following information for the use of the Academic Office in evaluating suitability in regard to the student's proposed course.

STUDENT INFORMATION	
Student Name	
Program	
INSTRUCTOR INFORMATION	
	Instructors may attach a resume which includes requested information. If resume is on file at College, please indicate below.
Instructor Name	
Instructor Mailing Address	
Social Insurance Number	<i>Associate Faculty who receive payment for teaching or supervising students are asked to provide their social insurance number to the College by phoning 780.439.7311 or 1.800.661.4956. Please ask for the Assistant Registrar. Confidential information is kept in a secure location at the College.</i>
Email Address	
Phone	
Position Held Currently	
University Degree Attained	
Theological Degree Attained	
Other Professional Training	
Professional Experience (responsibilities assigned in last five years relevant to course being proposed)	
Other Comments (anything else that would help us recognize the appropriateness of your appointment as Instructor for this student)	

PROPOSED COURSE AND DATES	
Title of Course	
Brief Description (attach detailed course outline/work plan)	
Proposed Start and End Dates (max. 8 mo. session)	
Which degree program requirement are you planning to satisfy with this course? (i.e. elective, theology, etc)	
INSTRUCTOR SIGNATURE	
In signing, I am indicating my availability and interest in serving as an Independent Study Course Instructor, and my willingness to consult with the Degree Program Chair or Dean as needed as well as abide by St. Stephen's academic policies and rules of confidentiality. Signing also signifies acceptance of the terms of the instructional fee (3-credit course: \$360).	
Signature	
Date	
APPROVALS: INSTRUCTOR APPOINTMENT AND COURSE CONTENT	
Approval is also based on the suitability of the course content and/or method for the individual student's program.	
Program Chair Signature	
Dean Signature (if student not in a degree)	
Date	
Program Chair to choose subject category of course from choices below, so that course number can be assigned:	
<input type="checkbox"/> Applied Practice (SSC580/PPSYC580 or SSC780/PPSYC780) <input type="checkbox"/> Methodology (SSC570 or SSC770) <input type="checkbox"/> Sacred Text (SSC500 or SSC700) <input type="checkbox"/> Sacred History (SSC520 or SSC720) <input type="checkbox"/> Spirituality (SSC550 or SSC750) <input type="checkbox"/> Theology or Ethics (SSC510 or SSC710)	
REGISTRAR'S OFFICE NOTIFIES STUDENT VIA EMAIL WHEN COURSE IS APPROVED SO THAT STUDENT CAN REGISTER.	
<small>FOR OFFICE USE ONLY</small> Instructor Entered in Database: _____ Student notified of approval: _____	

4. WRITING GUIDELINES

*Doctor of Ministry Program
Project-Dissertation Writing & Formatting Guide*

Formatting Instructions and Length of Project Dissertation

We strongly recommend you purchase your own writing style guide, and that it be the most recent edition. One of the two following books is recommended, depending on your area of research:

- Turabian, Kate L., Wayne G. Booth, Gregory G. Colomb, and Joseph M. Williams *A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)*. (This style is typically used by the DMin Program.)
- *Publication Manual of the American Psychological Association, 6th edition*; Washington, DC. (This style is typically used by the MPS Program. It may also be used by DMin students who work in social science fields or who may want to publish in those areas.)

Students should consult with the DMin Program Chair before choosing a manual and/or writing style if it is the one not typically used in their program. Once a style guide is chosen, it will be used for all papers throughout the program.

i. Prefatory Pages

Prefatory pages are those pages before the Introduction or Chapter 1. Each must be a separate page, single-sided. Prefatory pages are not numbered but must appear in the correct order, as shown below:

1. Release form ([Attachment 1](#));
2. Title page ([Attachment 2](#));
3. [Certification](#) page (done by College);
4. Dedication (optional);
5. Abstract;
6. Acknowledgements (optional); and
7. Table of contents

ii. *The Body of the Project-Dissertation*

All pages of the body of the thesis must be numbered consecutively with Arabic (1,2,3,4) numerals (starting at page one). This includes pages containing illustrations, bibliography and appendices. The page numbers may be printed either at the top or bottom of the page, and they may either be centered, or in the right hand corner, but they must be placed consistently on all pages. The page numbers should be approximately 1.9cm (3/4 inch) from the paper's edge.

Order of Body of Thesis:

1. Introduction;
2. Chapter 1, 2, 3, 4, etc.;
3. Bibliography; and
4. Appendices.

iii. Margins

Left margins must be 1.5 inches, to allow for binding. Top, bottom and right margins are 1.0". The recommended practice is to compose material as unjustified text, that is, without end of line hyphenation and with ragged right hand margins. Avoid having 'widow' and 'orphan' lines of text (respectively, a paragraph-ending line appearing alone at the top of the page and the single opening line of a paragraph at the bottom of the page).

iv. Style

- Readability (literate, smooth, clear); logical organization; use of inclusive language;
- Single-sided (printed on only one side of paper);
- Double-spaced with some exceptions. Single spacing may be used for Table of Contents, List of Tables, List of Figures, and Bibliography. If Bibliography is single-spaced, there should be two spaces between individual entries. Quotations should be indented;
- Only one single typeface, with its italic and bold variants, should be used through the entire thesis. (Exceptions to this can be made for tables, figures or illustrations imported from other sources.) Characters must be dark black, consistently clear, and dense. Broken, uneven, blurred, or light lettering is not acceptable. The type size should be 12 point; preferably **Times New Roman**;
- Headers and footers are prohibited, except when used for pagination;
- Produced on a computer using Word or Word Perfect word processing software;
- Paper should be good quality white 20 lb. minimum weight;
- Oversized pages: wherever possible, charts, graphs, maps, and tables, which are larger than the standard page size must be photo-reduced in such a way that the material remains clearly legible. It is recommended that such pages be avoided unless absolutely necessary; and
- The Bibliography style rather than the Parenthetical citations style must be used for references.

v. Editing

If necessary, candidates should retain the services of an editor to ensure that the P-D meets St. Stephen's formatting instructions, including grammar, syntax, inclusive language, and spelling.

vii. Maximum Length of P-D

50,000 words, or 150 - 200 pages exclusive of appendices

B. Use of Inclusive Language in Scholarly Reporting

The St Stephen's community is a cosmopolitan, ecumenical mix of people. St Stephen's College policy requires staff and students to use, in their speech and writing, language which is non-discriminatory and inclusive of all people regardless of gender, sexual orientation, race, religion and age. The College requires inclusive language in course work, at worship, in publications of the College, and in its community life. The intent of the policy is to stretch people beyond sexism, racism, and other exclusive habits and assumptions. All people deserve recognition and respect in our communications.

The following are some helpful guidelines for recasting sentences in inclusive language:

- a) Use synonyms for man when the sense is generic, e.g., human beings, persons, people, individuals, humanity, human kind, men and women, women and men, figures, personalities;
- b) In theological literature one frequently meets expressions referring to attributes 'of man' or 'of God'. A useful alternative is the use of adjectives such as human nature, human wisdom and divine love, or divine mercy. This technique will help avoid the use of the masculine possessive pronouns 'his' or 'His'.
- c) Pronouns referring to a singular antecedent noun create special problems. One solution, perhaps inelegant, but often used, is the use of 'he/she' or alternating 'he' and 'she' when the gender is not specified. A more tasteful approach is to shift to the plural. Thus, 'the pastor must speak more clearly if he is to be heard' becomes 'pastors must speak more clearly if they are to be heard', or 'All are responsible for their own speech'.

C. Abstract

An Abstract is a miniversion of the P-D. The Abstract should provide a brief summary (no more than one page, double spaced) of each of the main sections of the paper: Introduction, Methods, Results, and Discussion. The Abstract is a summary of the information in your document.

A well-prepared abstract enables readers to identify the basic content of a P-D quickly and accurately, to determine its relevance to their interests, and thus to decide whether they need to read the P-D in its entirety" (American National Standards Institute, 1979). The Abstract should not exceed 250 words and should be designed to define clearly what is dealt with in the P-D. The Abstract should be typed as a single paragraph.

The Abstract should (1) state the principal objectives and scope of the investigation, (2) describe the methods employed, (3) summarize the results, and (4) state the principal conclusions. The importance of the conclusions is indicated by the fact that they are often given three times: once in the Abstract, again in the Introduction, and again (in more detail probably) in the Discussion.

Most, or all, of the Abstract should be written in the past tense, because it refers to work done.

The Abstract should never give any information or conclusion that is not stated in the P-D. References to the literature must not be cited in the Abstract (except in rare instances, such as modification of a previously published method).

The language should be familiar to the potential reader. Omit obscure abbreviations and acronyms. Unless a long term is used several times within an Abstract, do not abbreviate the term. Wait and introduce the appropriate abbreviation at first use in the text (probably in the Introduction).

Adapted from *How to Write and Publish a Scientific Paper*,
4th Edition, by Robert A. Day

D. National Library of Canada's Canadian Theses Service

Introduction

St. Stephen's College participates in the National Library of Canada's Canadian Theses Service. These requirements are incorporated into the standards previously set in producing Project-Dissertations and it is mandatory that all P-Ds are prepared for submission to the National Library. As quoted in the National Library's information package:

With your participation in the Canadian Theses Service, the National Library can make theses and dissertations in all disciplines and from most Canadian universities readily accessible to those who can learn and benefit from your work.

The following instructions help you to present your Project-Dissertation in an acceptable form to meet the College's and the National Library's requirements.

i. Release of the P-D by the Candidate

When the final draft has been approved (in June), one hard copy (and one CD/disc copy) is sent to St. Stephen's College by the candidate. The College will forward the Non-Exclusive Licence to Reproduce P-D form for your completion, signature and return. Following Convocation, the College will send one copy of the P-D to the National Library for microfilming and archiving. The College will bind one copy for College use, and file the disc copy with the Graduate's archived records. Graduates may request additional bound copies for personal use which will be produced on a cost-recovery basis.

ii. Copyrighted Material

Candidates must ensure that there is no substantial amount of copyrighted material in their P-D. Under the Copyright Act, a reasonable extract of another person's work can be included. However, if candidates quote more than this extract, written permission must be obtained from the copyright holder(s) and included in the P-D. Furthermore, if the P-D contains a chapter(s) which is published as a journal article(s) or as part of a book, permission must be obtained from the copyright holder(s), that is the publisher. Similarly, if part of the P-D was written in conjunction with another author(s), a statement must be included from the co-author(s) permitting the P-D to be microfilmed. This ensures that the work of all persons who have contributed to the P-D are duly recognized.

iii. What to Avoid

- Colours, as they will not reproduce on microfilm;
- Transparent overlays; and
- Slides, cassettes, CDs or diskettes. If the P-D also includes an art form, coloured photographs (in the case of a sculpture, for example) or notation of availability of videotapes, or audio-cassettes would be acceptable.

iv. Reasons for Non-Acceptance of a P-D

- A substantial amount of copyrighted material has not been authorized;
- Missing pages;
- Poor legibility; and
- Pages with no page number.

v. Writing Course

St. Stephen's College offers a non-credit graduate level online course "Academic Writing". This course is highly recommended for DMin candidates.

Attachment 2

SAMPLE ONLY

ST. STEPHEN'S COLLEGE

TITLE PAGE

FULL TITLE OF PROJECT DISSERTATION
(in capitals, centered, using as many lines as necessary)

by

Full Name of Student

A Project Dissertation submitted to the Faculty of St. Stephen's College
in partial fulfillment of the requirements for the degree of

DOCTOR OF MINISTRY

Edmonton, Alberta
Convocation: November 3, 2014

Attachment 3

**SAMPLE ONLY
(prepared by College)**

**ST. STEPHEN'S COLLEGE
CERTIFICATION
DOCTOR OF MINISTRY PROGRAM**

The undersigned certify that they have read, and recommend to the Academic Senate of St. Stephen's College for acceptance, a Project Dissertation entitled *Full Title of Project Dissertation* submitted by *Full Name of Student* in partial fulfillment of the requirements for the degree of Doctor of Ministry.

Doctoral Committee Members:

Dr. xxx

Dr. xxx

Dr. xxx

Dr. xxx, External Examiner

Date: November 3, 2014

5. PUBLISHING GUIDELINES

A. Introduction

Members of the St. Stephen's community are actively engaged in learning and research. It is important that the research and writing becomes available to the academic community as well as the general public. Publishing is one way of connecting with a wider audience.

B. Purpose of Publishing

Some reasons to publish writing are:

- ✓ to share your reflections on your experiences or reading;
- ✓ to share research that you are doing;
- ✓ to stimulate debate on a wide range of topics; and
- ✓ to address issues in society.

C. Types of Publishing

Publishing can take a variety of forms depending on the type of writing you are doing and the audience you wish to reach. Some options are:

- ✓ websites ranging from personal websites to professional journals;
- ✓ blogs that allow you to determine the content of the material you want on the site;
- ✓ informal notes or personal journals;
- ✓ magazines or journals;
- ✓ letters to the editor of local papers or magazines;
- ✓ newspaper opinion columns to influence the direction an issue is taking or to look at the world in a new way; and
- ✓ books.

D. Rewards of publishing

After all the hard work of researching and writing it is good to have your work recognized by a larger audience. Some rewards of publishing your work include:

- ✓ establishing your reputation as a scholar;
- ✓ letting people know you have something to say;
- ✓ getting invited to conferences;
- ✓ getting grants;
- ✓ establishing yourself as an expert; and
- ✓ being asked to serve on committees and Boards.

E. Purpose of these guidelines

The students, faculty and members of larger St. Stephen's College community are encouraged to publish their work. These guidelines are intended to provide you with general suggestions to consider when publishing your work.

F. Formatting

Publications, whether they are journals, newspapers or online sites, have specific guidelines regarding length of articles, fonts, headings, page numbering and so on. You will need to consult these publications for such details. In general it is better not to use the automatic paragraph or numbers generated by your computer because this formatting may be lost when the article is converted to another format for publishing. It is better to insert numbers and letters manually.

G. Spelling and grammar

St. Stephen's College is a Canadian institution and therefore Canadian spelling should be used. The Canadian Oxford Dictionary, 2nd edition can be used as a resource. It is recommended that a copy editor be engaged to check the article for grammar and clarity.

H. Authorship

People who have been involved in writing the article or in the research need to be recognized. People who need to be listed include those who were involved in the research design or the acquisition, analysis or interpretation of data and/or drafting the paper or revising it critically. Each of these authors must approve the article before submitting it.

If there are multiple authors submitting an article, the corresponding author should make sure that all the information is communicated to the other authors and that the final version for printing is approved by each author. When listing the authors, the contributions of each one should be stated.

The work submitted should be original work, not previously published work. Abstracts, posters at conferences and results presented at a meeting are generally not considered prior publications.

I. Conflict of interest

If funders are involved in the research they should be recognized and other sources of support for the publication of the work should be acknowledged in the text of the paper. If you have a financial interest in any company or institution that might benefit from the publication of the article, this connection must be noted.

J. Copyrights

All copyright laws and regulations must be followed. Letters regarding any copyrighted materials should be included with the article. Footnotes and references should indicate the source of materials used in the research and article. Links to websites can be used to reference specific electronic documents. However, judgment must be used when citing sources from the internet. Online sources should only be cited to if the site archives material for a reasonable length of time, i.e., several years.

You should check on the copyright policy of the publication to which the article is submitted. Some magazines may pay you for the article and it then becomes their property. Other publications lease the copyright from you. You should know what the publication's rules are regarding your work.

K. Ethical standards

If the research involved human participants, proper consent should have been obtained. The article should state that the ethical guidelines of St. Stephen's College were followed. All articles must show respect for other cultures and heritage when making statements or publishing images.

L. Internet Publishing

Publishing on the internet is an attractive option for many authors. Whether you choose an online journal or a blog, you have the potential of reaching a large audience. Mindi McDowell, Matt Lytle and Jason Rafail of US-CERT provide the following tips for publishing online.

- ✓ View the internet as a novel, not a diary. If you are writing an online journal or a blog, write with the expectation that people world-wide will have access to what you are writing. Make sure you feel comfortable with having this information about you known to many people.
- ✓ Be careful about how much personal information you reveal because it will be accessible to the world. The more information you include the easier it is for others to misuse information against you.
- ✓ Realize that you cannot take back what you write in the internet. You can remove material but you do not know who has downloaded or saved a copy of the material and can continue to use it or to put it back on the web.

6. LEARNING RESOURCES

Pastoral Theology:

- Adams, Cass, ed. *The Soul Unearthed: Celebrating Wildness and Spiritual Renewal Through Nature*. Boulder: Sentient Publications. 2002
- Bonhoeffer, Dietrich. *Spiritual Care* (trans. by Jay C. Rochelle). Philadelphia: Fortress Press, 1985.
- Bevans, Stephan B. *Models of Contextual Theology*. Maryknoll: Orbis Books, 1992.
- Brueggemann, Walter. *Texts that Linger, Words that Explode: Listening to Prophetic Voices*. Minneapolis: Fortress Press 2000.
- Brueggemann, Walter. *The Prophetic Imagination* (second edition). Minneapolis: Fortress Press 2001.
- Clark, Margaret B. and Joanne K. Olson. *Nursing Within a Faith Community: Promoting Health in Times of Transition*. Thousand Oaks: Sage Publications, 2000. (especially chapter 7 – “The Nurse and Theological Reflection”)
- Ellison, Marvin M. and Sylvia Thorson-Smith eds. *Body and Soul: Rethinking Sexuality as Justice-Love*. Cleveland: The Pilgrim Press, 2003.
- Gebara, Ivone. *Longing for Running Water: Ecofeminism and Liberation*. Minneapolis: Fortress Press, 1999.
- Graham, Larry Kent. *Discovering Images of God: Narratives of Care among Lesbians and Gays*. Louisville, KY: Westminster John Knox Press, 1997.
- Hillman, James. *The Soul's Code: In Search of Character and Calling*. New York: Random House, 1996.
- Jones, Serene. *Feminist Theory and Christian Theology: Cartographies of Grace (Guides to Theological Inquiry)*. Minneapolis: Fortress Press, 2000
- Joseph, Mary. *Seeking the Sacred: Leading a Spiritual Life in a Secular World*. Toronto: ECW Press, 2006.
- Keeney, Bradford. *Everyday Soul: Awakening the Spirit in Everyday Life*. New York: Riverhead Books of Putnam and Sons, 1996.
- Miller-Mclemore, Bonnie J. and Britta L. Gill-Austen. *Feminist & Womanist Pastoral Theology*. Nashville: Abingdon, 1999.
- Moessner, Jeanne Stevenson. *Through the Eyes of Women: Insights for Pastoral Care*. Minneapolis, MN: Fortress Press. 1996.
- Moore, Thomas. *The Soul's Religion: Cultivating a Profoundly Spiritual Way of Life*. New York: HarperCollins, 2002.
- Moore, Thomas. *Dark Nights of the Soul: a Guide to Finding Your way Through Life's Ordeals*. New York: Penguin Books. 2004

- Nelson, James and Sandra P. Longfellow, eds. *Sexuality and the Sacred: Sources for Theological Reflection*. Louisville: Westminster John Knox Press, 1994.
- Neuger, Christie, editor . *The Arts of Ministry: Feminist-Womanist Approaches*. Louisville: Westminster/John Knox Press. 1996.
- O'Murchu, Diarmuid. *Religion in Exile: a Spiritual Homecoming*. New York: The Crossroad Publishing Company, 2000.
- O'Sullivan, Edmund. *Transformative Learning: Educational Vision for the 21st Century*. New York: Zed Books/Toronto: OISE/UT, 1999.
- Patton, John. *From Ministry to Theology: Pastoral Action and Reflection*. Decatur, GA: JPCP Inc., 1990 (re-published by Wipf & Stock in 2009).
- Philips, Mark and McMinn, Timothy. *Care for the Soul: Exploring the Intersection of Psychology and Theology*. Intervarsity Press. 2001
- Plotkin, Bill. *Soulcraft: Crossing into the Mysteries of Nature and Psyche*. Novato, California: New World Library, 2003.
- Prejean, Sister Helen. *Dead Man Walking*. NY: Vintage (Random), 1994 (1993).
- Roy, Arundhati. *War Talk*. Cambridge: South End Press, 2003.
- Thornton, James. *A Field Guide to the Soul: A Down-to-Earth Handbook Of Spiritual Practice*. New York: Bell Tower Books, 1999.
- Wink, Walter. *Engaging the Powers: Discernment and Resistance in a World of Domination*. Minneapolis: Fortress Press, 1992.
- Wink, Walter, ed. *Homosexuality and Christian Faith: Questions of Conscience for the Churches*. Minneapolis: Fortress, 1999.

Leadership in Change:

- Allender, Dan B. *Leading With a Limp*. Colorado Springs: WaterBrook Press, 2006.
- Bennis, Warren, et al. eds. *The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders*. San Francisco: Jossey-Bass, 2001.
- Brafman, Ori and Rod A. Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*. New York: Penguin Books, 2006.
- Crossan, John. *The Dark Interval: Toward a Theology of Story* 1988
- Crossan, John. *God and Empire: Jesus Against Rome, Then and Now*. New York: HarperCollins, 2007.
- Daloz Parks, Sharon *Leadership Can Be Taught: A Bold Approach for a Complex World*. Harvard Business School Press, 2005.
- Denning, Stephen. *The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations*. Boston: Butterworth Heineman, 2001

- Denning, Stephen *The Leader's Guide to Storytelling: Mastering the Art and Discipline of Business Narrative*. San Francisco: Jossey Bass Publishers, 2004
- Franker, Anne T. and Spears, Larry C., Eds. *Robert K. Greenleaf: Seeker and Servant: Reflections on Religious Leadership*. San Francisco: Jossey Bass Publishers, 1996
- Greenleaf, Robert K. *Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness*. New York: Paulist Press, 1977.
- Jaworski, Joseph. *Synchronicity: The Inner Path of Leadership, Expanded Second Edition*. San Francisco: Berrett-Koehler Publishers, 2011.
- Jensen, Peter. *Igniting the Third Factor: Lessons from a lifetime of working with Olympic athletes, coaches and business leaders*. Toronto: Performance Coaching Inc., 2008.
- Lau Branson, Mark *Memories, Hopes and Conversations: Appreciative Inquiry and Congregational Change*, Alban Institute, 2004
- Lewin, Roger *Complexity: Life at the Edge of Chaos*. Chicago: Chicago Press, 2000.
- Palmer, Parker J. *The Active Life: Wisdom for Work, Creativity and Caring*. San Francisco: HarperSanFrancisco, 1991.
- Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. NY: John Wiley, 2007.
- Senge, Peter M. *The Fifth Discipline: The Art and Practice of The Learning Organization*. New York: Currency Doubleday, 1994
- Senge, Peter M. *The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations*. New York: Currency Doubleday, 1999.
- Spong, John Shelby. *Here I Stand: My Struggle for a Christianity of Integrity, Love, and Equality*. San Francisco: HarperSanFrancisco, 2000.
- Wallis, Jim. *Faith Works: Lessons from the Life of an Activist Preacher*. New York: Random House, 2000.
- Westley, Frances, Brenda Zimmerman & Michael Patton. *Getting to Maybe: How the World is Changed*. Toronto: Vintage, 2007
- Zimbardo, Philip. *The Lucifer Effect: Understanding How Good People Turn Evil*. York: Random House Trade Paperbacks, 2008.

Current Social Trends

Brock, Rita Nakashima and Rebecca Ann Parker. *Proverbs of Ashes: Violence, Redemptive Suffering and the Search for What Saves Us*. Boston: Beacon Press, 2001.

Brueggemann, Walter. *The Prophetic Imagination, Second Edition*. Minneapolis: Augsburg Fortress, 2001.

Gudorf, Christine E. *Body, Sex and Pleasure: Reconstructing Christian Sexual Ethics*. Cleveland: The Pilgrim Press, 1994.

Harrison, Beverly Wildung. *Justice in the Making: Feminist Social Ethics*. Elizabeth M. Bounds, Pamela Brubaker, Jane Hicks, Marilyn Legge, Rebecca Todd Peters, Traci West, eds. Kentucky: Westminster John Knox Press, 2004.

Hobgood, Mary Elizabeth. *Dismantling Privilege: An Ethics of Accountability*. Cleveland: The Pilgrim Press, 2000.

McFague, Sallie. *A New Climate for Theology: God, the World and Global Warming*. Minneapolis: Fortress Press, 2008.

McFague, Sallie. *Life Abundant: Rethinking Theology and Economy for a Planet in Peril*. Minneapolis: Augsburg Fortress Press, 2001.

O'Donohue, John. *Beauty: The Invisible Embrace: Rediscovering the True Sources of Compassion, Serenity and Hope*. New York: Harper Collins Publishers, 2004.

Swift, Jamie, et al. *Getting Started on Social Analysis in Canada, 4th Edition*. Toronto: Between the Lines Press, 2003.

Thistlethwaite, Susan Brooks. *Adam, Eve and the Genome: The Human Genome Project and Theology*. Minneapolis: Fortress Press, 2003.

Thistlethwaite, Susan Brooks and Mary Potter Engel, eds. *Lift Every Voice: Constructing Christian Theologies from the Underside*. New York: Harper and Row, 1990.

Welch, Sharon D. *Sweet Dreams in America: Making Ethics and Spirituality Work*. New York: Routledge, 1999.

Welch, Sharon D. *After Empire: the Art and Ethos of Enduring Peace*. Minneapolis: Fortress Press, 2004.

Wink, Walter. *The Powers that Be: Theology for a New Millennium*. Doubleday, 1999.

Wright, Ronald. *A Brief History of Progress*. Toronto: House of Anansi Press, 2004.

Websites of interest:

Compassion in Politics: Christian Social Entrepreneurship, Education Innovation, & Base of the Pyramid/BOP Solutions: <http://compassioninpolitics.wordpress.com/2008/11/16/five-top-social-media-and-web-trends-for-2009/>

Kairos – Canadian Ecumenical Justice Initiatives: http://www.kairoscanada.org/Building_on_Values:_The_Future_of_Health_Care_in_Canada:_http://www.hc-sc.gc.ca/english/pdf/care/romanow_e.pdf

Glouberman, Sholom and Brenda Zimmerman. "Complicated and Complex Systems: What Would Successful Reform of Medicare Look Like?" Discussion Paper
http://www.hc-sc.gc.ca/english/pdf/romanow/pdfs/8_Glouberman_E.pdf
Statistics Canada: http://cansim2.statcan.gc.ca/cgi-win/cnsmcgi.exe?Lang=E&AS_Action=Find&ResultTemplate=Studies/StudiesHome1&AS_Uni v=3?gaw=08001
The UN Millenium Development Goals: <http://www.un.org/millenniumgoals/>
Trendsetter Magazine: <http://www.trendhunter.com>

United Church of Canada: Justice, Global, and Ecumenical relations;
<http://www.united-church.ca/justice/>

Welch, Sharon D. "The Beloved Community":
<http://www.spiritualitytoday.org/spir2day/884053welch.html>
World Council of Churches site: www.oikoumene.org

Ethics

Barash, Carol Isaacson, *Just Genes: The Ethics of Genetic Technologies*. Westport, Connecticut: Praeger, 2008.

Binde, Jerome. *Making Peace with the Earth: What Future For The Human Species and the Planet?* New York: Berghahn Books, 2007.

Bonhoeffer, Dietrich. *Ethics*. (ed. by E. Bethge) London: SCM Press, 1955.

Bonhoeffer, Dietrich. *The Cost of Discipleship*. London: SCM Press, 1937.

Corey G., Schneider Corey, M; Callanan, P. *Issues and ethics in the helping professions, Seventh Edition*. Belmont, CA: Brooks/Cole, 2007.

Curry, Patrick. *Ecological Ethics: An Introduction*. Cambridge: Polity Press, 2006.

Ellul, Jacques. *The Ethics of Freedom*, trans. by G. Bromiley. Grand Rapids, Michigan: W. Eerdmans, 1976.

Evans, C. Stephen. *Kierkegaard's Ethic of Love: Divine Commands and Moral Obligations*. New York: Oxford University Press, 2004.

Geirsson, Heimir and Margaret R. Holmgren, eds. *Ethical Theory: A Concise Anthology*. Peterborough, Ontario: Broadview Press, 2010.

Hinman, Lawrence M. *Contemporary Moral Issues: Diversity and Consensus, Second Edition*. Upper Saddle River, New Jersey: Prentice Hall, 2000.

Keller, David R. ed. *Environmental Ethics: The Big Questions*. New York: John Wiley / Blackwell, 2010.

Kirkman, Robert. *The Ethics of Metropolitan Growth: the future of our built environment*. New York: Continuum International Publishing Group, 2010.

Kuhse, Helga & Peter Singer, eds. *A Companion to Bioethics*. New York: John Wiley, 2007.

- Lewis, C.S. *God in the dock: Essays on Theology and Ethics*. Grand Rapids: William B. Eerdmans Publishing Company, 1970.
- Marlin, Randal. *Propaganda & the ethics of persuasion*. Peterborough, Ontario: Broadview Press, 2002.
- Neusner, Jacob and Bruce Chilton, eds. *The Golden Rule: The Ethics of Reciprocity in World Religions*. New York: Continuum International Publishing Group, 2008.
- O'Brien, Kevin J. *An Ethics of Biodiversity: Christianity, Ecology, and the Variety of Life*. Washington: Georgetown University Press, 2010.
- Pojman, Louis P. *Ethics: Discovering Right and Wrong*. Belmont, California: Wadsworth Publishing Company, 1995.
- Reynolds, George. *Ethics in Information Technology, Second Edition*. Boston: Thomson Course Technology, 2007.
- Robb, Carol S. *Wind, Sun, Soil, Spirit: Biblical Ethics and Climate Change*. Minneapolis: Fortress Press, 2010.
- Sandel, Michael J. *The Case Against Perfection: Ethics in the Age of Genetic Engineering*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2007.
- Shaw, William H. *Social and Personal Ethics, Sixth Edition*. Belmont, California: Wadsworth, 2008.
- Singer, Peter. *Practical Ethics*. Cambridge: Cambridge University Press, 1979.
- Singer, Peter and Jim Mason. *The Way We Eat: Why Our Food Choices Matter*. Rodale, 2006.
- Tillich, Paul. *The Courage to Be*. London: Yale University Press, 1952.

Globalization and Intercultural Relationships

- Barlow, Maude and Tony Clarke. *Global Showdown: How the New Activists Are Fighting Global Corporate Rule*. Toronto: Stoddart Publishing Co, 2001.
- Burawoy, Michael, Joseph A. Blum, Sheba George, Zsuzsa Gille, Tera Gowan, Lynne Haney, Maren Klawiter, Steven H. Lopez, Sean O Riain, and Millie Thayer. *Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World*. Berkeley: University of California Press, 2000.
- Courdourier-Real, Carlos R. *Transnational Social Justice*. New York: Palgrave Macmillan, 2010.
- Dana, Richard H. & James R. Allen, eds. *Cultural Competency Training in a Global Society*. New York: Springer, 2008.
- Harris, Philip R., Robert T. Moran & Sarah V. Moran *Managing Cultural Differences: Global Leadership Strategies for the 21st Century*. Burlington: Butterworth Heinemann, 2004.

Hicks, Douglas A. and Mark Valeri. *Global Neighbors: Christian Faith and Moral Obligation in Today's Economy*. Grand Rapids: William B. Eerdmans Publishing Company, 2008.

Gillet, Richard W. *The New Globalization: Reclaiming the Lost Ground of Our Christian Social Tradition*. Cleveland: The Pilgrim Press, 2005.

Korten, David C. *The Great Turning: From Empire to Earth Community*. San Francisco: Berrett-Koehler, 2006.

Kumar Bhargava, Vinay. *Global Issues for Global Citizens: An Introduction to Key Development Challenges*. Washington: World Bank, 2006.

Kurtz, Lester R. *Gods in the Global Village: The World's Religions in Sociological Perspective*. Thousand Oaks: Sage, 2007.

LeBaron, Michelle. *Bridging Cultural Conflicts: A New Approach for a Changing World*. San Francisco: Jossey-Bass, 2003.

Hofstede, Geert. *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. Thousand Oaks: Sage, 2001.

Laird, Gordon. *The Price of a Bargain: The Quest for Cheap and the Death of Globalization*. New York: Palgrave Macmillan, 2009.

Maguire, Daniel C. and Larry L. Rasmussen. *Ethics for a Small Planet: New Horizons on Population, Consumption, and Ecology*. Albany, New York: State University of New York Press, 1998.

Moe-Lobeda, Cynthia. *Healing a Broken World: Globalization and God*. Minneapolis, Fortress Press, 2002.

Moellendorf, Darrel. *Global Inequality Matters*. New York: Palgrave Macmillan, 2009.

Radford Ruether, Rosemary. *Integrating Ecofeminism, Globalization, and World Religions*. Maryland: Rowman & Littlefield, 2005.

Runge, C. Ford, Benjamin Senauer, Philip G. Pardy and Mark W. Rosegrant. *Ending Hunger in Our Lifetime: Food Security and Globalization*. Baltimore: The John Hopkins University Press, 2003.

Websites:

International Forum on Globalization - www.ifg.org

Corporate Watch - www.corpwatch.org

Global Exchange - www.globalexchange.org

**APPLICATION
ST STEPHEN'S COLLEGE
Doctor of Ministry Program**

The Doctor of Ministry application package is available for download on the College website:
<http://stephen.srv.ualberta.ca/students/apply-to-a-program>

APPENDIX A

Current DMin Committee Members

Dr. Roger Ball	Ph.D. University of Alberta, M.Sc., B.Sc. Auckland University
Dr. Deborah Barrett	Ph.D. Pacifica Graduate Institute, California; M.Sc., B.A. University of Alberta; Registered Social Worker
Dr. John C. Carr	Ph.D., Garrett-Evangelical Theological Seminary and Northwestern University; Evanston, ILL; AAPC Diplomate; CAPPE/ACPEP Teaching Supervisor (CPE and PCE); AAMFT Clinical Member and Approved Supervisor; Chartered Psychologist (Alberta)
Dr. Margaret Clark	D.Min, St. Stephen's College, CAPPE/ACPEP, Teaching Supervisor, CPE
Rev. Dr. Neil Elford	D.Min, St. Stephen's College; MDiv. Queen's Theological College, Queen's University, Kingston, ON; B.A. University of Waterloo, ON
Dr. Wally Fry	D.Min, St. Stephen's College; M.Div., AST; B.P.E., B.Ed., Dalhousie
Dr. Leslie Gardner	Ph.D., York University
Dr. Ross Gordon	Ph.D. Candidate, University of Alberta, M.A. and B.A., University o Alberta
Dr. Nancy Goddard	Ph.D., University of Alberta; M.N., B.Sc.N, University of Alberta; R.N., Ottawa Civic Hospital
Dr. Denis Haughey	Ph.D. (Higher Education), Victoria, BC; M.Ed., Alberta; B.A., Dip.Ed Queen's Belfast
Dr. Anne Hill	Ph.D.; M.Ed; B.A.; University of Alberta
Dr. Darlene Pranke	D.Min, St. Stephen's College
Dr. Gordon Self	B.Ed., M.Div, St. Stephen's College
Dr. Geoff-Wilfong-Pritchard	D.Min, St. Stephen's College, M.Div, Emmanuel College
Dr. Earle Sharam – <i>Ex-Officio</i>	D.Phil., Oxford, UK; M.A., San Francisco Theological Seminary; MTS, St. Stephen's College; B.A. (Special), University of Alberta
Dr. Heather Jamieson	Ph.D. University of Alberta, M.P.S. (Counselling) St. Paul University, Ottawa (other: graduate studies, St. Michael's College, Toronto; undergrad. M.U.N., St. John's N.L.)

APPENDIX B

The Learning Covenant

1. Introduction: The Learning Covenant in the Doctor of Ministry Program

The DMin Learning Covenant is a tool of setting learning outcomes, goal setting, self accountability, and process clarification. A living document; the Learning Covenant will be revised as the student moves through the various phases of the program.

2. The DMin Program Understanding of Ministry

The St. Stephen's College DMin chooses to define ministry, within specific faith communities and the broader society, as the work of those persons involved in human service in which the practitioner is self-reflectively aware of the nurturing quality of that activity. Persons who define their work activity as being committed to the improvement and nurture of society and the world community, including such fields as education, faith/religious community assignments, chaplaincy, mediation, management, media services, the arts, health care, counseling, intercultural relationships, and care of the earth are recognized by the St. Stephen's College as being in ministry.

3. Goals, Expectations and Standards of the DMin Program

a. Goals of the DMin Program

Persons interested in advanced and graduate level work in a variety of fields associated with ministry as the practical interface between the arts, the humanities, science, learning theory, and psychology, on the one hand, and religion/theology/spirituality, on the other hand, find the St. Stephen's College Doctor of Ministry ideally suited for them.

The DMin program is for active practitioners who wish to pursue intensive, praxis-based, specialized studies in their area of interest. The program is committed to an adult learning model, guided by an individualized learning covenant, and to a balanced emphasis on theory and practice. Thus, learners may use the program to develop themselves in a way that takes into account their personal and professional needs and interests.

The Association of Theological Schools (ATS) has established the following primary educational goals for this degree:

- An advanced understanding of the nature and purposes of ministry
- Enhanced competencies in pastoral analysis and ministerial skills
- The integration of these dimensions into the theologically reflective practice of ministry
- New knowledge about the practice of ministry
- Opportunities for continued growth in spiritual maturity

a. Outcome Expectations

Integration of personhood, theory, and practice is the guiding norm of the DMin program.

ATS has mandated the following outcomes.

1. *an advanced understanding and integration of ministry in relation to the various theological disciplines;*
2. *the formulation of a comprehensive and critical perception of ministry in which theory and practice interactively inform and enhance each other;*
3. *the development and acquisition of skills and competencies, including methods of pastoral research that are required for pastoral leadership at its most mature and effective level;*
4. *and a contribution to the understanding and practice of ministry through the completion of a DMin doctoral level project.*

4. The Learning Covenant: Purpose, Components, and Form

What is a Learning Covenant?

The DMin Learning Covenant is a tool for you, the student, in establishing learning outcomes, goal setting, self accountability, and identification of support resources. A living document; the Learning Covenant will be revised as the student moves through the various phases of the program.

Due to the necessary distilling and clarifying work involved in creating a learning covenant, a suggested discernment process is found in Appendix A – Attachment 1.

Development of the Learning Covenant document takes into account your area of study and its unique requirements. You will establish and update your Learning Covenant and your schedule for completion in conversation with your Faculty Advisor. It is recommended that at least yearly the Learning Covenant be reviewed and updated with the Faculty Advisor. Initially, and as changes are made, your Learning Covenant will be reviewed by the DMin Program Chair and a copy will be kept in your file.

a. Program Participation Schedule and Academic Record

The Learning Covenant is intended to help you plan and record your progress through the DMin Program.

b. Covenant with Doctor of Ministry Peers

St. Stephen's is a learning community where faculty, staff and students work together to support each other and sharing their learning. The Covenant with Peers shall be deemed to include at least the following:

- commitment to schedules for learning events and participation in online learning and in other community events as scheduled
- commitment to participate in establishing and abiding by the norms of group life
- commitment to provide learning resources to peers by giving feedback, support and informed presentations,
- commitment to engagement with a group of peers in the ministry base which will provide, feedback, consultation, and support

c. Personal Commitments, Spirituality and Self-care

Self-care and spiritual renewal are important aspects of the program. There are opportunities within the formal structure of the DMin Program to attend to these matters. For the most part, however, you will need to develop this side of your life in a variety of informal ways throughout your course of studies. Although they are no less important than the formal Program components, attending to personal commitments, spirituality and self-care can sometimes be the first things neglected when feeling pressure from busy professional commitments. For this reason it is imperative that attention to your personhood be given consideration when crafting your Learning Covenant.

d. Personal Mission Statement

A Personal Mission Statement is a way of sifting through one's core values and of what "calls" you. Essentially, it is really a covenant with oneself, (and with others and God) and an expression of one's call. Draft a personal mission statement following the process recommended by Covey, Merrill and Merrill.¹ See Appendix A – Attachment 2 ideas about how to do this.

¹ Covey, Stephen R., A. Roger Merrill, and Rebecca R. Merrill. *First Things First*. New York: Simon & Schuster, 1995. pp 107-117 and pp 307-321

Learning Covenant Attachment 1: Using An Appreciative Model Inquiry to Craft Your Learning Covenant

Creating a Learning Covenant can be a daunting task. The process asks you to look into the future which can at this stage of your DMin work seem like the great unknown, and to give your program some parameters which you may find difficult to identify. The appreciative inquiry model of organizational learning and development is good tool to help you begin the process of identifying more fully what you bring to the DMin program, and what you hope to create through your learning in the program. It helps you identify what gives you passion for your work and for your study, what you already do well, and how you can take the best of those positive experiences forward into your studies and research.

What is Appreciative Inquiry?

David Cooperrider, one of the original architects of Appreciative Inquiry describes it in these terms.

*Appreciative Inquiry is a form of transformational inquiry that selectively seeks to locate, highlight, and illuminate the life giving forces of an organization's existence. It is based on the belief that human systems are made and imagined by those who live and work within them. AI leads these systems to move toward the creative images that reside within the positive core of an organization. ...AI seeks out the best of "what is" to help ignite the collective imagination of "what might be." The aim is to generate new knowledge that expands "the realm of the possible", and helps members of an organization envision a collectively desired future. Furthermore it helps to implement vision in ways that successfully translate images of possibilities into reality and belief into practice."*²

While Appreciative Inquiry is a model for community and organizational development, its processes can easily be adapted for the research purposes of the Doctor of Ministry program. You are entering into a new learning community of the Doctor of Ministry Program, and you will be creating a learning community for yourself. The genius of Appreciative Inquiry is that it allows for creative possibility based on what already exists, in your own capacities and the capacities of the communities in which you live and work. You can use the AI model to identify not only what it is you want to learn, but how you might learn it most effectively.

AI utilizes a four step process, called by some writers the 4-D Cycle of Discovery, Dreaming, Design, and Delivery. For the purposes of the Learning Covenant, we use the first two steps of Discovering and Dreaming. You will use the AI Design and Delivery processes while crafting your project design.

□ In the discovery phase we discover periods of excellence and achievement in our own lives: Through interviews and story-telling, we remember significant past achievements and periods of excellence. When was our organization or community functioning at its best? What happened to make those periods of excellence possible? By telling stories, we identify and analyze the unique factors —such as leadership, relationships, technologies, core processes, structures, values, learning processes, external relations, or planning methods — that contributed to peak experiences.

□ In the Dreaming phase we envision what an ideal outcome might be: In this step we use past achievements to envisage a desired future. This aspect of appreciative inquiry is different from other vision-creating or planning methodologies because the images of the future that emerge are grounded in history, and as such represent compelling possibilities. In this sense appreciative inquiry is both practical, in that it is based on the "positive present," and generative, in that it seeks to expand our potential.

² Cooperrider, David L., Diana Whitney, and Jacqueline M. Stavros. *Appreciative Inquiry Handbook: For Leaders of Change* (2nd ed.). San Francisco, CA: Berrett-Koehler Publishers Inc., 2008.

□ *Designing new structures and processes:* This stage is intended to be provocative—to develop concrete short- and long-term goals that will achieve the dream. Provocative propositions should stretch you, but they should also be achievable because they are based on past periods of excellence. In the Doctor of Ministry program your provocative proposition is closely linked to your research question.

□ *Delivering the dream:* In this stage, we act on our provocative propositions, establishing roles and responsibilities, developing strategies, and mobilizing resources to achieve the dream—the dissertation.

As you begin the Discovery Phase of your program, ask yourself and those who are close enough to you to be good informants, the following questions:

- 1.) What first attracted you to your current ministry setting? What were your initial feelings?
- 2.) Looking at your entire experience, recall a time when you felt most alive, most involved, or most excited about your ministry:
 - What made it exciting?
 - Who were the most significant others in the experience?
 - Why were they significant?
 - What was it about you that made this a peak experience?
- 3.) What were the most important factors in your ministry setting that helped make this a peak experience? Think of factors such as leadership, rewards both intrinsic and extrinsic, and relationships forged that influenced you.
- 4.) Think about the things that you value most deeply, specifically the things you value about yourself, the nature of work, and your ministry setting;
 - Without being humble, what do you value most about yourself as a human being, friend, parent, co-worker, son or daughter, and parent?
 - When you are feeling the best about your work, what is it that you most value about the task itself?
 - What is it about your ministry setting that you value the most?
 - What is the single most important thing that your ministry setting has contributed to your life?
 - What is the most successful achievement in your ministry setting that you have been a part of and of which you are particularly proud? What was it about you that made this achievement possible?
- 5.) In your mind what is the common mission or vision that motivates people in your ministry setting? How is this communicated and nurtured?
- 6.) Think of a time when you felt most committed to your ministry setting. Why did you feel such commitment? How has your ministry setting shown its commitment to you?
- 7.) Think of a time when there was an extraordinary display of cooperation among diverse groups or people within your ministry setting? What made that possible?
- 8.) Give an example of the most effective team or committee you are a part of; what makes it so?
- 9.) What individual qualities are most valued in your ministry setting?
- 10.) In empowered situations people feel significant and that they can make a difference. What does your ministry setting do to empower people?
- 11.) What are the core values that give your ministry setting vitality and without which your ministry setting would cease to exist?
- 12.) If you could develop or transform your ministry setting in any way, what three things would you do to heighten its vitality and overall health?
- 13.) As you reflect on the answers to the above questions what themes emerge for you? In what way do these themes resonate with your decision to apply for the Doctor of Ministry Program?

As you move to the Dream Phase of Learning Covenant answer the following question:

Imagine that it's three years from now and you are fully engaged in your program. Write a concluding paragraph about what have you learned and how have you learned it in those years. What specific courses or experiences have you sought out to make this learning possible? How do you want to share this learning with the world? By creating a tool based on your learning that others can use in their ministry settings? By doing further research into a specific experience of ministry? How is the sharing you wish to do in the future related to the ministry setting upon which you have been reflecting?

Congratulations! Having come this far there will still be questions outstanding about specific elements of your program, but the overall patterns that will guide your learning, and the steps that you wish to take to make that learning occur should be emerging. If you want to explore the theory and/or the practice of AI go to the Appreciative Inquiry Commons at: <http://appreciativeinquiry.case.edu/intro/whatisai.cfm>.

Learning Covenant Attachment 2: Personal Mission Statement

Use the process of writing a Personal Mission Statement as a way of uncovering what is “core” for the unique person you are – a “core” which may need to be summoned forth and expressed in your ministry.

An empowering mission statement:

1. represents the deepest and best within you. It comes out of a solid connection with your deep inner life.
2. is the fulfillment of your own unique gifts. It's the expression of your unique capacity to contribute.
3. is transcendent. It's based on principles of contribution and purpose higher than self.
4. addresses and integrates all four fundamental human needs and capacities. It includes fulfillment in physical, social, mental, and spiritual dimensions.
5. is based on principles that produce quality-of-life results. Both the ends and the means are based on true north principles.
6. deals with both vision and principle-based values. It's not enough to have values without vision—you want to be good, but you want to be good for something. On the other hand, vision without values can create a Hitler. An empowering mission statement deals with both character and competence; what you want to be and what you want to do in your life.
7. deals with all the significant roles in your life. It represents a lifetime balance of personal, family, work, community—whatever roles you feel are yours to fill.
8. is written to inspire you—not to impress anyone else. It communicates to you and inspires you on the most essential level.³

³ Covey, Stephen R., A. Roger Merrill, and Rebecca R. Merrill. *First Things First*. New York: Simon & Schuster, 1995. p.113.

5. Who are the members of your Collegial Ministry Group (CMG)?
How will you use this support group?

6. What goals do you have for your DMin student relationships and community?
How will you help achieve these goals?

Student Signature	Advisor Signature	DMin Program Chair Signature
Date:	Date:	Date:

**Learning Covenant: Attachment 4
Program Participation/Completion Anticipated Schedule**

Date: _____

Name: _____

Signature: _____

Faculty Advisor: _____

Signature: _____

=====

Integrative Seminars (IS)

- Integrative Seminar 1 Dates:
- Integrative Seminar 2 Dates:
- Integrative Seminar 3 Dates:
- Integrative Seminar 4 Dates:
- Integrative Seminar 5 Dates:

Introduction to Inquiry, Evaluation, and the Search for Knowledge

- Intro to Inquiry Dates:

Online Learning Community (OLC)

- OLC 1 Dates:
- OLC 2 Dates:
- OLC 3 Dates:
- OLC 4 Dates:
- OLC 5 Dates:

Foundational Courses

- 1. Religious/Spiritual/Theological Foundations Dates:
Course Name/Focus:
- 2. Subject Matter of the Learner's Program Dates:
Course Name/Focus:
- 3. Methodologies for Knowledge Generation Dates:
Course Name/Focus:

Preliminary (Pilot) Project

- Project Dates:

Integrative Paper

- Begun Dates:
- Completed Dates:

Proposal

- Begun Dates:
- Approved Dates:

Design and Ethics Approval

- Begun Dates:
- Approved Dates:

Project-Dissertation

- Begun Date:
- First Draft Submitted Date:
- Final Draft Submitted Date:

Convocation

Date:

Appendix C Integrative Paper

1. Preamble

The Integrative Paper is a 50 page (approximately) document which consists of a detailed and sophisticated development of the candidate's theology of ministry *in dialogue with significant professional theory* in relation to the area of the study. As such it builds upon theology and theory electives and therefore represents the theological and theoretical bases of the proposed Project-Dissertation. Only minor editing should be required to incorporate the Integrative Paper into the Project-Dissertation.

The Integrative Paper is reviewed by the Project-Dissertation Committee after the Preliminary Proposal has been approved and all other Course Requirements have been completed. The IP will be taken as primary evidence of the participant's readiness to finalize the Proposal and proceed to the Design, Ethics Review (if necessary) and implementation of the Project-Dissertation.

2. Commentary

At this stage, writing skills should be of the highest order. Format and other technical matters should be above reproach. The Project-Dissertation Committee may request re-writes until it is satisfied that a document which is press-ready has been produced. This is the final check on the candidate's readiness to produce a dissertation of professional quality.

Members of the Project-Dissertation Committee will evaluate the content and persuasiveness of the presentation by a variety of subjective and scholarly criteria, including the attached form. It is not envisioned that every member will be competent to evaluate all aspects of the subject matter, but collectively a well-balanced assessment will be possible. The Integrative Paper will demonstrate a professional ability to communicate ideas to a multi-disciplinary readership, i.e. one which is sophisticated but not necessarily informed specifically about the subject. It does not take an expert to recognize confusions, inadequate research, faulty argument/inference, etc.

Project-Dissertation Committee members must be deliberate about the feedback to be given to the student. In conversation, truly irrelevant evaluative criteria which some members might have been inclined to employ can be set aside, although that eventuality ought not to be arrived at prematurely. The Project-Dissertation Committee must speak, in the end, with one voice – **NOT** as separate individuals. The P-D Committee Liaison Member completes the final assessment of the IP and forwards it to the Academic Office over her/his signature.

The Integrative Paper is not graded in the usual sense of the word. It is either "acceptable" or "not acceptable." "Acceptable" does not represent a bare pass. Rather, it must represent the highest level which the Project-Dissertation Committee believes the candidate can attain consistent with the goal of the Integrative Paper's purpose as an indication of integration and readiness for the Project-Dissertation.

An "Acceptable" Integrative Paper and an "Approved" Proposal and Design (including the Ethics Review, if necessary) represent the attainment of the Project-Dissertation phase. The Project Dissertation Committee shall inform both candidate and the Academic Office of St. Stephen's College when this phase has been achieved.

3. Integrative Paper - Evaluation

Student Name		
Title of Integrative Paper		
Names of P-D Committee Members	1.	
	2.	
	3.	
Signature of Committee Liaison Member		
Date of Final Assessment		_____ Satisfactory

Submit form to Registrar's Office.

Part A gives feedback about how the author works with subject matter, i.e. the **content**.

Part B gives feedback about the **format** and other technical matters in paper writing, i.e. the form.

Part C gives feedback of the general sort about **integration**. This part yields some helpful *coordinates*.

Part A: The Content	Assessment [S=Satisfactory U=Unsatisfactory]
Ability to Identify Significant Issues	
In the practice of ministry	<input type="checkbox"/>
In theological understanding	<input type="checkbox"/>
In the writer's faith journey	<input type="checkbox"/>
Level of Knowledge Displayed	
Literature Selected	
Comprehensiveness of bibliography	<input type="checkbox"/>
Quality of bibliographic material used	<input type="checkbox"/>
Selection of Theory	
Appropriateness of theories to issue	<input type="checkbox"/>
Level of knowledge of theories used	<input type="checkbox"/>
Knowledge of Facts	
Accurate portrayal of factors and issues; cultural and historical contexts	<input type="checkbox"/>
Accurate portrayal of "scholarly opinion"	<input type="checkbox"/>
Ability to Assess and Build Upon Resources	
Critical ability to interpret facts (meaning)	<input type="checkbox"/>
Ability to utilize theory appropriately (application)	<input type="checkbox"/>
Ability to develop and expound new insights creatively	<input type="checkbox"/>
Ability to be Self-Critical as a Scholar	
Level of self-awareness	
Sensitivity to feelings and values in self and in context of issues selected	<input type="checkbox"/>
Awareness of factors influencing one's work	
E.g. social, psychological, economic, spiritual	<input type="checkbox"/>
Ability to incorporate new learning into one's functioning and practice:	
Evidence that one's pastoral identity has been influenced	<input type="checkbox"/>
Evidence that one's pastoral practice has been influenced	<input type="checkbox"/>
Additional Comments about the Content	

Part B: The Form

Problem areas, if any, indicated by **X**. The following two sections involve a certain degree of judgement and aesthetic sense. Serious faults in any of the items indicated will result in an assessment of "Unsatisfactory" (U).

Assessment
[S=Satisfactory
U=Unsatisfactory]

Organization

- () Consistency of viewpoint
() Persuasiveness of Presentation

Style of Expression

- () Too brief () Too wordy
() Too dry () Too extravagant imagery
() Too sermonic () Too rhetorical

Adherence to Scholarly Format

- () Margins () Type quality
() Page numbers () Notes
() Bibliographical form

Technical Competence

- () Sentence structure () Spelling
() Typographical errors () Words used incorrectly

Any other comments about the Form

Part C: Integration

We look for an appropriate balance on each of three *continua*. The poles on the *continua* present factors which we expect to be brought into a creative unity. The break in the line is the reader-evaluator's judgement about "where the author is" in this paper. They are coordinates for orienting the author, not grades.

Personal Dimension

Professional Dimension

Suggestions for change, if any:

Theory

Practice

Suggestions for change, if any:

Theological Theory

Professional Theories

Suggestions for change, if any:

APPENDIX D

Preliminary (Pilot) Project

I. Introduction

With mentorship by their Advisors, or by persons with specialized expertise working with their Advisors, students will design and carry out a project which will test their capacity for innovative practice or research into practice and will write up a project. In most cases, this project will be a "dry run" for the final Project- Dissertation.

A. Description

This project is the equivalent of one three credit course. Its purpose is to provide candidates with the opportunity to design and implement a substantial piece of research using appropriate research or evaluation methods and presentation formatting.

The Preliminary Project involves three core elements:

- formal linkage with the foundational course in Methodologies for Knowledge Generation;
- identification of research/evaluation topics;
- preparatory work necessary for the Project-Dissertation; and
- establishment of a supervisory relationship with a qualified person.

B. The Study

A Preliminary Project is a mini piece of research to test the design of a full-scale experiment. It is used to make sure that the questions set are answerable and that the tools to be used work effectively. A typical pilot test involves administering instruments to a small group of individuals that have similar characteristics to the target population, and in a manner that simulates how data will be collected when the instruments are administered to the target population.

A Preliminary Project identifies problems and is used to make revisions to instruments and data collection procedures to ensure that appropriate questions are asked, the right data collected, and the data collection methods work. It determines next steps by refining procedures. A successful Preliminary Project is an indication of a sound basis for the work and makes the following research much easier.

C. Action

The following guidelines can be used to conduct a simple pilot test of an instrument:

1. Find some people from the same group of people whom you will actually measure (the target population).
2. Arrange for these people to complete the instrument under conditions that match as closely as possible the actual conditions under which the instruments will be administered when you collect performance measurement data for your program. Consider the time of day, the location, and the method. If it is a phone interview, then conduct the pilot test over the phone. If it is a mail survey, then make sure the pilot test is completed via the mail. Whenever possible, record the time it takes for respondents to complete the instrument so that you can inform the data collectors of the approximate time needed for respondents to complete the instrument.
3. After each respondent completes the instrument, take some time with the respondent to discuss his or her experience. The following are some questions you might want to ask:
 - How long did it take you to complete the instrument?
 - What do you think this instrument is about?
 - For what purposes do you think this information will be used?
 - What problems, if any, did you have completing the instrument?

- Are the directions clear?
 - Are the instructions clear on what to do with the instrument after completing it?
 - Is there any word/language in the instrument that people might not understand?
 - Did you find any of the questions to be unnecessary or too sensitive?
 - Were any questions difficult to answer?
 - [For specific questions:] What do you think this question is asking? How would you phrase this question in your own words?
 - Did the answer choices allow you to answer as you intended?
 - Is there anything you would change about the instrument?
4. Collect the completed instruments. Read through the responses. Did respondents interpret the questions the way you intended?
 5. Analyze the data and present the results of the pilot test as you would when you actually administer the instrument. Will the results give you the information you need?
 6. Share the results of your pilot test with other stakeholders who will be using the data. Does this instrument provide the data they need to answer their questions?
 7. Modify your instrument based on the information you have gathered.

When reporting performance measurement results, be sure to describe any pilot testing you have done. This gives readers greater confidence in the results you report.

The pilot testing step helps you avoid the risk of collecting useless data and almost always reveals ways to improve an instrument. Once data are collected, it will be too late in the data collection cycle to fix problems that were missed because an instrument was not pilot tested.⁴

II. Selection and Appointment of Supervisors

Candidates work with their Faculty Advisors to seek out potential supervisors for their Preliminary Project. They submit the names of persons selected to the DMin Program Chair. The Chair will ensure these persons qualify as doctoral level instructors. Normally a doctoral degree in the field in which the candidate proposes to work is required. In certain circumstances, other advanced credentials may be deemed more appropriate or acceptable.

In the selection phase, the following questions may help guide an interview with potential supervisors.

- A. Preparing for an interview:
 - 1.1 Where did you hear about this person, and what was shared that "clued" you to seek him/her out as a possible supervisor?
 - 1.2 How do you see this person working together with you in support of your goals?
 - 1.3 What expectations do you bring to the supervisory relationship: of the supervisor? ...of yourself?
- B. Topics for discussion during the interview:
 - 2.1 What professional expertise does the person bring to the topic or program you are wanting to research?
 - 2.2 What kinds of supervisory skill does the person offer?

⁴ <http://www.nationalservicerresources.org/node/19498>

- 2.3 What is her/his background in working with ministry-based learners?
- 2.4 What specialized experience does the person have in relating to the subject matter of the proposed Project?

C. Reflecting after the interview:

- 3.1 In light of your experience during the interview, is this a person you believe you can work with? - e.g. a) What did you like about him/her? b) What are your hesitations and/or concerns? c) Are there additional questions arising in you that may require further communication before coming to a final decision?
- 3.2 When you consider the sentence - "In the Doctor of Ministry Program, supervisors are selected with a view to their suitability for advanced degree-level mentoring." - how does the person "fit" for you?

The candidate must have explored with the individuals under consideration as supervisors their feasibility of doing the Preliminary Project with them, and have received assurances of the person's willingness to serve. The potential supervisor is asked to complete and return to the Candidate a brief biographical and professional information form included in this document. ([See Appendix A](#)) The candidate then forwards the name and information forms of selected person to the DMin Chair who reviews the selected supervisors in light of the Candidate's Learning Covenant. The candidate and the supervisor negotiate and sign a work plan and submit it to the Program Chair. The Chair issues a formal invitation/confirmation to the proposed supervisor stipulating the terms of agreement. The candidate receives a copy of this formal invitation/confirmation.

III. Negotiating a Work Plan and Designing the Project

The initial stage in the Preliminary Project is to negotiate a Work Plan in consultation with the person who has agreed to serve as the project supervisor. Each component of the Work Plan is described below.

A. Introduction

First, the candidate will want to consider how the proposed project is linked with the Foundational Course, *Methodologies for Knowledge Generation*. The candidate may need to take additional courses such as *Program Evaluation* if the P-D is a model in ministry project. Second, the candidates will want to consider how the project is connected with their preferred approach to a Project-Dissertation.

1. Research in Ministry
2. Model Ministry

B. Detailed Outline of the Project

The project design must adhere to the P-D Guide format.

1. It is recommended that the Work Plan include a section using the *Proposal* outlines for each type of P-D (See P-D Guide at Appendix G).
2. If the Preliminary Project is linked with a *Program Evaluation* approach, the candidate will benefit from the proposal guidelines included in this Module.

The project must give attention to ethical considerations.

1. All Preliminary Projects must demonstrate that attention has been given to Ethical Considerations [see P-D Guide and Ethics Modules].
2. Some Preliminary Projects will require an ethical review process in keeping with policies that are operative within one's ministry base. In such situations it will be

important for the Work Plan to include a description of the ethical review process that is to be followed, and documentation of ethical approval must be obtained prior to conducting the project. If it was not deemed necessary or appropriate to undergo ethical review, a description of the rationale for this conclusion must be included.

C. Involvement of the Project Supervisor

The Preliminary Project is a highly individualized component within the DMin Program and, as such, it is difficult to describe in detail the various tasks which a supervisor might be called upon to perform. It is therefore important for the candidate and supervisor to negotiate the section of the Work Plan entitled "Involvement of the Project Supervisor" in such a way that it allows negotiating parties to spell out, in detail, the candidate's needs and the supervisor's contributions.

Essential elements to be included in this section of the Work Plan are:

1. Articulation of the candidate's supervisory needs and learning objectives;
2. Description of the mutual understanding regarding the professional nature of this relationship and of all supervisory communication - i.e. whether this be direct observation, co-participation, coaching, mentoring, and/or less direct forms of accountability/reporting, etc.;
3. Establishment of procedures by which feedback will be provided;
4. Negotiation of a supervisory honorarium (see later section and request current fee schedule from the College);
5. Articulation of criteria and methods through which evaluation of the candidate and supervisor will be carried out (see further development in a following section of this module); and
6. Clarity with regard to supervisory accessibility and availability are important components in a candidate's successful completion of their Preliminary Project. Most supervisory tasks revolve around reviewing material shared by the candidate, suggesting ideas and resources, stimulating creative practical thinking, and evaluating progress. Supervisors are counted on to share their expertise freely and call forth "doctoral level" work from the candidate. In an adult learning model, the supervisory task is highly personal and will rely on a mutual commitment of both supervisor and candidate to shape its optimal value in the Project's completion.

D. Evaluative Criteria and Methods

In determining evaluative criteria for the Preliminary Project, it will be important to distinguish between "product" and "process". For example, a Report of Findings is a reasonable "product" or outcome of the Project. But, how will candidates know they have done a good Report? It will need to be evaluated in keeping with the criteria appropriate to the Project design. Thus, specific evaluative criteria and methods pertinent to the outcome expectations of the Project need to be articulated.

In a different vein, assessment of the candidate's research and/or evaluation skills and creativity (as developed through the Project) would fall under the category of "process" evaluation. But, how will candidates know they have learned/mastered the skills needed in each stage of the process? Here it will be important for the candidate and supervisor to negotiate appropriate evaluative criteria and methods to ensure learning of both knowledge and skills. Further to this, the candidate's degree of research/evaluation knowledge and competence in the application of that research/evaluation knowledge will be important factors to evaluate.

Finally, there is the area of evaluation within the supervisory relationship. This is where the focus of evaluation shifts from being exclusively upon the candidate to being upon both candidate and supervisor. Here it will be important to assess various elements in the candidate/supervisor relationship that have contributed to and/or encumbered the successful completion of the Project. Elements of relationship such as mentoring, accessibility, availability, timeliness, appropriate use of initiative in keeping with an adult learning model, accountability, and the like, need to be developed as part of the Work Plan. They can then be revisited and assessed as part of the evaluation.

At the conclusion of the Preliminary Project, both candidate and supervisor will produce a written Final Evaluation document. The candidate's self-evaluation will include a mature and critical reflection on the pre-negotiated evaluative criteria referred to earlier in this Module. Both candidate and supervisor evaluation documents will summarize the candidate's accomplishments and learning areas related with the Project ([Attachment 3](#)).

The final evaluations, signed by both parties, shall be produced in triplicate - with signed copies going to the candidate, supervisor, and the DMin Chair (for the candidate's file). It is strongly recommended that a thorough discussion of the contents of both evaluation documents become part of the "closure phase" in the supervisor/candidate relationship. It is the responsibility of both supervisor and candidate to transmit a copy of their signed evaluations to the DMin Chair. The Chair will then confirm reception of these evaluation documents in writing. This letter concludes the formal relationship between the supervisor and St. Stephen's College. Upon advice of the DMin Chair, the Registrar's Office will enter the notation of satisfactory or unsatisfactory in the candidate's personal file.

E. Work Plan Signature Page

A copy of the Work Plan must be filed with the DMin Chair early in the Preliminary Project. This copy, bearing the signature of both supervisor and candidate, serves as confirmation that the Preliminary Project is underway. Ensuring the speedy negotiation and transmittal of this Work Plan to the Chair is the candidate's responsibility.

IV. Duration and Schedule

The Preliminary Project may be spread over several months, up to a year, in keeping with the Project design and objectives. It is important, therefore, for both candidate and supervisor to be alert to prolonged periods of inactivity related with the Project. This may indicate need for refinement in expectations and/or design, further learning, development of more realistic and appropriate time-frames, and/or encouragement at a low point in the Project developmental process.

V. Honorarium

After receipt of the final evaluation materials, and the confirmation letter sent to the supervisor and candidate by the Chair, the Doctor of Ministry Office will forward an appropriate conclusion letter and the negotiated honorarium to the supervisor. This honorarium is based on an independent supervisor/candidate relationship and not as a part of staff/work relationship. The honorarium is paid for the equivalent of 10 two-hour sessions, and is periodically revised. In the event that a shorter period is negotiated, or for whatever reason the supervisory relationship is terminated, the honorarium will be prorated.

VI. Authority and Accountability

The supervisor is considered adjunct faculty of the College during the Preliminary Project. For academic purposes the supervisor serves with the delegated authority of St. Stephen's College Academic Committee. It must therefore be understood that the supervisor has a dual accountability: to the candidate for the terms negotiated in the Work Plan, and to the College through the Chair of the DMin Program.

In the sensitive matter of evaluation of the quality of the candidate's work, the primary accountability of the supervisor must be recognized as being to the College and its published standards for the DMin Program. Such primary accountability is meant to enhance the supervisory relationship, not detract from it, though potential for difficulty always exists. It must be remembered that the candidate has voluntarily entered into a contract with the College for academic purposes and it is this contract which takes precedence over that between candidate and supervisor on the question of evaluation.

VII. Confidentiality

The Doctor of Ministry Program Committee has defined the circle of confidentiality for the academic, professional, and ethical considerations arising within the Preliminary (Pilot) Project to include:

1. The candidate;
2. The supervisor;
3. The DMin Program Committee;
4. "Outside" members of the candidate's Project-Dissertation Committee; and
5. Such persons in the ministry base or subjects in the candidate's Project as required by the candidate's Applied Project or other work, and as authorized by the candidate.

VIII. Ethical Considerations

See: Project Dissertation Guide in [Appendix F](#)

See: Ethical Conduct for Research Involving Humans in [Appendix E](#)

IX. Conclusion

This information should be sufficient to enable candidates to approach potential supervisors, and potential supervisors to consider undertaking this role on behalf of the Doctor of Ministry Program of St. Stephen's College. While serving as supervisor, the College's adjunct faculty may be assured of the Program's support of their academic and professional decisions. Likewise, within the supervisory relationship candidates may be assured of the Program's support of their need for consultation and/or appeal. If the need arises, you are encouraged to contact your Faculty Advisor or the DMin Program Chair by phone at:

780.439.7311 or 1-800-661-4956 (in Canada only) or by e-mail.

**ATTACHMENT 1
SUPERVISOR PROFILE
Supervised Project (Preliminary Pilot Project)**

Persons invited to serve as Supervisors of the Supervised Project (Preliminary Pilot Project) in the Doctor of Ministry Program at St. Stephen's College are asked to provide the following information for use in evaluating suitability in regard to the Candidate's Learning Covenant. Please mail the completed form, and your resumé to the Chair of the Doctor of Ministry program at: St. Stephen's College, University of Alberta Campus, 8810 112 Street, Edmonton, AB T6G 2J6.

Candidate Name	
Start Date	

GENERAL INFORMATION	
SUPERVISOR NAME	
FULL MAILING ADDRESS	
PHONE	
EMAIL	
SOCIAL INSURANCE NUMBER	<i>To ensure privacy of information, Associate Faculty who receive payment for teaching or supervising students are asked to provide their social insurance number to the College by phoning 780-439-7311 or 1-800-661-4956. Please ask to speak to the Assistant Registrar. Confidential information is kept in a secure location at the College.</i>
POSITION HELD CURRENTLY	

EDUCATION	
UNIVERSITY DEGREE	
GRADUATE STUDIES	
THEOLOGICAL EDUCATION	
OTHER EDUCATION OR PROFESSIONAL TRAINING	

PROFESSIONAL/VOCATIONAL EXPERIENCE	
Please list positions held or special relevant responsibilities assigned in the last five years:	

SUPERVISORY TRAINING	
Please list any training experiences you have had in clinical or field supervision, if any.	

SPECIALIZED EXPERIENCE	
Please list those special skills, knowledge and experience you have at an advanced level in relation to the candidate's proposed work.	
GENERAL COMMENTS	
Anything else that would help us recognize the appropriateness of your nomination as Supervisor for this candidate:	

SIGNATURES	
In signing, I am indicating my availability and interest in serving as Supervisor of Candidate _____, and my willingness to consult with the DMin Program Chair as needed as well as abide by the designated circle of confidentiality. Signing also signifies acceptance of the terms of the honorarium (\$495Cdn).	
Signature, Supervisor	Date
APPROVAL	
Signature, Program Chair	Date

**PLEASE FORWARD TO
DMIN PROGRAM CHAIR**

ACADEMIC OFFICE USE ONLY	
Date Received	_____
Project input in student record	_____
Supervisor in Instructor Database	_____

Preliminary (Pilot) Project: ATTACHMENT 2

Proposal Guidelines for Research in Program Evaluation

When doing Program Evaluation it is important to remember that the focus of research design is derived from the program *client's* point of view. What questions are being "voiced" (in both spoken and/or unspoken ways) by program participants? How are the evaluation objectives you are considering for your research related with, and also distinct from, the program's originally stated objectives?

Please respond to the following requests for information in developing your proposal. Be succinct, but be sure to include enough detail for a new readers to be able to grasp what you intend to do.

- Program being evaluated (identifies the parties involved in the design and implementation of the Program you seek to evaluate);
- Name of the Project (your focus in the evaluation research) - e.g. A ministry *program* may be described as broadly as "Youth Ministry with (a Named) Congregation", but the focus of your evaluation research *project* may be "Adolescent Connections";
- How is this Project related with your theology of ministry, ministry context, and major theological themes of interest to you as you conduct this Applied Project?
- Evaluation Objectives (what are you intending to identify, connect, promote and/or evaluate?);
- Identification of stakeholders/audiences (who are all those with vested interest in this program and/or project?);
- Evaluation Approach and Design
 - 6.1 Question(s): What program client question(s) are to be investigated?
 - 6.2 Procedures: What procedures are you planning to use, including participant selection, selection of information sources, instruments and other data-gathering techniques, and, if appropriate, a site-visitation plan?
 - 6.3 Data Collection: What information will be collected - i.e. when, how often, by whom, and about whom?
 - 6.4 Procedure for analyzing quantitative and qualitative data and information

Evaluation Project management plan

7.1 Time-line/schedule for the project (includes data collection, analysis, and reporting)

7.2 Resources required (e.g. personnel, money, tools, supervisory or implementation infrastructure or site liaison/contact person - e.g. an evaluation management steering committee)

7.3 Communication plan (who gets to see what, when, etc.)

Reporting plan

8.1 Drafting report copy for review

8.2 Finalizing report

8.3 Consideration of how to use final report

- Ethical/quality control considerations
 - 9.1 Data collection phase
 - 9.2 Data analysis phase
 - 9.3 Reporting phase
- Bibliography and other resources

Additional References

http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/res_methd/mistake/mistake_16.html

http://www.associatedcontent.com/article/1765496/using_a_pilot_test_to_determine_a_tests.html
www.sagamorepub.com/.../ResearchinRecreation/Step%2012.ppt

For an excellent article go to <http://www.nationalservicerresources.org/node/19498>

Preliminary (Pilot) Project: ATTACHMENT 3

Preliminary (Pilot) Project Evaluation Guidelines

(To be used by candidate and supervisor)

Name of DMin Candidate	
Name of Supervisor	
Start/End Dates of Project	
Date of Evaluation	

Introduction

Evaluation should include components below. Submit this cover sheet to College when project complete.

I. Background Review of Project

II. Summary of Supervisory Experience

- (a) Learning Goals/Work Plan
- (b) Primary themes/agendas addressed

III. Relationship Between Candidate and Supervisor

Please reflect upon the supervisory relationship.

IV. Theoretical Integration

How effectively did the candidate use the supervisory process to apply his/her theoretical framework to clinical events?

V. Growth Assessment

What degree of growth was demonstrated with regard to the integration of theory, practice and self-knowledge in the area of chosen clinical practice?

VI. Recommendations

What adjustments, if any, might be usefully made to the Learning Covenant in light of this project experience?

APPROVED:

Supervisor Signature	DMin Program Chair Signature (on behalf of the P-D Committee)
Date	Date

Satisfactory completion of Preliminary (Pilot) Project earns grade of 'S'.

FORWARD TO REGISTRAR'S OFFICE

<p><i>ACADEMIC OFFICE USE ONLY</i> Date Received _____ Project Completion 3cr in Student Record _____ Honorarium Issued to Supervisor _____</p>
--

APPENDIX E
**ETHICAL CONDUCT FOR RESEARCH
INVOLVING HUMANS**

- A. Introduction
 - B. Guiding Ethical Principles
 - a. Respect for Human Dignity
 - b. Respect for Free and Informed Consent
 - c. Respect for Vulnerable Persons
 - d. Respect for Privacy and Confidentiality
 - e. Respect for Justice and Inclusiveness
 - f. Balancing Harms and Benefits
 - g. Minimizing Harm
 - h. Maximizing Benefit
 - C. Research Ethics Policies and Principles
- Forms
- Template for [Consent Letter](#)
 - Section 1: [Overview of Research Project](#)
 - Section 2: [Procedures for Observing](#) Ethical Guidelines
 - [Application for Ethics Review](#)
 - Ethics Review Individual Panel Member Form
 - Ethics Review Consensus Form
 - Ethics Review Summary Form
- Terms of Reference
- The Committee
 - Mandate
 - Membership and Terms of Office
 - Confidentiality
 - Consultation
 - Committee Operations
 - Decision-Making Standards
 - Conflict of Interest
 - Record Keeping
 - Appeal Process
 - Resources
 - a. Financial
 - b. Staff Support
- ii. Appendix I: Normative Thesis/Project-Dissertation Proposal Approval Timeline
 - 1. Approved by Academic Senate April 16, 2002

**ST. STEPHEN'S COLLEGE, EDMONTON
ETHICAL CONDUCT FOR RESEARCH
INVOLVING HUMANS**

Adapted from the Tri-Council Policy Statement of the Medical Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada, August 1998 and from the University of Alberta Policy regarding Human Research (University Secretariat Article 66).

A. INTRODUCTION

In keeping with the University of Alberta motto, St. Stephen's College researchers are encouraged to search for and disseminate "whatsoever things are true" (Philippians 4:8 B KJV). The purpose of the ethical standards embodied in this policy is not to limit research activities, but to promote and facilitate the conduct of all research in ways that respect the dignity and preserve the well-being of human research participants. These ethical principles and ethics review procedures reflect the commitment of St. Stephen's College and its members to Canadian and international norms that have developed across a wide variety of fields, including the humanities, the arts and the natural, medical and social sciences.

B. GUIDING ETHICAL PRINCIPLES

Researchers contribute to human welfare by acquiring knowledge and applying it to human problems. They simultaneously consider two types of obligations in the design and conduct of research. One of these obligations is to conduct research as capably as their knowledge permits, and another is to protect the dignity and preserve the well being of human research participants.

a. Respect for Human Dignity

The cardinal principle of modern research ethics is respect for human dignity. Such respect requires that researchers protect the multiple and interdependent interests of the person, from bodily to psychological to cultural integrity, as they may be affected by the research. This principle forms the basis of the remaining ethical principles described in the following subsections. Conflicts may sometimes arise from the application of these principles in isolation from one another. Researchers and Research Ethics Committee Panels must carefully weigh all the principles and circumstances involved to reach a reasoned and defensible conclusion.

b. Respect for Free and Informed Consent

Individuals are generally presumed to have the capacity and right to make free and informed decisions. Thus, respect for persons means respecting the exercise of individual consent. In practical terms, within the ethics review process, the principle of respect for persons translates into the dialogue, process, rights, duties and requirements for free and informed consent by the research participant.

c. Respect for Vulnerable Persons

Respect for human dignity entails high ethical obligations towards vulnerable persons-to those whose lack of competence and/or decision-making capacity make them vulnerable. Children, institutionalized persons or others who are vulnerable are entitled, on grounds of human dignity, caring, solidarity and fairness, to special protection against abuse, exploitation or discrimination. Ethical obligations to vulnerable individuals in the research enterprise will often translate into special procedures to protect their interests.

d. Respect for Privacy and Confidentiality

Respect for human dignity also implies the principles of respect for privacy and confidentiality. In many cultures, privacy and confidentiality are considered fundamental to human dignity. Thus, standards of privacy and confidentiality protect the access, control and dissemination of personal information. In doing so, such standards help to protect mental or psychological integrity. They are thus consonant with values underlying privacy, confidentiality and anonymity respected.

e. Respect for Justice and Inclusiveness

Justice connotes fairness and equity. Procedural justice requires that the ethics review process have fair methods, standards and procedures for reviewing research proposals, and that the process be effectively independent. Justice also concerns the distribution of benefits and burdens of research. On the one hand, distributive justice means that no segment of the population should be unfairly burdened with the harms of research. It thus imposes particular obligations toward individuals who are vulnerable and unable to protect their own interests in order to ensure that they are not exploited for the advancement of knowledge. On the other hand, distributive justice also imposes duties neither to neglect nor discriminate against individuals and groups who may benefit from advances in research.

f. Balancing Harms and Benefits

The analysis, balance and distribution of harms and benefits are critical to the ethics of human research. Modern research ethics, for instance, require a favourable harms-benefit balance, that is, that the foreseeable harms should not outweigh anticipated benefits. Harms-benefit analysis thus affects the welfare and rights of research participants, the informed assumption of harms and benefits, and the ethical justification for competing research paths. This is not to say that harm may not result from research. In some areas of research such as political science, economics or modern history, there may be occasions in which research ethically results in harm to the reputations of organizations or individuals in public life. There is often uncertainty about the magnitude and kind of benefits or harms that may result from proposed research and a resultant uncertainty about the balance of benefits and harms. This uncertainty imposes an obligation to conduct research at a high level of competency in order to maximize the potential benefits of the research.

g. Minimizing Harm

A principle related to achieving a favorable harms-benefit balance is that of non-maleficence, or the duty to avoid, prevent or minimize harm. Research procedures which might cause serious or lasting harm to a participant must not be used unless their absence would expose the participant to a risk of even greater harm. Research participants must not be subjected to unnecessary risks of harm. Their participation must be essential to achieving scientifically and societally important aims that cannot otherwise be realized. Minimization of harm also requires that research involve the smallest number of human participants and the smallest number of tests on them that shall ensure scientifically valid data. Should adverse effects result from research procedures, the researcher has an obligation to assist the participant in reducing or eliminating those effects.

h. Maximizing Benefit

Another principle related to the harms and benefits of research is beneficence. The principle of beneficence imposes a duty to benefit others and, in research ethics, a duty to maximize benefits. The principle has particular relevance for researchers in areas such as social work, education, health care and applied psychology. Benefits of research may accrue to the research participants themselves, to other individuals or to society as a whole, or to the advancement of knowledge. In most research, the primary benefits are for society and for the advancement of knowledge.

C. RESEARCH ETHICS POLICIES AND PRINCIPLES

Article 1.1

- a. All research by St. Stephen's College faculty and students that involves living human subjects requires review and approval by a Research Ethics Committee Panel in accordance with this Policy Statement before the research is started, except as stipulated below.
- b. Research about a living individual involved in the public area, or about an artist, based exclusively on publicly available information, documents, records, works performances, archival materials or third-party interviews, is not required to undergo ethics review. Such research only requires ethics review if the subject is approached directly for interviews or for access to private papers, and then only to ensure that such approaches are conducted according to professional protocols and to Article 2.3 of this Policy.
- c. Quality assurance studies, performance reviews of an organization, or its employees or students within the mandate of the organization, or testing within normal educational requirements, are not subject to Research Ethics Committee review unless they contain an element of research in addition to assessment. Researchers shall seek the advice of the Research Ethics Committee whenever there is any ambiguity or doubt about the applicability of the St. Stephen's College Standards to a particular project.
- d. Researchers are primarily and ultimately responsible for the protection of human research participants. In order to fulfill this responsibility, researchers must be competent in their areas of inquiry. They must be familiar with and comply with the St. Stephen's College Standards and with other ethics guidelines relevant to their disciplines. Researchers must ensure that all individuals under their supervision have the training and competence needed to carry out their responsibilities. Principal investigators must ensure that all research personnel are familiar with and comply with the St. Stephen's College Standards and other applicable ethics guidelines.
- e. Instructors who include research components in their courses must ensure that their students are competent to conduct the assigned research and that they are familiar with and comply with the St. Stephen's College Standards and other applicable ethics guidelines. Adequate supervision of student research must be ensured, with greater care required as risk of harm to participants increases. Assistants, students, and others who conduct research under the supervision of others should understand that they are themselves researchers and therefore also bear personal responsibility for the ethical conduct of research with human participants.
- f. Researchers have an ethical obligation to protect the welfare of their assistants, employees, and students by not exposing them to unsafe equipment, materials, and environments during the course of research.

Article 1.2

St. Stephen's College, Edmonton mandates its Research Ethics Committee to approve, reject, propose modifications to, or terminate any proposed or ongoing research involving human subjects which is conducted within, or by members of, this institution, using the considerations set forth in this Policy as the minimum standard.

Article 1.3

- a. The Research Ethics Committee consists of at least nine persons, with the Academic Dean as Chair.

- b. At least three members have broad expertise in the methods or in the areas of research that are covered by the Research Ethics Committee.
- c. At least three members are knowledgeable in ethics.
- d. At least three members have no affiliation with St. Stephen's College, but are recruited from the community.
- e. Normally, the review of Research Proposals is conducted by a 3-person panel that includes the expertise described in ss. a., b., and c. immediately above. The Dean does not serve on these panels.

Article 1.4

- a. The Research Ethics Committee Panel satisfies itself that the design of a research project that poses more than minimal risk is capable of addressing the questions being asked in the research.
- b. Certain types of research, particularly in the social sciences and the humanities, may legitimately have a negative effect on public figures in politics, business, labour, the arts or other walks of life, or on organizations. Such research should not be blocked through the use of harms/benefits analysis or because of the potentially negative nature of the findings. The safeguard for those in the public arena is through public debate and discourse and, *in extremis*, through action in the courts for libel.
- c. The use of placebo controls in clinical trials is generally unacceptable when standard therapies or interventions are available for a particular patient population. Consistent with clinical equipoise, a placebo may be used as the control treatment in a clinical trial in the following circumstances:
 - i. There is no standard treatment.
 - ii. Standard therapy has been shown to be no better than placebo.
 - iii. Evidence has arisen creating substantial doubt regarding the net therapeutic advantage of standard therapy.
 - iv. Effective treatment is not available to patients due to cost constraints or short supply. (This may only be applied when background conditions of justice prevail within the health care system in question; for example, a placebo-controlled trial is not permissible when effective but costly treatment is made available the rich but remains unavailable to the poor or uninsured.)
 - v. In a population of patients who are refractory to standard treatment and for whom no standard second-line treatment exists.
 - vi. Testing add-on treatment to standard therapy when all participants in the trial receive all treatments that would normally be prescribed.
 - vii. Patients have provided an informed refusal of standard therapy for a minor condition for which patients commonly refuse treatment and when withholding such therapy shall not lead to undue suffering or the possibility of irreversible harm of any magnitude.

When a clinical trial involving a placebo control is undertaken, the researcher and the Research Ethics Committee Panel must ensure that patients or authorized third parties are

fully informed about any therapy that shall be withdrawn or withheld for purposes of the research, about the anticipated consequences of the withdrawing or withholding of the therapy, and the reasons why the investigator deems a placebo-controlled trial to be necessary.

Article 1.5

The Research Ethics Committee, in assessing proposals, takes a proportionate approach, based on the general principle that the more invasive the research, the greater should be the care in assessing the research.

Article 1.6

The Research Ethics Committee meets in plenary session at the call of the Chair only when there is reason to do so. Normally, its functions are assigned to panels, with a Panel Coordinator appointed to facilitate achievement of consensus.

Article 1.7

Records of all Research Ethics Committee Panel processes and of the Research Ethics Committee meetings are maintained by the Dean's office. The records clearly document the Research Ethics Committee/Panel's decisions and any dissents, and the reasons for them. In order to assist internal and external audits or research monitoring, and to facilitate reconsideration or appeals, the records are accessible to authorized representatives of St. Stephen's College, institutional accreditors, and funding agencies.

Article 1.8

In the usual course of events, the work of the Research Ethics Committee is conducted by three-member panels, each comprising one methodologist, one ethicist and one member-at-large. The Academic Dean, as Chair of the Research Ethics Committee, appoints one member of each panel to act as coordinator for that panel, whose responsibility it is to:

1. convene the panel for the purposes of deliberation as required
2. facilitate the reaching of consensus regarding the panel's recommendations
3. report the findings and consensus recommendations of the panel to the Dean.

The work of the panel is usually carried out by e-mail, telephone, and fax. If, in exceptional circumstances, a meeting of the panel is deemed necessary or desirable, it occurs at the call of the Coordinator. If, in exceptional circumstances, a meeting of the whole or any part of the Research Ethics Committee is deemed necessary or desirable, it occurs at the call of the Research Ethics Committee Chair.

The usual process for ethical review of a proposal is as follows.

- a. Independent review of the proposal by each member of the panel, who prepare their written response to the proposal on the form provided
- b. Internal discussion of the proposal and the independent reviews by the panel members, with a view to reaching consensus
- c. Communication of that consensus response (including any recommendations for revision to the proposal) to the Dean

d. Communication of that consensual decision by the Dean to the student and his/her Thesis Supervisor, with a copy to the student's Program Coordinator for inclusion in the student's file

Research Ethics Committee reviews are based upon fully detailed research proposals or, where applicable, progress reports. The Research Ethics Committee Panel functions impartially, provides a fair hearing to those involved, and provides reasoned and appropriately documented opinions and decisions. The Research Ethics Committee Panel accommodates reasonable requests from researchers to participate in discussions about their proposals, but researchers are not to be present when the Research Ethics Committee Panel is making its decision. When the Research Ethics Committee Panel is considering a negative decision, it provides the researcher with all the reasons for doing so and gives the researcher an opportunity to reply before making a final decision.

Article 1.9

Researchers have the right to request, and Research Ethics Committee Panels have an obligation to provide reconsideration of decisions affecting a research project.

Article 1.10

When researchers and Research Ethics Committee Panels cannot reach agreement through discussion and reconsideration, the Dean assigns a second Research Ethics Committee Panel to review the proposal. The decision of the second panel is final.

Article 1.11

If the Research Ethics Committee is reviewing a research proposal and a member of the Research Ethics Committee has a personal interest in the research under review (e.g., as a researcher or as an entrepreneur), conflict of interest principles require that that member not participate in a panel reviewing that proposal.

Article 1.12

a. Ongoing research is subject to continuing ethics review. The rigour of the review is in accordance with a proportionate approach to ethics assessment.

b. When submitting a proposal involving ongoing research, the researcher proposes to the Research Ethics Committee the continuing review process deemed appropriate for that project.

c. Normally, continuing review consists of at least the submission of a succinct annual status report to the Research Ethics Committee. The Research Ethics Committee shall be notified promptly when the project concludes.

Article 1.13

When the research is to be performed in an institution that has its own Research Ethics Review Policy, the researcher must document that she/he has submitted their proposal to that process. The institution's certification that its Research Ethics Review Policy has been satisfied is sufficient authorization for the research to proceed without further review by the St. Stephen's College Research Ethics Committee, provided the institution's Research Ethics Review Policy follows the guidelines of Tri-Council Policy Statement of the Medical Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada.

Article 2.1

- a. Research governed by this policy (see Article 1.1) may begin only if (1) prospective subjects, or authorized third parties, have been given the opportunity to give free and informed consent about participation, and (2) their free and informed consent has been given and is maintained throughout their participation in the research. Articles 2.1(c), 2.3 and 2.8 provide exceptions to Article 2.1(a).
- b. Evidence of free and informed consent by the subject or authorized third party is ordinarily obtained in writing. Where written consent is culturally unacceptable, or where there are good reasons for not recording consent in writing, the procedures used to seek free and informed consent are documented.
- c. The Research Ethics Committee may approve a consent procedure that does not include, or that alters, some or all of the elements of informed consent set forth above, or waive the requirement to obtain informed consent, provided that the Research Ethics Committee finds and documents that
 - i. The research involves no more than minimal risk to the subjects;
 - ii. The waiver or alteration is unlikely to adversely affect the rights and welfare of the subjects;
 - iii. The research could not practicably be carried out without the waiver alteration;
 - iv. Whenever possible and appropriate, the subjects will be provided with additional pertinent information after participation; and
 - v. The waived or altered consent does not involve a therapeutic intervention.
- d. In studies including randomization and blinding in clinical trials, neither the research subjects nor those responsible for their care know which treatment the subjects are receiving before the project commences. Such research is not regarded as a waiver or alteration of the requirements for consent if subjects are informed of the probability of being randomly assigned to one arm of the study or another.

Article 2.2

Free and informed consent must be voluntarily given, without manipulation, undue influence or coercion.

Article 2.3

Research Ethics Committee review is normally required for research involving naturalistic observation. However, research involving observation of participants in, for example, political rallies, demonstrations or public meetings should not require Research Ethics Committee review since it can be expected that the participants are seeking public visibility.

Article 2.4

Researchers shall provide, to prospective subjects or authorized third parties, full and frank disclosure of all information relevant to free and informed consent. Throughout the free and informed consent process, the researcher must ensure that prospective subjects are given adequate opportunities to discuss and contemplate their participation. Subject to the exception in Article 2.1(c), at the commencement of the free and informed consent process, researchers or their qualified designated representatives shall provide prospective subjects with the following:

- a. Information that the individual is being invited to participate in a research project;

- b. A comprehensible statement of the research purpose, the identity of the researcher, the expected duration and nature of participation, and a description of research procedures;
- c. A comprehensible description of reasonably foreseeable harms and benefits that may arise from research participation, as well as the likely consequences of non-action, particularly in research related to treatment, or where invasive methodologies are involved, or where there is a potential for physical or psychological harm;
- d. An assurance that prospective subjects are free not to participate, have the right to withdraw at any time without prejudice to pre-existing entitlements, and will be given continuing and meaningful opportunities for deciding whether or not to continue to participate; and
- e. The possibility of commercialization of research findings, and the presence of any apparent or actual or potential conflict of interest on the part of researchers, their institutions or sponsors.

In light of (b) and (c), Research Ethics Committees may require researchers to provide additional information as delineated in Table 1 below.

Table 1
<i>Additional information that may be required for some projects</i>
<ol style="list-style-type: none"> 1. An assurance that new information will be provided to the subjects in a timely manner whenever such information is relevant to a subject's decision to continue or withdraw from participation; 2. The identity of the qualified designated representative who can explain scientific or scholarly aspects of the research; 3. Information on the appropriate resources outside the research team to contact regarding possible ethical issues in the research; 4. An indication as to who will have access to information collected on the identity of subjects, descriptions of how confidentiality will be protected, and anticipated uses of data; 5. An explanation of the responsibilities of the subject; 6. Information on the circumstances under which the researcher may terminate the subject's participation in the research; 7. Information on any costs, payments, reimbursement for expenses or compensation for injury; 8. In the case of randomized trials, the probability of assignment to each option; 9. The ways in which the research results will be published, and how the subjects will be informed of the results of the research.

Article 2.5

Subject to applicable legal requirements, individuals who are not legally competent are only asked to become research subjects when:

- a. the research question can only be addressed using individuals within the identified group(s);
- b. free and informed consent can be sought from their authorized representative(s); and
- c. the research does not expose the subjects/co-researchers to more than minimal risks without the potential for direct benefits for them.

Article 2.6

For research involving persons who are not legally competent, the Research Ethics Committee ensures that, as a minimum, the following conditions are met.

- a. The researcher shows how the free and informed consent will be sought from the authorized third party, and how the subjects' best interests will be protected.
- b. The authorized third party is not the researcher or any other member of the research team.
- c. The continued free and informed consent of an appropriately authorized third party is required to continue the participation of a legally incompetent subject in research, so long as the subject remains incompetent.
- d. When a subject who was entered into a research project through third-party authorization becomes competent during the project, his or her informed consent is sought as a condition of continuing participation.

Article 2.7

Where free and informed consent has been obtained from an authorized third party, and in those circumstances where the person who is not legally competent understands the nature and consequences of the research, the researcher seeks to ascertain the wishes of the individual concerning participation. The potential subject's dissent precludes his or her participation.

Article 3.1

Subject to the exceptions in Article 1.1(c), researchers who intend to interview a human subject to secure identifiable personal information shall secure Research Ethics Committee approval for the interview procedure used and shall ensure the free and informed consent of the interviewee as required in Article 2.4. As indicated in Article 1.1, Research Ethics Committee approval is not required for access to publicly available information or materials, including archival documents and records of public interviews or performances.

Article 3.2

Subject to Article 3.1 above, researchers shall secure Research Ethics Committee approval for obtaining identifiable personal information about subjects. Approval for such research shall include such considerations as:

- a. the type of data to be collected;
- b. the purpose for which the data will be used;
- c. limits on the use, disclosure and retention of the data;

- d. appropriate safeguards for security and confidentiality;
- e. any modes of observation (e.g., photographs or videos) or access to information (e.g., sound recordings) in the research that allow identification of particular subjects;
- f. any anticipated secondary uses of identifiable data from the research;
- g. any anticipated linkage of data gathered in the research with other data about subjects, whether those data are contained in public or personal records; and
- h. provisions for confidentiality of data resulting from the research.

Article 3.3

If identifying information is involved, Research Ethics Committee approval shall be sought for secondary uses of data. Researchers may gain access to identifying information if they have demonstrated to the satisfaction of the Research Ethics Committee that:

- a. identifying information is essential to the research;
- b. they will take appropriate measures to protect the privacy of the individuals, to ensure the confidentiality of the data, and to minimize harms to subjects; and
- c. individuals to whom the data refer have not objected to secondary use.

Article 3.4

The Research Ethics Committee may also require that a researcher's access to secondary use of data involving identifying information be dependent on:

- a. the informed consent of those who contributed data or of authorized third parties; or
- b. an appropriate strategy for informing the subjects; or
- c. consultation with representatives of those who contributed data.

Article 3.5

Researchers who wish to contact individuals to whom data refer shall seek the authorization of the Research Ethics Committee prior to contact.

Article 3.6

The implications of approved data linkage in which research subjects may be identifiable shall be approved by the Research Ethics Committee.

Article 4.1

Researchers and Research Ethics Committee members disclose actual, perceived, or potential conflicts of interest to the Research Ethics Committee.

Article 5.1

- a. Where research is designed to survey a number of living research subjects because of their involvement in generic activities (e.g., in many areas of health research or in some social science research such as studies of child poverty or of access to legal clinics) that are not specific to particular identifiable groups, researchers shall not exclude prospective or actual research subjects on the basis of such attributes as culture, religion, race, mental or physical disability, sexual orientation, ethnicity, gender or age, unless there is a valid reason for doing so.

- b. This article is not intended to preclude research focused on a single living individual (such as in a biography) or on a group of individuals who share a specific characteristic (as in a study of an identifiable group of painters who happen to be all of one gender, colour, or religion, or of a religious order which is restricted to one gender).

Article 5.2

Women shall not automatically be excluded from research solely on the basis of gender or reproductive capacity.

Article 5.3

Subject to the provisions in Articles 2.6 to 2.7, those who are not competent to consent for themselves shall not be automatically excluded from research that is potentially beneficial to them as individuals, or to the group that they represent.

**ST. STEPHEN'S COLLEGE
RESEARCH ETHICS COMMITTEE
FORMS
Attachment 1: Template for Consent Letter**

Introductory paragraph:

- Purpose
- Carried out as stated and there is no deception involved
- For degree/grant (personal benefit disclosure)

Method

Gathering data

- Number of interviews, length of time, format
- length of survey, conditions for return of document
- number of observations, length, and conditions of observation(s)
- use of audio/video recording equipment

Verification/review

- Returning transcripts?
- Returning synopses?
- Checking observations?

Rights

- To confidentiality
- To opt out without penalty and have data destroyed/returned and not included in the study
- To copy of report?

Informed Consent

- Other contacts (usually supervisor) (provide name, telephone number, email)

Other uses

- Articles/Presentations
- Request must specify intended secondary research use
- State that data will be handled under the same ethical provisions

RESEARCH ETHICS APPLICATION PROCEDURE

Please submit **four copies** of the *Overview of Research Project*, the *Application for Ethics Review*, the *Procedures for Observing Ethical Guidelines* and all accompanying materials to the Program Chair. One copy should be submitted to the student's Project Dissertation Committee.

ATTACHMENT 2: OVERVIEW OF RESEARCH PROJECT

Student Name	
Project Title	

Please provide a clear concise description of the purpose, significance and method of your research project. Give detailed explanations of how you intend to involve human participants, whether the participants are underage, legally incompetent, or otherwise could be considered "captive", and the conditions of their involvement. Please try to confine your project overview to two pages (about 800 words) maximum.

ATTACHMENT 3: APPLICATION FOR ETHICS REVIEW

ST. STEPHEN'S COLLEGE

Name:	
Email:	
Project Title:	

Project Deadlines:

Starting Date:		Ending Date:	
----------------	--	--------------	--

If your project goes beyond the ending date, you must contact the Research Ethics Committee in writing for an extension.

Student Program:

- DMin
- MPS/MAPPC
- MTS
- MTh
- BTS

The applicant agrees to notify the Research Ethics Committee in writing of any changes in research design after the application has been approved.

Signature of Applicant

Date

The supervisor of the study approves submission of this application to the Research Ethics Committee.

Signature of Supervisor

Date

Attachment 4: PROCEDURES FOR OBSERVING ETHICAL GUIDELINES

ST. STEPHEN'S COLLEGE PROCEDURES FOR OBSERVING ETHICAL GUIDELINES

You are required to follow the specific procedures for observing the St. Stephen's College **Ethical Conduct for Research Involving Humans**. Please describe clearly and concisely how you intend to observe the guidelines by answering each of the points below.

You are required to attach:

- A copy of consent form(s),
- A copy of any additional letter(s)
- A copy of any data gathering instruments.
In the case published instruments, only the name need be given.
In the case of interviews, sample interview questions must be included.

Please try to confine your written response to the following points to three pages or approximately 1000 words.

1. How will you explain the purpose and nature of your research to participants?
2. How will you obtain the INFORMED consent of the participants?
3. How will you provide opportunities for your participants to exercise the right to opt out?
4. How will you address anonymity and confidentiality issues?
5. How will you avoid threat or harm to the participants, to others, and/or to the researcher?
6. How will you provide for security of the data?
7. If you plan to use the information in other than the research report, how will you seek permission for secondary use of the data?
8. If you involve assistants or transcribers in your research, how will you ensure that they observe the ethical guidelines?
9. How will you address variable levels of reading comprehension in presenting the informed consent form to co-researcher?
10. Please describe any other procedure relevant to observing the ethical guidelines.

APPENDIX F

Project Dissertation and Presentation

I. Introduction

A. The Project-Dissertation is the Final Integrative Component of the DMin Program

The Doctor of Ministry Degree Program has been designed to foster integration in the Candidate. Integrative Seminars "bring together into a whole" theory with practice, intellect with feelings, and a variety of sacred and professional disciplines. The Project-Dissertation phase is designed to demonstrate this integration. The Candidate can then engage in ministry with increased professional, intellectual and spiritual integrity.

B. Purpose

With the above in mind, the Project-Dissertation provides the Candidate with the opportunity:

1. to demonstrate an advanced level of competence in a selected area of ministry,
2. to inquire into a selected area of ministry,
3. to advance the Candidate's and those in the ministry setting with a better understanding of ministry, and
4. to further personal and spiritual growth.

C. Relation to Earlier Years

Candidates lay the groundwork for the Project-Dissertation in early years where skills and competencies in ministry have developed to levels which mark a person as a leader. In carrying out the Project-Dissertation, the Candidate functions as a leader, submitting to evaluation in a professional way. A high level of integration involving the use of accumulated learning, relevant theory and insight in creative ways to inquire into practical problems of ministry and the ability to interpret this inquiry process is required to earn the DMin Degree. While work in the earlier phases had a personal focus the Project-Dissertation moves into the public sphere. The focus is on contributing to the work of the chosen ministry and fostering its self-understanding. The Project-Dissertation makes available to others in a particular ministry the results of a Candidate's study. Projects must therefore represent a wider significance than previous preparatory work. The recipient of the Doctor of Ministry degree is to be recognised as a leader in furthering the understanding of the theory and practice in an area of ministry.

There is a close relationship between work done in a specific area of study and the Project-Dissertation. Candidates define their Project-Dissertation topic in time for their second Integrative Seminar. While it is important that the exact topic emerge out of the maturing of the Candidates' thought and practice, nevertheless they should be organising their work in a way that provides an adequate foundation for the Project-Dissertation. It is usual to acquire knowledge and skills and conduct preliminary research to prepare for the Project-Dissertation phase. Otherwise, Candidates may find it necessary to do additional work in order to satisfy the Project-Dissertation Committee of their readiness to proceed with the Project-Dissertation.

II. General Expectations and Standards

A. Description of the Project-Dissertation

Every Project-Dissertation has two parts: a Project part and a Dissertation part. Although the two parts are intimately connected, it is helpful for Candidates to keep them separate when preparing Proposals and Designs. Failure to distinguish the unique features of each part can produce confusion in the overall conception of the Project-Dissertation and unnecessary delay in getting Project-Dissertation Committee's approval.

The Dissertation part of the Project-Dissertation serves an academic purpose because:

1. it establishes through a survey of existing materials and literature review why there is a need for this particular Project;
2. it outlines the Candidate's theology/integration of ministry which informs the development of the Project;
3. it explores relevant theoretical bases such as psychology, sociology, history, politics, theology and biblical studies;
4. it outlines the methods adopted and, as appropriate, discusses any theoretical issues in the selection or application of the chosen methods, especially procedures for assessing the Project's worth in respect to the specific description and /or specific theories and/or specific "in ministry" issues;
5. it describes the development and implementation of the Project in its field-testing stage;
6. it records and discusses feedback and other assessments; and
7. it engages in an extended reflection on the Project, both in terms of what it represents for the practice of ministry and its meaning for the Candidate's own ministry and faith.

The Project part of the Project-Dissertation is something like a product.

1. It is complete in itself and can be taken, as it were, from the shelf and used or appreciated by someone other than the one who creates it.
2. It will have its own instructions for use by other practitioners built-in. A new curriculum for adult Christian Development, for example, would include sample lesson plans, lists of resources, ideas for user adaptations, as well as sufficient explanation of the goals and rationales of the curriculum to enable a potential user to appreciate the benefits of using this particular curriculum. In the case of a research Project-Dissertation, the Project part may be thought of as that part of the process when the researcher actually engages some aspect of ministry-- observing processes, collecting data, analysing and interpreting data, making recommendations.
3. It is what the researcher must get out and do in the field as opposed to what might be done at the writing desk.

B. Types of Projects

While the following list is not exhaustive, most Projects should fit in one of two categories: Research in Ministry or Model Ministry. Within these two broad types, various sub-types may be found corresponding to a variety of purposes which Projects might serve. Methods and means of assessment will vary according to the sub-type, but will generally adhere to what is usual and appropriate for the type itself. The following descriptions are meant as guides rather than as limitations. Each type is discussed in detail, including suggested methods and means of assessment.

1. Research in Ministry

One of the goals of the Doctor of Ministry Program is to advance knowledge about the practice of ministry. Ministry is an extraordinarily wide concept, as stated in St. Stephen's College's definition of ministry. The disciplined study of what people actually do in their chosen area of ministry is relatively recent

Many Candidates choose to research a topic in ministry, sometimes their own and sometimes the ministry of others. When they choose to study the ministry of others, it is important that the ministry under study is one which the Candidate both knows intimately from experience and currently practices. Research in ministry is meant to yield knowledge which will enable the Candidate and others to practice ministry more effectively.

This type of Project utilizes a research approach. There are various sub-types of Projects which call upon paradigms for understanding how knowledge is constructed. Different methods and criteria for assessment are used.

Sub-types:

- Quasi-Experimental;
- Descriptive;
- Phenomenological;
- Narrative; and
- Ethnographic.

Methods

1. A **Quasi-experimental Project** is one in which the researcher seeks to test a hypothesis by controlling a number of variables in a situation and discovering whether such and such is the case. The aim of quasi-experimental research is to test the applicability of theory in a new situation. This method involves "control" or comparison groups and data as well as the use of statistics.

An example of this kind of project is testing the hypothesis that "New Church Development congregations which experience serious problems with their first pastor have a higher failure rate in the first ten years than those which do not."

2. A **Descriptive Project** is one in which the researcher selects a "phenomenon" for study and examines through descriptive methods what is going on. The aim of such research is to describe a concrete situation.

An example of a descriptive project is an examination of a denomination's personnel practices, involving both the review of policies and a series of case studies designed to demonstrate how the policies work in practice. Recommendations to a judicatory* and reflection on the response to their reception tie the study to ongoing practice.

Note: *"judicatory" usually refers to persons, bodies agencies in congregations, denominations or faith group organizations that are responsible for the area of ministry being studied or the research being carried out.

Candidates selecting this kind of project will need to be as aware of their own biases and as careful about accuracy in reporting data as those working with experimental Projects, especially because they will likely be describing human interaction in terms closely related to the everyday ways they are used to seeing people in their ministry.

3. A **Phenomenological Project** is one in which a researcher seeks to inquire deeply into the essence of a phenomenon such as friendship, misery, hope or grief. The aim is to develop a deep understanding of the essence of an experience. A variant of this approach involves use of a heuristic model – i.e. one in which phenomena from the researcher's experience is studied alone or alongside that of others' experience.

An example is an understanding of the essence of a person's experience of a good death.

4. A **Grounded Theory Project** is one in which a researcher seeks to study the experiences of an individual or group of individuals in order to understand features that cut across an individual experience. The aim is to develop a mid-range theory that explains or gives an account of specific human experience.

An example is a thematic account of the experience of beginning United Church pastors.

5. A **Narrative Project** is one in which a researcher seeks to listen to the lived and told stories of individuals. The aim is to develop a narrative understanding of an individual or individual's life story as lived over time and in a context or sequence of contexts.

An example is a narrative account of the experience of an individual or small group of persons choosing to become a pastoral counsellor.

Criteria for assessing

In recent years great progress has been made in developing qualitative methods into rigorous and trustworthy research procedures. Widely accepted methodology texts are available describing a variety of such methods. Careful selection of an appropriate method can clarify the Candidate's task as a researcher and support a coherent conceptualization of the Project. Ministry-related research subjects are especially suited to qualitative approaches, because they naturally involve the quest for meaning, respect for the particular and individual, and richness of detail that uniquely characterize qualitative research.

Whether researchers employ a quantitative or a qualitative method, or a combination of the two (combined methodologies are usually not a good idea) depends on the topic. Quasi-Experimental Projects, with their quantitative methods, depend for their success on an existing body of knowledge about the subject of the study so that predictions can reasonably be made for testing. Unless such background knowledge is available, researchers should select another kind of Project and use the methods of qualitative research. In addition, if the proposed subject involves a small population, or if the research interest is in a singular case or event, a qualitative method is almost certain to be more promising.

Candidates proposing Projects which research a topic in ministry, regardless of whether they employ experimental or descriptive methods, will need to demonstrate at the outset, by their definition of the topic that theirs is indeed a researchable problem. The appropriateness of the chosen method will be assessed at the Proposal and Design stages. Once chosen, procedures must be outlined and adhered to. If instruments are to be used to

gather data, these should be established, validated instruments. These Projects will, of necessity, make use of theory and, indeed, may generate theory. Candidates will need to demonstrate a facility with relevant theory even at the Proposal stage, but especially in the final Dissertation. In keeping with the practice-orientation of the degree, theological reflection relating the new knowledge to the practice of ministry -- especially the Candidate's own -- will be expected.

2. Model Ministry

This type of Project is characterised by the production of a model or prototype of some form of ministry. Indeed, it helps to think of the outcome of such Projects as a sort of "product" which other persons in the church or specialised ministry might pick up and use to enhance their own practice.

Some examples of such a Project are:

- a curriculum for Christian Education with a special focus;
- a plan for congregational renewal;
- a process for mission development;
- a church management model; or
- a new approach to working with a grief group.

Model Ministry Projects are the most common, partly because they are the closest to a Candidate's own practice, and partly because they are fairly easy to conceive. They are not, however, any easier than other types of Projects to bring to successful conclusion.

Sub-types:

Projects relating to an aspect of the Candidate's ministry;
Projects relating to a judicatory;
Projects of an ecumenical nature; and
Projects relating to a professional field of specialisation.

Methods

A good Project of this type incorporates elements of the research in ministry. For example, careful research using a variety of methods discussed above needs to be undertaken in order to establish the "need" for the particular Model Ministry proposed. In addition, the Candidate will need to display a sound working knowledge with the main theory bases which might be involved in the Project. The use of imagination and ingenuity in conceptualizing the Project and the Project's value is determined by a delicate combination of critiques by "connoisseurs" and acceptance by potential "buyers".

Since this type of Project is designed to meet a particular need in a definite, though not unduly narrow, set of circumstances, there will inevitably be methods unique to the individual Project. But this uniqueness ought not to be overestimated. Depending on the nature of the Model Ministry being developed, there will be the normal standards of the crafts which the Model Ministry draws upon. These may be creative writing skills, competency in relating a curriculum to the developmental stage of children, demonstrated competency in management, skill in teaching group process facilitation and so on.

Assessments

Because of the great variety of possible Model Ministry Projects that can be developed, the type of assessment will also show great variety. Nevertheless, the Project-Dissertation

Committee will be looking for evidence of the following factors regardless of the uniqueness of a given Project.

First, the Project must address a real need. In approving a Project at the Proposal and Design stages, the Project-Dissertation Committee is already indicating that it has been persuaded of the importance of the Model Ministry Project proposed. In the end, however, the Project-Dissertation Committee will expect to be provided with evidence that the worthiness of the Model Ministry Project proposed has been confirmed by the outcomes and feedback. In general, although a Project of this type will be developed out of a specific set of circumstances, the Project must display characteristics which make it suitable for wider use or applicability than the setting in which it arose.

Second, the Project's outcomes should show congruence with any theory utilised in its development, or, if not, the incongruence must be carefully and fully accounted for.

Third, the Project should live up to what is claimed for it. Other users should be able to confirm, by satisfactory results, the claims made by the Candidate. For this kind of backing to be available to the Project-Dissertation Committee, the Candidate will need to arrange for enough testing to warrant confidence. Projects which are given a once-only trial and written up with suggestions about what should be done differently next time will not be considered acceptable. The Candidate will be expected to use pilots at the Design stage and experience-based revisions in the implementation stage until the "product will fly."

Fourth, Candidates will include assessments from knowledgeable users of the Project which, among other things, address questions of ease of utilisation, understandability, and the overall value of the Project as a contribution to ministry. Except in unusual circumstances, and only with the prior approval of the Project-Dissertation Committee, model ministry Projects will be run at least once by potential users independently of the author. The purpose of this independent use is to ensure the "user-friendliness" of the resource and to establish that the Project's success is not primarily the result of the author's charisma or skills as a presenter.

Fifth, wherever relevant, an official review from a responsible judicatory or agency body should be included and reflected upon. Since denominations usually have departments producing resources for ministry, one good test of the Project's worth is whether or not the Project would be recognised as the equivalent of what might have been produced under the auspices of such a department.

Finally, the theological/integration into ministry reflection in the Dissertation part of this type of Project-Dissertation will deal with the place of this contribution to ministry within the group for which it is intended. At the same time, however, sensitivity to the perspectives of various traditions will provide evidence of the Candidate's maturity of thought as well as the degree of applicability of the Project. Sometimes it will be necessary for the reflection to come to terms with tension between the "truth" that may emerge in the Project and the beliefs, values, or doctrines of the Candidate's ministry setting.

III. Procedures

A. Proposal, Integrative Paper, and Design

Securing approval to proceed with a Project-Dissertation involves 5 stages: the Preliminary Proposal, the Integrative Paper, the Final Proposal, the Design, and Ethics Review.

1. The Proposal

The proposal is the initial document by which the Candidate outlines the proposed Project-Dissertation. It requires careful attention to detail if it is to communicate clearly what the Candidate wishes to do. It is prepared for submission to the Project-Dissertation Committee.

The Preliminary Proposal will include:

1. a specification of the question and important sub-questions;
2. a clarification of any assumptions that underlie the question(s);
3. a specification of the type of Project and of why it is the best approach to use for the exploration of the question(s);
4. a specification of the Candidate's strengths (experience, knowledge, skills) for doing the project and of how any deficits will be attended to;
5. a general description of the body of existing literature, research, and/or artistic works that are foundational for this particular project-dissertation; and
6. a specification of how the project and subsequent dissertation will make a contribution to the practice of ministry (advancement of knowledge, provision of some skills/tools for ministry, etc.).

See Section IV for the Proposal Format. After receiving preliminary approval of the Proposal from the Project-Dissertation Committee, the Candidate will proceed to the Integrative Paper.

2. The Integrative Paper (IP)

The Integrative Paper is submitted to the Project-Dissertation Committee as evidence of having an adequate grasp of the theological and other theoretical bases foundational to the Project-Dissertation. This document is about fifty pages in length. It demonstrates the integration of the theoretical bases from one or more disciplines with theology/integration of ministry. Candidates will need to have completed their electives in theology and foundational theory for their specialisation prior to writing the IP.

When the Project-Dissertation Committee has approved the IP, the Candidate returns to the Proposal and finalizes it. When the Proposal has been approved, the Candidate proceeds to the Design.

3. The Design

The Design is distinguished from the Proposal in that it is a very detailed work plan of the Project part of the Project-Dissertation. Acceptance by the Project-Dissertation Committee of the Design constitutes promotion to the Project-Dissertation phase. The Candidate then submits the Design for Ethics Review, if applicable. When the Ethics Review has been successfully completed, the Candidate may implement the Project. The Candidate has now entered the Project-Dissertation phase of the Doctor of Ministry Degree Program.

Minor changes in the Proposal resulting from initial research, feasibility studies, etc. may be incorporated into the Design without formal approval by the Project-Dissertation Committee. Once the Design has been approved, major changes may only be introduced with the Project-Dissertation Committee's approval. In some instances, the Candidate may be required to have a new Ethics Review and/or to submit a new Proposal entirely.

Candidates should be prepared to go through several drafts of their Proposal. They are not able to develop a workable Design if they have not conceived clearly what a proposal is about. Even at the Proposal stage the Candidate must think through a number of "Design issues" such as research procedures, technical requirements, permissions and clearances, and criteria for evaluation in order to make a convincing case that the Project is feasible. A well-developed Proposal leads naturally and smoothly into the Design with the addition of the necessary details of specific times, places, resources, instruments, etc. Study of appropriate methods, labour-intensive testing out procedures, deciding on priorities, experimenting with pilot Projects, refining questions, deepening understanding of selected theoretical bases and testing occur between the Proposal and Design. Critical reflection on these steps leads to a Design which is sufficiently clear and detailed to permit Candidates to engage with the Project and write the Dissertation.

B. Sequence of Events and Timelines

Candidates must submit a Proposal in their second year. The Design must be approved no later than 12 months after the preliminary approval of the Proposal.

Only after the Project-Dissertation Committee and the Ethics Review Panel have approved the Design may a Candidate embark on the Project. Normally the Project shall be completed within two years of the approval of the Design. Extension may be sought from the DMin Program Committee through the Project-Dissertation Committee and the Program Chair, providing the 12 months allowable extension for the complete program has not been utilized already.

C. Role of the Faculty Advisor

Candidates should consult frequently with their faculty advisor during the preparation of the Proposal. Much futile effort can be avoided by taking advantage of the faculty advisor's experience with expectations regarding clear, workable Proposals. Along with the DMin Program Chair, the faculty advisor is the Candidate's closest colleague in the initial phase of the Project-Dissertation process, seeking to help the Candidate realise sought-after goals. Some frustration with procedures is bound to occur. Nevertheless, the procedures generally ensure a smooth and orderly advancement to completion of the Project when they are understood and made to work for the Candidate.

The faculty advisor can be expected to challenge the Candidate about such things as the conception of the Project, its value as a contribution to the understanding of ministry, its scope, its "do-ability," the Candidate's readiness and capacity to undertake such a Project, the clarity with which the Candidate articulates goals and procedures, and the adequacy of relevant theoretical bases including theological understandings. Candidates will save themselves future difficulties by heeding the faculty advisor's advice.

When the Candidate is satisfied that the Preliminary Proposal, in written form, can communicate sufficiently without supporting explanation, the Program Chair is asked to appoint a Project-Dissertation Committee to review the Preliminary Proposal and work with the Candidate until the Project-Dissertation is completed. The Candidate and the faculty

advisor will make a mutually acceptable decision concerning whether the faculty advisor becomes a member of the Project-Dissertation Committee.

D. Review by the Project-Dissertation Committee

The Project-Dissertation Committee appointed by the Program Chair reviews the Initial Proposal, the Integrative Paper, the final Proposal, and the Design, as described above. Authorisation by this Committee must be obtained before proceeding from one step to the next. Rushing ahead of the Project-Dissertation Committee's concurrence is extremely risky and likely to result in frustration and disappointment. The Project-Dissertation Committee should be viewed as a team of consultants rather than adversaries in this process. The time and effort expended to prepare Proposals and Designs which meet the standards of the Project-Dissertation Committee are never wasted. A more easily executed Project and clarity in the final write-up are valuable rewards for patience in this process. It is a rare Proposal or Design which is not turned back for some revision. Three or four returns are not unusual, especially in the case of Projects involving complex methodological issues. In any event, Candidates should not attempt to race through this process "by giving the Project-Dissertation Committee what they want to hear." Unless the issues embedded in the Project-Dissertation Committee's feedback are carefully thought through, the Project is in danger of floundering at the next stage.

E. Preparing and Submitting Proposals and Designs

When preparing Proposals and Designs, Candidates shall adhere to the following general requirements:

1. Candidates will normally select and design Projects that can be engaged within their ministry base, or at least demonstrate a close relationship with their ministry base.
2. Methodology
 - a. Candidates who elect to use statistical analyses in their Projects
 - i) will have had graduate-level pre/corequisite courses in Quantitative Research Design and Statistics and
 - ii) must involve a qualified Consultant in Quantitative Research Design and Statistics or that at least one member of the Project-Dissertation Committee is familiar with their chosen methodology in order to facilitate planning and writing.
 - b. Candidates who elect to use a Qualitative Research Design
 - i) will have explored the research method they plan to use in depth, following the overview Introduction to Inquiry course and
 - ii) must ensure that at least one member of the Project-Dissertation Committee is familiar with their chosen methodology.
 - c. Candidates who elect to do a Model Ministry Project
 - i) will have explored, in depth, the Evaluation Methods appropriate to their Project, following the overview course in Program Evaluation and
 - ii) must ensure that at least one member of the Project-Dissertation Committee is familiar with their chosen methodology.

3. Projects shall have broad significance. Projects which the Project-Dissertation Committee deems to be too narrowly tied to the unique or ephemeral circumstances of the Candidate's ministry base will NOT be approved.
4. When preparing the Proposal and Design, Candidates should feel free to develop the sections in any order as dictated by their own preferred style of working. The sections must be organised into the sequence set out below before submission, however, in order to facilitate feedback from the Project-Dissertation Committee.
5. Copies of the Proposal and, subsequently, the Design shall be submitted to the Project-Dissertation Committee and copied to the Program Chair.
6. Formats for preparing Proposal and Design. These formats are used for:
 - the initial Proposal preparation Review; and
 - the Proposal and Design prepared for the Candidate's Project-Dissertation Committee.

The following formats will be used:

Part 1 in the "General Overview for Proposal and Design" is common to all types of Project-Dissertation.

Part 2 in "Project-Dissertation Proposal" is specific to the type of Project chosen.

Part 3 on "Project-Dissertation Design" is specific to the type of Design chosen.

Part 4 "Forms" includes the various forms used by the Project-Dissertation Committees to provide feedback to the Candidate, as well as the forms used by the external examiner. The accompanying feedback form will transmit back to the Candidate precise assessments by the Project-Dissertation Committee.

F. Ethical Considerations

St. Stephen's College Doctor of Ministry Program requires that the highest ethical standards are maintained in any research on human subjects conducted under its auspices. These ethical guidelines cover research that is integral to, or required by, any courses (internet, reading, correspondence, or core courses on campus) or Projects directed by College faculty or appointed adjunct faculty/supervisors as part of the DMin program of studies. All Projects involving human subjects/co-researchers must be submitted for Ethics Review (see Ethics Review Appendix H).

All Candidates have a ministry base or assignment in order to participate in the DMin and may be carrying out their projects within their own institution or employment situation. If the Candidates' ministry base has research ethical guidelines, the Candidate will follow these and provide documentation of that for their instructor or Project-Dissertation Committee.

All research conducted under the auspices of the DMin program must follow appropriate guidelines, either those of the ministry base or those provided by St. Stephen's College as specified in the Ethical Review Guidelines in Appendix H.

IV. Preparation of the Project-Dissertation

PART 1: GENERAL OVERVIEW OF PROPOSAL AND DESIGN (Applies to all Project-Dissertations)

The first part of the Proposal provides the Project-Dissertation Committee with general information. Candidates will need 2-3 pages of material to complete this section. The following headings should be used in developing this section of the Proposal and the Design.

1. Title of the Project-Dissertation
2. General description of the area to be studied
 - a) Outline briefly the circumstances of ministry which your Project-Dissertation intends to address.
 - b) State why the proposed Project-Dissertation topic is of interest to you and your constituencies (ministry base, judiciary, professional field of specialisation, etc.).
3. Designation of Project Type
Research in Ministry () Qualitative () Quantitative ()
Model Ministry ()

At the Proposal stage, please complete Part II of the Proposal specific to the type selected (A) Research in Ministry or (B) Model Ministry. Submit Part I and the relevant Part II when you submit your Proposal.

At the Design stage, please complete Part III of the Design specific to the type selected.

PART 2: Project-Dissertation PROPOSAL

A: Research in Ministry

This type of Project utilises more clearly than do others an approach characterized by research. (See Section II above)

The following information is required in developing the Proposal. Be succinct, but include enough detail for a new reader to be able to grasp what you intend to do. Part II of the Proposal should be 10-15 pages in length.

1. *The Issue to be Researched and its Context*

- a) State as concisely as you can the issue which you wish to research. This statement should be in the form of a single-sentence question.
- b) List some of the subsidiary questions that are embedded in your research question. These additional questions should open up the research question stated in (a) by pointing to specific avenues of inquiry.
- c) So far as it is possible at this stage identify the experiences, images, ideas, and theories that are sensitizing you to the question.
- d) Outline the scope and limitations of your proposed study.
- e) Define as far as possible at the present stage of your work the key terms in your research question.

- f) List the assumptions such as the accessibility of quality data you will need to make in order to carry out this research.
- g) Briefly describe how this study relates to ministry generally and to your own specifically. Indicate both how the research question arises in ministry and how anticipated outcomes might impact the practice of ministry.

2. *Theological/Integration of Ministry Themes*

Identify and describe briefly the theological/integration of ministry issues which you believe your Research in Ministry Project explores. Identify any particular themes that are central to the field of ministry in which your Project is located and/or central to your ministry group's perspectives. Specify the relationship of this Project to your theology/integration of ministry.

3. *The Candidate's Readiness*

- a) Indicate with reference to your Learning Covenant how the DMin program has prepared you for conducting this study.
- b) What other learnings or experiences will you be drawing upon?
- c) Give a preliminary but precise summary of scholarly opinion in regard to the research question (initial critical literature review). You must be able to demonstrate at this stage sufficient familiarity with relevant literature to warrant your statement of the issue in 1 above.
- d) State any ethical issues that relate to the carrying out of your study. You should be able to address at least the following concerns in respect of any participants of your study:
 - (i) participation is voluntary and participants have the right to withdraw without prejudice;
 - (ii) benefits to the participants outweigh the costs to them; and
 - (iii) confidentiality is their right should they wish to exercise it.

See Ethical Conduct for Research Involving Humans in Appendix H.

4. *Methodology*

Choose the research methodology options that seem best to fit your research. Transcribe the results into a description of your plan as it is conceived at this stage. The plan must clearly address the issues of data gathering and analysis. This section should represent the major part of your Proposal.

5. *Validation*

- a) Describe how you will build trustworthiness into your study at each stage of the research.
- b) Describe how you will take into account your own biases. Describe how you will position yourself as researcher in the study.

6. *Chapter Outline*

Give a tentative chapter outline of the Dissertation part of the Project-Dissertation. This may be separate as an appendix.

7. *Proposed Schedule for Completion*

8. *Bibliography and Other Resources*

PART 2: Project-Dissertation PROPOSAL

A. Model Ministry

This type of Project is characterised by the production of a model or prototype of some form of ministry. (See Section 2 above)

Please respond to the following requests for information in developing your Proposal. Be succinct, but do include enough detail for a new reader to be able to grasp what you intend to do. Your Proposal should be about 10-15 pages in length.

1. *Demonstration of Need*

- a) State succinctly the specific need (problem, issue, etc) in your chosen topic area which you will address. You will build upon the general information you provided in Part I, 2a. Please present a much more focussed statement.
- b) Describe the Model Ministry you propose to develop (e.g. a book, course, curriculum, process, resource, etc.)
- c) In outline, indicate why the Model Ministry proposed is a significant response to the identified need.
- d) Indicate the kind and extent of use prospective constituencies might make of the Project.

2. *Theological/Integration of Ministry Themes*

Identify and describe briefly the theological/integration of ministry themes which you believe your Model Ministry Project will explore. Identify any particular themes that are central to the field of ministry in which your Project is located and/or central to your ministry location perspectives. Make clear the relationship of this Project to your theology/integration of ministry.

3. *Methods*

- a) Process: Describe the process you will use to develop your Project, indicating steps of research, consultation, use of pilots, etc.
- b) Theories: Give an initial description of the various theories you expect to utilise in your Project and give supporting reasons for your choice.

4. *Assessments*

- a) What outcomes do you anticipate from the development and/or use of your Project?
- b) How will you assess these outcomes in such terms as:
 - i) usefulness;
 - ii) effectiveness;
 - iii) congruence with theories;
 - iv) authenticity in respect of the experience of persons and constituencies involved;
 - v) your own unique contribution to the field; and
 - vi) congruence with your ministerial and spiritual development?
- c) Name the kinds of "knowledgeable users" who can contribute reliable assessments.

5. *Validation*

- a) Describe how you will ensure that your Project interacts with key "players"/constituencies sufficiently often and sufficiently deeply to establish the Model Ministry Project as a trustworthy professional contribution.
- b) List any instruments you intend to use and provide an assessment of their reliability.
- c) Describe how you will take into account your own biases. Discuss the nature of your role in the implementation of the Project and how you will impact your study.

6. *Ethical Considerations*

Describe your plans for dealing with the Ethical Issues relating to the carrying out of your study. Describe any explanations of your study, release or consent forms, or other procedures for an ethical conduct of the research. See Ethical Conduct for Research Involving Humans in Appendix H.

7. *Chapter Outline*

Give a tentative chapter outline of the Dissertation part of the Project-Dissertation. This may be separate as an Appendix.

8. *Proposed Schedule for Completion*

9. *Bibliography and Other Resources*

PART 3: Project-Dissertation DESIGN

A. Research in Ministry

The Project-Dissertation Design builds upon the Proposal and represents a refinement of the original conception based upon your other research and/or trial efforts such as pilot studies. The Design focuses largely on the methods by which your research question will be addressed. You will continue learning appropriate methods. Thinking, reading, discussion, consultation and prayer should be part of your immediate and background preparations.

You will need about 20 pages of material (plus appendices, where applicable) to present an adequate picture of your developing plans. Please develop the Design using the following headings which correspond to key items in the Proposal.

Although the language of many of the following sections duplicates that of the Proposal, it is expected that your answers will, in their precision, economy, and technical sophistication, reflect a comprehension of the problem to be studied sufficient to ensure a successful completion of the research.

1. *The Issue to be Researched and its Context*

- a) State as concisely as you can the issue which you wish to research. This statement may be in the form of a single-sentence question. An accompanying paragraph should outline how your other research has influenced the refinement of the problem statement.

- b) List the subsidiary questions that are embedded in your research question. Show how these questions have been influenced by your other research.
- c) Expand those sensitizing experiences, images, ideas and theories noted in the Proposal. These parts will now be presented in their final wording.
- d) Outline the scope and other limitations of your proposed study.
- e) Define the key terms of your research question. Any new terms appearing since the Proposal's approval must be included.
- f) List the assumptions you need to make in order to carry out this research. Note the fields or disciplines whose results it will be necessary to assume as background, but which do not significantly affect your study.
- g) Briefly describe how this study relates to ministry generally as well as to your own. Indicate both how the research problem arises in ministry and how anticipated outcomes might impact the practice of ministry. This statement represents the final argument for the wisdom of undertaking this Project-Dissertation and ought to reflect experiences and learning gained since the Proposal's approval.

2. *Theological/Integration of Ministry Themes*

Identify and describe more fully the theological/integration themes which your Research in Ministry Project explores. Identify any particular themes that are central to the field of ministry in which your Project is located and/or central to your ministry perspectives. The theological/integration reflection in this section should reflect your deepening awareness of the theological/integration of ministry motifs embedded in your Project and your growing ability to relate these to your theology/integration of ministry.

3. *The Candidate's Readiness*

- a) Indicate with reference to your Learning Covenant how the DMin work has prepared you for conducting this study. A brief summary of information included in the Proposal will suffice.
- b) What other training or experience will you be drawing upon? Note any additional experience which you have gained since the approval of the Proposal.
- c) Give an extended and detailed summary of scholarly opinion in regard to the research problem (revised critical literature review). You must be able to demonstrate sufficient familiarity with relevant literature to warrant your statement of the problem in 1 above.
- d) State any ethical issues that relate to the carrying out of your study. You should be able to address at least the following concerns in respect of any participants in your study:
 - (i) participation is voluntary and that participants have the right to withdraw without prejudice;
 - (ii) benefits to the participants outweigh the costs to them; and
 - (iii) confidentiality is their right should they wish to exercise it.

See Ethical Conduct for Research Involving Humans Appendix H.

4. *Data and Methods*

Review any changes and developments in the choices among the research methodology options which you have made on the basis of your other research. Transcribe the results into a description of your plan as it has developed. The plan

must clearly address the issues of the data gathering and analysis. This section should represent the major part of your Design.

5. *Validation*

- a) Give an updated list of the procedures you are using and plan to use in order to build in trustworthiness throughout your study. Identify criteria appropriate for evaluating your work (for example, verisimilitude, transferability, resonance).
- b) Describe how you will take into account your own biases.

6. *Chapter Outline*

Provide a definitive chapter outline of the Dissertation part of the Project-Dissertation. This may be an appendix.

7. *Finalized Schedule for Completion*

8. *Bibliography and Other Resources*

Incorporate revisions and expansions to the list in your Proposal. Interim work in preparing the Design should result in the elimination of less useful resources and the addition of newly discovered important contributions to knowledge of the area you are working in.

B. Model Ministry

The Project-Dissertation Design builds upon the Proposal and represents a refinement of the original conception based upon your other research and/or trial efforts such as pilot studies. The Design focuses largely on the methods by which your research question will be addressed. You will have to continue learning appropriate methods. Thinking, reading, discussion, consultation and prayer should be part of your immediate and background preparations.

You may need about 20 pages of material (plus appendices, where applicable) to present an adequate picture of your developing plans. Please develop the Design using the following headings which correspond to key items in the Proposal.

1. *Demonstration of need*

- a) State succinctly the specific need (problem, issue, lack, etc) in the topic area which you are addressing. Outline any new perspectives you have gained. Additional evidence for your particular analysis of the area being addressed by your Project-Dissertation should be included.
- b) Describe the Model Ministry you propose to develop (e.g. a book, course, curriculum, process, resource, etc.) Add details which will give a clearer picture of what your Project will look like. You may need to attach appendices to the Design which illustrate the proposed content of the Project. (Such appendices might include sample lesson plans, chapter outlines of a book or other resource, guidelines to facilitators or other users of a new process.)
- c) In outline, indicate why the Model Ministry proposed is a significant response to the identified need. This statement represents the final argument for the wisdom of undertaking this Project-Dissertation and should reflect experience gained since the Proposal's approval.

- d) Indicate the kind and extent of use prospective constituencies might make of the Project. Name judicatory or other agencies which have expressed interest or commitments in respect of your work.

2. *Theological/Integration of Ministry Themes*

Identify and describe more fully the theological themes which your Model Ministry Project explores. Identify any particular themes that are central to the field of ministry in which your Project is located and/or central to your ministry setting perspectives. The theological/integration of ministry reflection in this section should reflect your deepening awareness of the theological/integration motifs embedded in your Project and your growing ability to relate these to your theology/integration of ministry.

3. *Methods*

- a) Process: Describe the process you will use to develop your Project, indicating how research, consultation, use of pilots, etc. have impacted your plans. All modifications and refinements in your plans must be fully documented here.
- b) Theories: Give a detailed description of the various theories you will be utilising in your Project and give supporting reasons for your choice. Write enough about each one to demonstrate an adequate grasp of the theoretical issues involved in order to ensure a successful completion of the Project-Dissertation.

4. *Assessments*

- a) In the light of your preliminary work, what outcomes, original and additional, do you anticipate from the development and/or use of your Project?
- b) How will you assess these outcomes in such terms as:
 - i) usefulness;
 - ii) effectiveness;
 - iii) congruence with theories;
 - iv) authenticity in respect of the experience of persons and constituencies involved;
 - v) your own unique contribution to the field; and
 - vi) the consequence to your ministerial and spiritual development?Your statement of assessment procedures must be precise and demonstrably adequate to the purpose you have for them. Name any instruments you intend to use.
- c) Name the kinds of "knowledgeable users" who can contribute reliable assessments. This statement may incorporate revisions to the list in the Proposal and ought to include specific names where appropriate.

5. *Validation*

- a) Describe how you will ensure that your Project interacts with key "players"/constituencies sufficiently often and sufficiently deeply to establish this Model Ministry Project as a trustworthy professional contribution. While repeating much of what was included in the Proposal, this statement should reflect a maturing understanding of the professional aspects of your work.
- b) Give an updated list of any instruments you intend to use and provide an assessment of their reliability.

- c) Describe how you will take into account your own biases. Discuss the nature of your role in the implementation of the Project and how it will impact your study.

6. *Ethical Considerations*

Describe your plans for dealing with the ethical issues relating to the carrying out of your study. Describe any explanations of your study, release or consent forms, or other procedures for an ethical conduct of the research. See Ethical Conduct for Research Involving Humans in Appendix H.

7. *Chapter Outline*

Provide a definitive chapter outline of the Dissertation part of the Project-Dissertation. This may be separate as an appendix.

8. *Finalized Schedule for Completion*

9. *Bibliography and Other Resources*

Incorporate revisions and expansions to the list in your Proposal. Interim work in preparing the Design should result in the elimination of less useful resources and the addition of newly discovered important contributions to knowledge of the area in which you are working.

ST. STEPHEN'S COLLEGE
Doctor of Ministry

FEEDBACK FOR DISSERTATION PROPOSAL or DESIGN
To be completed by Dissertation Chair
Research in Ministry
Form A

Name of Candidate:	
Dissertation Title:	

Purpose: To provide feedback from the Project-Dissertation Committee to the Candidate *leading to the approval of the Proposal and the Design.* Check appropriate section (Proposal or Design)

How well does the Candidate...	Low				High
1. State and contextualize the issue?					
a) write a clearly stated research question	1	2	3	4	5
b) write clearly stated subsidiary questions	1	2	3	4	5
c) state sensitizing concepts	1	2	3	4	5
d) outline scope and limitations	1	2	3	4	5
e) define all terms, when they first appear					
f) define all terms so that individuals outside the field may understand them	1	2	3	4	5
g) list assumptions					
h) explain why the question is important by giving a historical/theoretical background	1	2	3	4	5
i) outline how the study will (1) fill a void, (ii) replicate, (ii) extend, (iv) or develop new ideas in the scholarly literature?	1	2	3	4	5
2. Show that the P/D will advance the goals of the DMin?					
a) show an advanced understanding of the nature and purposes of ministry	1	2	3	4	5
b) demonstrate ability to reflect theologically about the practice of ministry	1	2	3	4	5
c) identify potential theological themes in research being proposed					
d) show growth in personal spiritual maturity	1	2	3	4	5
e) demonstrate development and appropriation of personal and professional ethic	1	2	3	4	5
3. Demonstrate readiness?					
a) possess appropriate research knowledge	1	2	3	4	5
b) has successfully completed research course on methodology chosen for P/D	1	2	3	4	5
c) has successfully completed supervised pilot project	1	2	3	4	5

	Low				High
4. Critically review the literature?					
a) organize review around and directly related to the research question	1	2	3	4	5
b) synthesize results into a summary of what is and is not known	1	2	3	4	5
c) identify areas of controversy in the literature	1	2	3	4	5
d) identify areas of prior scholarship to prevent duplication of effort	1	2	3	4	5
e) contain ample research studies to highlight ways in which the research question has been or might be studied?	1	2	3	4	5
5. Outline methods?					
a) detail how, when and who will collect data	1	2	3	4	5
b) clearly identify method of data analysis	1	2	3	4	5
c) describe clearly the population of the study	1	2	3	4	5
d) identify and explain the sampling design	1	2	3	4	5
e) explain why the sampling design was selected	1	2	3	4	5
f) include a copy of instrument in appendix	1	2	3	4	5
6. Provide rationale for methodology?					
a) identify specific type of research design selected (case study, grounded theory, phenomenology, etc.)	1	2	3	4	5
b) explain purpose of the methodology, using citations	1	2	3	4	5
c) explain convincingly why methodology was chosen	1	2	3	4	5
d) match intended methodology and the research question(s)	1	2	3	4	5
e) explain how instruments were tested	1	2	3	4	5
7. Outline validation process?					
a) describe procedures of trustworthiness	1	2	3	4	5
b) address bias and role	1	2	3	4	5
8. Address ethical considerations?					
a) address voluntary participation	1	2	3	4	5
b) address right of participant to withdraw without prejudice	1	2	3	4	5
c) show that benefits to participant outweigh costs to them	1	2	3	4	5
d) describe, in detail, how confidentiality will be maintained throughout every aspect of the study	1	2	3	4	5
e) other (please be specific)	1	2	3	4	5
9. Provide outline of chapters?	1	2	3	4	5
10. Establish a Project schedule?					
a) demonstrate that the work plan is reasonable and doable	1	2	3	4	5
b) establish a contingency plan to address unforeseen circumstances	1	2	3	4	5
11. Show knowledge of available resources?	1	2	3	4	5

Comments:

Date: _____ Dissertation Chair Signature: _____

**ST. STEPHEN'S COLLEGE
Doctor of Ministry**

**FINAL FEEDBACK FOR DISSERTATION
To be completed by Dissertation Chair
Research in Ministry
Form B**

Name of Candidate:	
Dissertation Title:	

How well did the Candidate...	Low	High
1. State and contextualize the issue?	1	2 3 4 5
a) set the stage for the study	1	2 3 4 5
b) create reader interest in the topic	1	2 3 4 5
c) establish the issue or problem that led to the study	1	2 3 4 5
a) place the study in the context of the scholarly research	1	2 3 4 5
b) identify the purpose with words such as 'intent', 'purpose' and 'objective' to draw attention to the statement as a central idea in the study	1	2 3 4 5
c) use words in the statement of purpose that denote the method of inquiry to be used in data collection, analysis and the research process	1	2 3 4 5
d) explain why the question is important by giving the historical/theoretical background	1	2 3 4 5
e) outline how the study will (i) fill a void, (ii) replicate, (ii) extend, (iv) or develop new ideas in the scholarly literature?	1	2 3 4 5
f) state research question clearly	1	2 3 4 5
g) state subsidiary questions clearly	1	2 3 4 5
h) provide a specific focus via the research question(s)	1	2 3 4 5
i) outline scope and limitations	1	2 3 4 5
j) define all terms, when they first appear, so that individuals outside the field may understand them	1	2 3 4 5
k) list assumptions	1	2 3 4 5
2. Critically review the literature?		
a) organize the review around and directly relate it to the research question	1	2 3 4 5
b) synthesize the results into a summary of what is and is not known	1	2 3 4 5
c) identify areas of controversy in the literature	1	2 3 4 5
d) identify areas of prior scholarship to prevent duplication of effort	1	2 3 4 5
e) contain ample research studies to highlight ways in which the research question has been or might be studied?	1	2 3 4 5
f) point the way forward for future research	1	2 3 4 5
g) place the P/D in the context of existing literature	1	2 3 4 5

	Low				High
h) provide introduction, body and concluding section for the review	1	2	3	4	5
i) organize the review into themes or categories	1	2	3	4	5
3. Provide rationale for the chosen methodology?					
a) include a reiteration of the study's purpose	1	2	3	4	5
b) include a discussion of the methodology used (qualitative or quantitative or mixed)	1	2	3	4	5
c) identify specific type of research design selected (case study, grounded theory, phenomenology, etc.)	1	2	3	4	5
d) explain purpose of the methodology, using citations	1	2	3	4	5
e) explain convincingly why the methodology was chosen	1	2	3	4	5
f) match the intended methodology and the research question(s)	1	2	3	4	5
g) describe the population of the study	1	2	3	4	5
h) identify and explain sampling design using citations	1	2	3	4	5
i) explain the reason for the sampling design	1	2	3	4	5
j) demonstrate that the sampling design is appropriate to the methodology used	1	2	3	4	5
k) explain how instrument(s) was/ were piloted/tested	1	2	3	4	5
l) include a copy of instrument in an appendix	1	2	3	4	5
4. Outline data collection/procedures					
a) detail how, when and who will collect data	1	2	3	4	5
b) identify method of data analysis	1	2	3	4	5
c) describe procedures of trustworthiness	1	2	3	4	5
d) address bias and role	1	2	3	4	5
e) include a copy of instrument in appendix	1	2	3	4	5
f) describe potential limitations/weaknesses of the study	1	2	3	4	5
5. Address ethical considerations?					
a) address voluntary participation	1	2	3	4	5
b) address right of participant to withdraw without prejudice	1	2	3	4	5
c) address benefits to participant outweigh costs to them	1	2	3	4	5
d) describe, in detail, how confidentiality will be maintained throughout every aspect of the study	1	2	3	4	5
e) other (please be specific)	1	2	3	4	5
6. Show evidence of addressing the goals of the DMin?					
a) show an advanced understanding of the nature and purposes of ministry	1	2	3	4	5
b) demonstrate an ability to reflect theologically about the practice of ministry	1	2	3	4	5
c) identify theological themes in the P/D					
d) provide evidence of growth in personal spiritual maturity	1	2	3	4	5
e) demonstrate development and adoption of personal and professional ethics	1	2	3	4	5
7. Provide explanation of results and outcomes?					
a) begin with review of methodology	1	2	3	4	5
b) address key findings of the study	1	2	3	4	5
c) support the key findings through references to the data	1	2	3	4	5
d) address the research question	1	2	3	4	5
e) report key findings, if any, that contradict each other	1	2	3	4	5

	Low				High
8. Provide summary, conclusions and discussion?					
a) begin with summary of the primary interpretation of the findings and conclusion	1	2	3	4	5
b) show how literature affirms or contradicts the interpretation of findings and conclusion	1	2	3	4	5
c) show how conclusion is affirmed by findings	1	2	3	4	5
d) show how the findings and their interpretation support the conclusion	1	2	3	4	5
e) address what the data do not reveal about the research question	1	2	3	4	5
f) provide recommendations based on the findings	1	2	3	4	5
g) provide recommendations for ministry practice	1	2	3	4	5
h) provide recommendations for future research arising out of the P/D	1	2	3	4	5
9. Craft the Dissertation?					
a) write with few grammatical and spelling errors	1	2	3	4	5
b) write a narrative that is logical and coherent	1	2	3	4	5
c) write in an inclusive style	1	2	3	4	5
d) develop quality bibliography and other resources	1	2	3	4	5
e) use APA or Turabian correctly throughout	1	2	3	4	5

Overall, how would you assess this Project-Dissertation? (use other side of paper, if required)

Strengths:

Weaknesses:

Recommendations (including requested revisions – use other side of paper, if required):

Date: _____ Dissertation Chair Signature: _____

ST. STEPHEN'S COLLEGE
Doctor of Ministry

FINAL FEEDBACK FOR DISSERTATION
To be completed by External Examiner
Research in Ministry
Form C

Name of Candidate:	
Dissertation Title:	

How well did the Candidate...

Low High

- | | | | | | |
|--|---|---|---|---|---|
| 1. State and contextualize the issue? | 1 | 2 | 3 | 4 | 5 |
| a) set the stage for the study | 1 | 2 | 3 | 4 | 5 |
| b) create reader interest in the topic | 1 | 2 | 3 | 4 | 5 |
| c) establish the issue or problem that led to the study | 1 | 2 | 3 | 4 | 5 |
| d) place the study in the context of the scholarly research | 1 | 2 | 3 | 4 | 5 |
| e) identify the purpose with words such as 'intent', 'purpose' and 'objective' to draw attention to the statement as a central idea in the study | 1 | 2 | 3 | 4 | 5 |
| f) use words in the statement of purpose that denote the method of inquiry to be used in data collection, analysis and the research process | 1 | 2 | 3 | 4 | 5 |
| g) explain why the question is important by giving the historical/theoretical background | 1 | 2 | 3 | 4 | 5 |
| h) outline how the study will (1) fill a void, (ii) replicate, (ii) extend, (iv) or develop new ideas in the scholarly literature? | 1 | 2 | 3 | 4 | 5 |
| i) state research question clearly | 1 | 2 | 3 | 4 | 5 |
| j) state subsidiary questions clearly | 1 | 2 | 3 | 4 | 5 |
| k) provide a specific focus via the research question(s) | 1 | 2 | 3 | 4 | 5 |
| l) outline scope and limitations | 1 | 2 | 3 | 4 | 5 |
| m) define all terms, when they first appear, so that individuals outside the field may understand them | 1 | 2 | 3 | 4 | 5 |
| n) list assumptions | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| 2. Critically review the literature? | | | | | |
| a) organize the review around and directly relate it to the research question | 1 | 2 | 3 | 4 | 5 |
| b) synthesize the results into a summary of what is and is not known | 1 | 2 | 3 | 4 | 5 |
| c) identify areas of controversy in the literature | 1 | 2 | 3 | 4 | 5 |
| d) identify areas of prior scholarship to prevent duplication of effort | 1 | 2 | 3 | 4 | 5 |
| e) contain ample research studies to highlight ways in which the research question has been or might be studied? | 1 | 2 | 3 | 4 | 5 |
| f) point the way forward for future research | 1 | 2 | 3 | 4 | 5 |
| g) place the P/D in the context of existing literature | 1 | 2 | 3 | 4 | 5 |

	Low				High
h) provide introduction, body and concluding section for the review	1	2	3	4	5
i) organize the review into themes or categories	1	2	3	4	5
3. Provide rationale for the chosen methodology?					
a) include a reiteration of the study's purpose	1	2	3	4	5
b) include a discussion of the methodology used (qualitative or quantitative or mixed)	1	2	3	4	5
c) identify specific type of research design selected (case study, grounded theory, phenomenology, etc.)	1	2	3	4	5
d) explain purpose of the methodology, using citations	1	2	3	4	5
e) explain convincingly why the methodology was chosen	1	2	3	4	5
f) match the intended methodology and the research question(s)	1	2	3	4	5
g) describe the population of the study	1	2	3	4	5
h) identify and explain sampling design using citations	1	2	3	4	5
i) explain the reason for the sampling design	1	2	3	4	5
j) demonstrate that the sampling design is appropriate to					
k) the methodology used	1	2	3	4	5
l) explain how instrument(s) was/ were piloted/tested	1	2	3	4	5
m) include a copy of instrument in an appendix	1	2	3	4	5
4. Outline data collection/procedures					
a) detail how, when and who will collect data	1	2	3	4	5
b) identify method of data analysis	1	2	3	4	5
c) describe procedures of trustworthiness	1	2	3	4	5
d) address bias and role	1	2	3	4	5
e) include a copy of instrument in appendix	1	2	3	4	5
f) describe potential limitations/weaknesses of the study	1	2	3	4	5
5. Address ethical considerations?					
a) address voluntary participation	1	2	3	4	5
b) address right of participant to withdraw without prejudice	1	2	3	4	5
c) address benefits to participant outweigh costs to them	1	2	3	4	5
d) describe, in detail, how confidentiality will be maintained throughout every aspect of the study	1	2	3	4	5
e) other (please be specific)	1	2	3	4	5
6. Show evidence of addressing the goals of the DMin?					
a) show an advanced understanding of the nature and purposes of ministry	1	2	3	4	5
b) demonstrate an ability to reflect theologically about the practice of ministry	1	2	3	4	5
c) identify theological themes in the P/D					
d) provide evidence of growth in personal spiritual maturity demonstrate development and adoption of personal and professional ethics	1	2	3	4	5
	1	2	3	4	5
7. Provide explanation of results and outcomes?					
a) begin with review of methodology	1	2	3	4	5
b) address key findings of the study	1	2	3	4	5
c) support the key findings through references to the data	1	2	3	4	5
d) address the research question	1	2	3	4	5
e) report key findings, if any, that contradict each other	1	2	3	4	5

	Low				High
8. Provide summary, conclusions and discussion?					
a) begin with summary of the primary interpretation of the findings and conclusion	1	2	3	4	5
b) show how literature affirms or contradicts the interpretation of findings and conclusion	1	2	3	4	5
c) show how conclusion is affirmed by findings	1	2	3	4	5
d) show how the findings and their interpretation support the conclusion	1	2	3	4	5
e) address what the data do not reveal about the research question	1	2	3	4	5
f) provide recommendations based on the findings	1	2	3	4	5
g) provide recommendations for ministry practice	1	2	3	4	5
h) provide recommendations for future research arising out of the P/D	1	2	3	4	5
9. Craft the Dissertation?					
a) write with few grammatical and spelling errors	1	2	3	4	5
a) write a narrative that is logical and coherent	1	2	3	4	5
b) write in an inclusive style	1	2	3	4	5
d) develop quality bibliography and other resources	1	2	3	4	5
e) use APA or Turabian correctly throughout	1	2	3	4	5

Overall, how would you assess this Project-Dissertation? (use other side of paper, if required)

Strengths:

Weaknesses:

Recommendations (including requested revisions – use other side of paper, if required):

Date: _____ External Examiner Signature: _____

ST. STEPHEN'S COLLEGE
Doctor of Ministry

FEEDBACK FOR DISSERTATION - PROPOSAL or DESIGN
To be completed by Dissertation Chair
Model Ministry
Form A

Name of Candidate:	
Dissertation Title:	

Purpose: To provide feedback from the Project-Dissertation Committee to the Candidate leading to the approval of the Proposal and the Design. Check appropriate section (Proposal or Design)

For: PROPOSAL _____

Or : DESIGN _____

This type of Project is characterized by the production of a model or prototype of some form of ministry. Indeed, it helps to think of the outcome of such Projects as a sort of 'product' which others in the church or specialized ministry might pick up and use to enhance their own practice." (Project-Dissertation Guide)

How well does the Candidate...	Low				High
1. Demonstrate need for the model/prototype being proposed?					
a) define need succinctly	1	2	3	4	5
b) justify the model employed	1	2	3	4	5
c) describe the project's potential use convincingly	1	2	3	4	5
d) predict project's application realistically	1	2	3	4	5
e) predict potential users	1	2	3	4	5
2. Design assessment procedures?					
a) anticipate outcomes	1	2	3	4	5
b) assess outcomes in terms of					
i. usefulness	1	2	3	4	5
ii. effectiveness	1	2	3	4	5
iii. congruence with theories	1	2	3	4	5
iv. authenticity	1	2	3	4	5
v. own contribution to the field	1	2	3	4	5
3. State and contextualize the issue?					
a) write a clearly stated research question	1	2	3	4	5
b) write clearly stated subsidiary questions	1	2	3	4	5
c) state sensitizing concepts	1	2	3	4	5
d) outline scope and limitations	1	2	3	4	5
e) define all terms, when they first appear					
f) define all terms so that individuals outside the field may understand them	1	2	3	4	5
g) list assumptions					
h) explain why the question is important by giving a historical/theoretical background	1	2	3	4	5

	Low				High
i) outline how the study will (1) fill a void, (ii) replicate, (ii) extend, (iv) or develop new ideas in the scholarly literature?	1	2	3	4	5
4. Show that the P/D will advance the goals of the DMin?					
a) show an advanced understanding of the nature and purposes of ministry	1	2	3	4	5
b) demonstrate ability to reflect theologically about the practice of ministry	1	2	3	4	5
c) identify potential theological themes in research being proposed					
d) show growth in personal spiritual maturity	1	2	3	4	5
e) demonstrate development and appropriation of personal and professional ethic	1	2	3	4	5
5. Demonstrate readiness?					
a) a) possess appropriate research knowledge	1	2	3	4	5
b) has successfully completed research course on methodology chosen for P/D	1	2	3	4	5
c) has successfully completed supervised pilot project	1	2	3	4	5
6. Critically review the literature?					
a) organize review around and directly related to the research question	1	2	3	4	5
b) synthesize results into a summary of what is and is not known	1	2	3	4	5
c) identify areas of controversy in the literature	1	2	3	4	5
d) identify areas of prior scholarship to prevent duplication of effort	1	2	3	4	5
e) contain ample research studies to highlight ways in which the research question has been or might be studied?	1	2	3	4	5
7. Outline methods?					
a) detail how, when and who will collect data	1	2	3	4	5
b) clearly identify method of data analysis	1	2	3	4	5
c) describe clearly the population of the study	1	2	3	4	5
d) identify and explain the sampling design	1	2	3	4	5
e) explain why the sampling design was selected	1	2	3	4	5
f) include a copy of instrument in appendix	1	2	3	4	5
8. Provide rationale for methodology?					
a) identify specific type of research design selected (case study, grounded theory, phenomenology, etc.)	1	2	3	4	5
b) explain purpose of the methodology, using citations	1	2	3	4	5
c) explain convincingly why methodology was chosen	1	2	3	4	5
d) match intended methodology and the research question(s)	1	2	3	4	5
e) explain how instruments were tested	1	2	3	4	5
9. Outline validation process?					
a) describe procedures of trustworthiness	1	2	3	4	5
b) address bias and role	1	2	3	4	5

	Low				High
10. Address ethical considerations?					
a) voluntary participation	1	2	3	4	5
b) right of participant to withdraw without prejudice	1	2	3	4	5
c) benefits to participant outweigh costs to them	1	2	3	4	5
d) describe, in detail, how confidentiality will be maintained throughout every aspect of the study	1	2	3	4	5
e) other (please be specific)	1	2	3	4	5
11. Provide outline of chapters?	1	2	3	4	5
12. Establish a Project schedule?					
a) demonstrate that the work plan is reasonable and doable	1	2	3	4	5
b) establish a contingency plan to address unforeseen circumstances	1	2	3	4	5
13. Show knowledge of available resources?	1	2	3	4	5

Comments for improvement:

Date: _____ Dissertation Chair Signature: _____

ST. STEPHEN'S COLLEGE
Doctor of Ministry

FINAL FEEDBACK FOR DISSERTATION
To be completed by Dissertation Chair
Model Ministry
Form B

Name of Candidate:	
Dissertation Title:	

This type of Project is characterized by the production of a model or prototype of some form of ministry, Indeed, it helps to think of the outcome of such Projects as a sort of 'product' which others in the church or specialized ministry might pick up and use to enhance their own practice." (Project-Dissertation Guide)

How well did the Candidate...	Low	High
1. Demonstrate need for the model/prototype proposed?		
f) define need succinctly	1	2 3 4 5
a) justify the model employed	1	2 3 4 5
b) describe the potential project use realistically	1	2 3 4 5
2. Execute the model ministry Project?		
a) produce a work of evident quality	1	2 3 4 5
b) ensure its circulation among potential users	1	2 3 4 5
3. State and contextualize the issue?	1	2 3 4 5
a) set the stage for the model/prototype	1	2 3 4 5
b) create reader interest in the topic	1	2 3 4 5
c) establish the issue or problem that led to the model	1	2 3 4 5
d) place the study in the context of the scholarly research	1	2 3 4 5
e) identify the purpose with words such as 'intent', 'purpose' and 'objective' to draw attention to the statement as a central idea in the study	1	2 3 4 5
use words in the statement of purpose that denote the method of inquiry to be used in data collection, analysis and the research process	1	2 3 4 5
f) explain why the question is important by giving the historical/theoretical background	1	2 3 4 5
g) outline how the study will (1) fill a void, (ii) replicate, (ii) extend, (iv) or develop new ideas in the scholarly literature?	1	2 3 4 5
state research question clearly	1	2 3 4 5
h) state subsidiary questions clearly	1	2 3 4 5
i) provide a specific focus via the research question(s)	1	2 3 4 5
j) outline scope and limitations	1	2 3 4 5
k) define all terms, when they first appear, so that individuals outside the field may understand them	1	2 3 4 5
l) list assumptions	1	2 3 4 5

	Low	High			
4. Critically review the literature?					
a) organize the review around and directly relate it to the research question	1	2	3	4	5
b) synthesize the results into a summary of what is and is not known	1	2	3	4	5
c) identify areas of controversy in the literature	1	2	3	4	5
d) identify areas of prior scholarship to prevent duplication of effort	1	2	3	4	5
e) contain ample research studies to highlight ways in which the research question has been or might be studied?	1	2	3	4	5
f) suggest areas for future research	1	2	3	4	5
g) place the P/D in the context of existing literature	1	2	3	4	5
h) provide introduction, body and concluding section for the review	1	2	3	4	5
i) organize the review into themes or categories	1	2	3	4	5
5. Provide rationale for the chosen methodology?					
a) include a reiteration of the study's purpose	1	2	3	4	5
b) include a discussion of the methodology used (qualitative or quantitative or mixed)	1	2	3	4	5
c) identify specific type of research design selected (case study, grounded theory, phenomenology, etc.)	1	2	3	4	5
d) explain purpose of the methodology, using citations	1	2	3	4	5
e) explain convincingly why the methodology was chosen	1	2	3	4	5
f) match the intended methodology and the research question(s)	1	2	3	4	5
g) describe the population of the study	1	2	3	4	5
h) identify and explain sampling design using citations	1	2	3	4	5
i) explain the reason for the sampling design	1	2	3	4	5
j) demonstrate that the sampling design is appropriate to the methodology used	1	2	3	4	5
k) explain how instrument(s) was/were piloted/tested	1	2	3	4	5
l) include a copy of instrument in an appendix	1	2	3	4	5
6. Outline data collection/procedures					
a) detail how, when and who will collect data	1	2	3	4	5
b) identify method of data analysis	1	2	3	4	5
c) describe procedures of trustworthiness	1	2	3	4	5
d) address bias and role	1	2	3	4	5
e) include a copy of instrument in appendix	1	2	3	4	5
f) describe potential limitations/weaknesses of the study	1	2	3	4	5
7. Address ethical considerations?					
f) address voluntary participation	1	2	3	4	5
g) address right of participant to withdraw without prejudice	1	2	3	4	5
h) address benefits to participant outweigh costs to them	1	2	3	4	5
i) describe, in detail, how confidentiality will be maintained throughout every aspect of the study	1	2	3	4	5
j) other (please be specific)	1	2	3	4	5
8. Show evidence of addressing the goals of the DMin?					
a) show an advanced understanding of the nature and purposes of ministry	1	2	3	4	5

	Low				High
b) demonstrate an ability to reflect theologically about the practice of ministry	1	2	3	4	5
c) identify theological themes in the P/D					
d) provide evidence of growth in personal spiritual maturity	1	2	3	4	5
e) demonstrate development and adoption of personal and professional ethics	1	2	3	4	5
9. Provide explanation of results and outcomes?					
a) begin with review of methodology	1	2	3	4	5
b) address key findings of the study	1	2	3	4	5
c) support the key findings through references to the data	1	2	3	4	5
d) address the research question	1	2	3	4	5
e) report key findings, if any, that contradict each other	1	2	3	4	5
10. Provide summary, conclusions and discussion?					
a) begin with summary of the primary interpretation of the findings and conclusion	1	2	3	4	5
b) show how literature affirms or contradicts the interpretation of findings and conclusion	1	2	3	4	5
c) show how conclusion is affirmed by findings	1	2	3	4	5
d) show how the findings and their interpretation support the					
e) conclusion	1	2	3	4	5
f) address what the data do not reveal about the research question	1	2	3	4	5
g) provide recommendations based on the findings	1	2	3	4	5
h) provide recommendations for ministry practice	1	2	3	4	5
i) provide recommendations for future research arising out of the P/D	1	2	3	4	5
11. Craft the Dissertation?					
a) write with few grammatical and spelling errors	1	2	3	4	5
b) write a narrative that is logical and coherent	1	2	3	4	5
c) write in an inclusive style	1	2	3	4	5
d) develop quality bibliography and other resources	1	2	3	4	5
e) use APA or Turabian correctly throughout	1	2	3	4	5

Overall, how would you assess this Project-Dissertation? (Use other side of paper, if required):

Strengths:

Weaknesses:

Recommendations, including requested revisions. (Use other side of paper, if required):

Date: _____ Dissertation Chair Signature: _____

ST. STEPHEN'S COLLEGE
Doctor of Ministry

FINAL FEEDBACK FOR DISSERTATION
To be completed by External Examiner
Model Ministry
Form C

Name of Candidate:	
Dissertation Title:	

This type of Project is characterized by the production of a model or prototype of some form of ministry, Indeed, it helps to think of the outcome of such Projects as a sort of 'product' which others in the church or specialized ministry might pick up and use to enhance their own practice." (Project-Dissertation Guide)

How well did the Candidate...	Low	High
1. Demonstrate need for the model/prototype proposed?		
a) define need succinctly	1	5
b) justify the model employed	1	5
c) describe the potential project use realistically	1	5
2. Execute the model ministry Project?		
a) produce a work of evident quality	1	5
b) ensure its circulation among potential users	1	5
3. State and contextualize the issue?		
a) set the stage for the model/prototype	1	5
b) create reader interest in the topic	1	5
c) establish the issue or problem that led to the model	1	5
d) place the study in the context of the scholarly research	1	5
e) identify the purpose with words such as 'intent', 'purpose' and 'objective' to draw attention to the statement as a central idea in the study	1	5
f) use words in the statement of purpose that denote the method of inquiry to be used in data collection, analysis and the research process	1	5
g) explain why the question is important by giving the historical/theoretical background	1	5
h) outline how the study will (1) fill a void, (ii) replicate, (ii) extend, (iv) or develop new ideas in the scholarly literature?	1	5
i) state research question clearly	1	5
j) state subsidiary questions clearly	1	5
k) provide a specific focus via the research question(s)	1	5
l) outline scope and limitations	1	5
m) define all terms, when they first appear, so that individuals outside the field may understand them	1	5
n) list assumptions	1	5

	Low				High
4. Critically review the literature?					
a) organize the review around and directly relate it to the research question	1	2	3	4	5
b) synthesize the results into a summary of what is and is not known	1	2	3	4	5
c) identify areas of controversy in the literature	1	2	3	4	5
d) identify areas of prior scholarship to prevent duplication of effort	1	2	3	4	5
e) contain ample research studies to highlight ways in which the research question has been or might be studied?	1	2	3	4	5
f) suggest areas for future research	1	2	3	4	5
g) place the P/D in the context of existing literature	1	2	3	4	5
h) provide introduction, body and concluding section for the review	1	2	3	4	5
i) organize the review into themes or categories	1	2	3	4	5
5. Provide rationale for the chosen methodology?					
a) include a reiteration of the study's purpose	1	2	3	4	5
b) include a discussion of the methodology used (qualitative or quantitative or mixed)	1	2	3	4	5
c) identify specific type of research design selected (case study, grounded theory, phenomenology, etc.)	1	2	3	4	5
d) explain purpose of the methodology, using citations	1	2	3	4	5
e) explain convincingly why the methodology was chosen	1	2	3	4	5
f) match the intended methodology and the research question(s)	1	2	3	4	5
g) describe the population of the study	1	2	3	4	5
h) identify and explain sampling design using citations	1	2	3	4	5
i) explain the reason for the sampling design	1	2	3	4	5
j) demonstrate that the sampling design is appropriate to the methodology used	1	2	3	4	5
k) explain how instrument(s) was/were piloted/tested	1	2	3	4	5
l) include a copy of instrument in an appendix	1	2	3	4	5
6. Outline data collection/procedures					
a) detail how, when and who will collect data	1	2	3	4	5
b) identify method of data analysis	1	2	3	4	5
c) describe procedures of trustworthiness	1	2	3	4	5
d) address bias and role	1	2	3	4	5
e) include a copy of instrument in appendix	1	2	3	4	5
f) describe potential limitations/weaknesses of the study	1	2	3	4	5
7. Address ethical considerations?					
a) address voluntary participation	1	2	3	4	5
b) address right of participant to withdraw without prejudice	1	2	3	4	5
c) address benefits to participant outweigh costs to them	1	2	3	4	5
d) describe, in detail, how confidentiality will be maintained throughout every aspect of the study	1	2	3	4	5
e) other (please be specific)	1	2	3	4	5
8. Show evidence of addressing the goals of the DMin?					
a) show an advanced understanding of the nature and purposes of ministry	1	2	3	4	5

	Low				High
b) demonstrate an ability to reflect theologically about the practice of ministry	1	2	3	4	5
c) identify theological themes in the P/D					
d) provide evidence of growth in personal spiritual maturity	1	2	3	4	5
e) demonstrate development and adoption of personal and professional ethics	1	2	3	4	5
9. Provide explanation of results and outcomes?					
a) begin with review of methodology	1	2	3	4	5
b) address key findings of the study	1	2	3	4	5
c) support the key findings through references to the data	1	2	3	4	5
d) address the research question	1	2	3	4	5
e) report key findings, if any, that contradict each other	1	2	3	4	5
10. Provide summary, conclusions and discussion?					
a) begin with summary of the primary interpretation of the findings and conclusion	1	2	3	4	5
b) show how literature affirms or contradicts the interpretation of findings and conclusion	1	2	3	4	5
c) show how conclusion is affirmed by findings	1	2	3	4	5
d) show how the findings and their interpretation support the					
e) conclusion	1	2	3	4	5
f) address what the data do not reveal about the research question	1	2	3	4	5
g) provide recommendations based on the findings	1	2	3	4	5
h) provide recommendations for ministry practice	1	2	3	4	5
i) provide recommendations for future research arising out of the P/D	1	2	3	4	5
11. Craft the Dissertation?					
a) write with few grammatical and spelling errors	1	2	3	4	5
b) write a narrative that is logical and coherent	1	2	3	4	5
c) write in an inclusive style	1	2	3	4	5
d) develop quality bibliography and other resources	1	2	3	4	5
e) use APA or Turabian correctly throughout	1	2	3	4	5

Overall, how would you assess this Project-Dissertation? (Use other side of paper, if required):

Strengths:

Weaknesses:

Recommendations, including requested revisions. (Use other side of paper, if required):

Date: _____ External Examiner Signature: _____

ST. STEPHEN'S COLLEGE
Doctor of Ministry

Approval of Completed Project-Dissertation (with Revisions)
To be completed by Dissertation Chair

Name of Candidate:	
Dissertation Title:	

This will certify that the above student has completed all required revisions to his/her Dissertation in accordance with the academic standards of St. Stephen's College. It is understood that the student will supply one unbound copy of his/her Dissertation – together with the entire Dissertation on CD or USB stick – to St. Stephen's College by September 1 of the year of Convocation for binding and accession to the College and National Library.

Dissertation Chair Name: _____

Dissertation Chair Signature: _____

Date: _____

Convocation and the Project-Dissertation Public Presentation

1. The Doctor of Ministry Hood

The hood is shaped and designed after the standard academic hood for Canadian doctoral graduates. The doctoral hood for Canadian Universities, including the University of Alberta is a black shell trimmed with royal blue velvet. The Doctor of Ministry standard in Canadian Universities has been a trim of purple or a shade of red.

Traditionally, the interior of the hood carries the institution's colours while the hood's exterior symbolizes the discipline.

Stephen's College has chosen to follow the standard hood for doctoral graduates - a black shell with a red trim. The lining represents the College colours - gold fabric with a purple chevron.

2. Instructions regarding Convocation

These are sent from the Academic Office. See Attachment 1.

3. Convocation Date

Convocation is held once a year, normally on a Monday evening in early November.

4. Convocation Requirements

Preparation of all Project-Dissertation materials must be completed before the summer break prior to the annual convocation. See Attachment 1 for the process ensuing once the final copy of the Project-Dissertation has been submitted.

5. Public Presentation

A public presentation of the Project in Edmonton on the day of Convocation is a requirement for convocation. Only under exceptional circumstances (illness, family emergency, etc.) will candidates be allowed to graduate if they do not conform to this requirement. If an exception is granted, an alternate arrangement for a public presentation will be made, in consultation with the Project-Dissertation Committee and the DMin Chair.

This public presentation is an opportunity for graduands to demonstrate their readiness to become a "doctor" (teacher) – to claim that identity before mentors and peers. See Attachment 1 for guidance regarding the Public Presentation.

A presentation, before Convocation, in the ministry base, would be good way to thank the ministry base for its support and afford an opportunity to prepare for the Convocation presentation. Alternatively, a presentation to the ministry base after Convocation would afford an opportunity to celebrate the accomplishment and the learning with the ministry base.

6. Expressions of Appreciation

Graduands are encouraged to find creative ways to thank their Project-Dissertation Committee members and their external examiner for their contribution to the research work. Remember that Research Committee members contribute their work time and experience on a professional "pro bono" basis. One appropriate "thank you" would be a bound copy of the graduate's Project-Dissertation.

Attachment 1

What happens once the final draft of the Project-Dissertation has been submitted to the Project-Dissertation Committee?

1. Project-Dissertation Committee agreement to advance the P-D to the External Examiner
2. External Examiner chosen and P-D sent to her/him
3. External Examiner's Report received by DMin Chair and passed on to the Project-Dissertation Committee
4. In consultation with the DMin Chair, the Project-Dissertation Committee finalizes revision recommendations
5. Candidate completes final revisions
6. Candidate sends camera-ready unbound copy, including all necessary prefatory pages, to St. Stephen's with an e-file on diskette or CD (Word and pdf)
7. P-D is checked to ensure that it contains the required revisions
8. P-D is checked for formatting by the Registrar's office during the summer, and revisions requested if necessary (final unbound copy required by September 1st)

During the summer, the College Academic Office contacts graduands regarding Convocation particulars: date, time, location, attire, etc.

Graduands travelling by air should arrive no later than Sunday evening!

Prior to the Convocation Luncheon, the Chancellor hosts a Reception for the graduands. On Convocation Day, graduands make two presentations of their work.

1. Immediately following the Convocation Luncheon, a 15 minute summary of the Project and its significance
2. Then, during the afternoon, according to a schedule that will be established once the number of graduands is firm, a longer presentation (30 - 40 mins.) that fills in the details and leads to discussion (30 - 40 mins.).

The constituency for these presentations include the general public (the presentations are advertised in the Edmonton area media), the Edmonton area churches, friends of St. Stephen's College, communities of practice (see P-D Guide), and fellow students. The graduands are responsible for identifying the community(ies) of practice that would have an interest in their work and for providing the Academic Office with a mailing list of persons who might be invited to attend the public presentation of their work. Development of this list should begin once the Design has been approved.

Graduands are encouraged to be creative and imaginative in designing their presentations. They should consult widely and engage their Project-Dissertation Committees in the process. The presentation should include at least the following.

1. Handouts demonstrating the work of the Project, with selective bibliography
2. Specific opportunities that allow the audience to experience the research question or Project and to understand how the graduand came to the Question and/or Project and how the process developed
3. Demonstration of the way in which the work is relevant to the community at large and to the church constituency in particular
4. Discussion Points that stimulate a conversation between the graduand and the audience

The second presentation is chaired by the Project-Dissertation Committee Liaison Member.

Instructions for Article-Based Dissertations

The following specifications ensure that St. Stephen's College theses⁵ (dissertations) are compatible with standards established by Library and Archives Canada (National Library). The student is ultimately responsible for the formatting of his/her dissertation. Failure to meet the formatting requirements may result in your dissertation being rejected from the Library and Archives Canada, and returned to you via your department for correction.

ARTICLE-BASED Dissertation

Order of items:

Preliminary Pages (numbered i, ii, iii, iv, etc.)

- Title Page
- Abstract (not more than 350 words for doctoral level)
- Frontispiece or Quote Page (optional)
- Dedication (optional)
- Acknowledgments (optional) - should appear in the preliminary pages only and not in each paper
- *Preface* (optional)

Table of Contents (listing chapter heads and subheads, bibliographies, and appendices)

- List of Tables (if any). List each page table appears on; table may appear in more than one chapter.
- List of Figures or Illustrations (if any). List each page figure appears on; figure may appear in more than one chapter.
- List of Plates (if any)
- List of Symbols, Nomenclature, or Abbreviations (if any)

Main Body of Text (numbered 1,2,3,4, etc.)

- Introductory chapter (Introduction) to the entire dissertation with its own bibliography. The introduction should include a clear statement of the student's purpose or question under investigation. It provides necessary background information and a broad statement summarizing the findings of the study. This section also will include a statement of the relationship between and among the various articles and parts of the research.
- *Each* subsequent chapter is presented in a paper format *without* an abstract, but *with* its own bibliography.

General discussion and conclusions (final chapter)

- The final chapter should relate the separate chapters to each other and to the relevant discipline/field of study.
- An overview of the main findings is provided; material covered in the manuscripts is not repeated.
- The limitations and strengths of the dissertation are clearly described.
- A general conclusion and recommendations are also provided.
- This section has its own bibliography.

⁵ Thesis means thesis or dissertation

Appendices (if any)

- This section may contain details of the methodology, tabulated data, and so on, not provided in detail in previous chapters.

Final copy of dissertation

- Document is to be formatted, in a consistent manner, according to SSC dissertation guidelines.
- One referencing system, one formatting system is used throughout.
- For the purposes of the dissertation, a chapter's (article) format does **not** change to adhere to the specific journal requirements.

Copyright © Material

The student, as author, retains the copyright to the thesis whether it's submitted electronically or in paper (hard-copy).

In conformity with the Copyright Act, there must be no substantial amount of copyrighted material in the thesis. Please read the following information carefully if you are including material that is previously copyrighted.

For more information about copyright, visit <http://www.collectionscanada.gc.ca/thesescanada/>

Obtaining Copyright Permission

Under the Copyright Act, a reasonable extract of another person's work can be included in a student's thesis, provided that the source is documented. Students using a substantial amount of copyrighted material in their theses must include, with the thesis, letters of permission from the person(s) or publishing company holding the copyright.

Acquiring letters of copyright permission takes a considerable amount of time; students requesting such letters should do this well in advance of the submission of the thesis, as these letters must accompany the thesis submission to the Faculty of Graduate Studies and Research.

When letters of copyright permission cannot be obtained, the copyright material must be removed and a page inserted in its place. This page should explain: that the material involved has been removed because of copyright restrictions; what information the material contained; and the original source of the material [*eg*, page 12 has been removed due to copyright restrictions. The information removed was Figure 23 (*describe the figure information and source*)].

Publication

Provide a footnote for any or all chapters that have been submitted for publication, accepted for publication, or published. In order to avoid copyright problems, please use the following format for wording in the footnote:

A version of this chapter has been submitted for publication/accepted for publication/published. Jones 1984. Journal of Data. 48: 206-215.

Students who wish to submit a revised version of their thesis (or part of it) for publication should contact the potential publisher to see if access in the collections of St. Stephen's College Library and Library Archives Canada will prevent future publication. To determine the publishing policy of various academic journals students may consult the SHERPA/RoMEO Database (www.sherpa.ac.uk/romeo.php).

Co-Authorship

If the material is co-authored, permission from the co-authors for the use of this material is required as stated previously.

See also [Student Handbook](#) and the DMin Manual for further writing guidelines.