
Doctor of Ministry

Program Manual

June 2021



St. Stephen's College

8810 112 Street, University of Alberta Campus, Edmonton, Alberta, T6G 2J6
T:780.439.7311 F:780.433.8875 www.ualberta.ca/st-stephens

Welcome to St. Stephen's College

OUR VISION

A world where spiritual seekers of all faith traditions and worldviews transform their communities into places of greater acceptance, justice, creativity, flourishing, and hope.

OUR MISSION

St. Stephen's College engages and equips compassionate, globally conscious learners and leaders, researchers and practitioners who integrate spirituality into their lives, communities, and professions.

OUR VALUES

- Academic, Professional, and Spiritual **Curiosity**
- **Openness** to Self, Neighbour, and World
- Inter-Personal, Intellectual, and Practice-Based **Engagement**
- **Relationships** rooted in humility, mutual respect, and caring
- Expansive, Integrative, and Resilient **Imagination**

OPERATING PRINCIPLES

We nurture, and open ourselves to, sacred spaces for learning and transformation by respecting and caring for one another, exploring the spiritual complexities of life together, and uncovering sacredness in all our relations.

We foster a guided learning community that is self-directed, reflective, relevant, and which prioritizes transformational experiences.

We work for justice, belonging, and wholeness in language and practice for all persons, respecting diversity of ability, ethnicity, faith tradition, worldview, gender identity, and sexual orientation.

We cultivate a spiritually diverse multi-faith community that animates individuals to go deep into their own tradition and/or worldview while simultaneously and respectfully engaging the traditions and/or worldviews of their neighbours. This is enriched through our rootedness in the intercultural mandate and ecumenical heritage of the United Church of Canada.

We uphold and commit ourselves to high standards of intellectual freedom, academic pursuit, and professional practice in teaching, research, and practice-based engagement. This complements and aligns with our longstanding affiliation with the University of Alberta.

We nurture dialogue, open communication, and a consultative ethos among all members of the College's community.

We honour and understand the need to be in care of one another and in care of the earth, recognizing the reciprocal relationship of our care for the earth and the earth's sustaining of us.

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Part One

The Doctor of Ministry (DMin) Program – Who is it for?

The DMin program is for active practitioners who wish to pursue intensive, praxis-based, specialized studies in their area of interest. We encourage people from various professional and religious backgrounds to apply, including the curious and the questing. SSC is unique in that it takes seriously the experience of transcendence that scientific explanations tend to neglect and religious traditions, old and new, widely respect.

Students enter the program with a Master's Degree in Theology/Spirituality/Religion (e.g. MDiv, MRE or MTS), or a Master's Degree in a related field with study in the areas of theology, religious history, and sacred texts, and a minimum of three years' experience in ministry, which is defined from a broad and inclusive perspective.

Your Vocation,

Your Ministry!

St. Stephen's College Definition of Ministry

Members of the St. Stephen's College community articulate their vision and practice of ministry using the languages, symbols, and images of the traditions and worldviews with which they identify. Within this diversity of tradition, St. Stephen's College understands that the practice of ministry includes the self-reflective awareness of the nurturing quality of service to the human community and earth. The St. Stephen's community consists of practitioners from such fields as education, faith/religious community assignments, chaplaincy, mediation, management, media services, the arts, healthcare, counseling, multicultural relationships, and care of our planet.

The Goal of the DMin program is to offer each student opportunities to:

- Develop an advanced understanding of the nature and purposes of ministry.
- Enhance competencies in the analysis of questions in ministry and a theological reflective practice of ministry.
- Contribute new knowledge to their field of ministry.
- Integrate practice and new learning, and thus grow in spiritual maturity.

1. Welcome and Introduction

Welcome to St. Stephen's College and the Doctor of Ministry (DMin) program.

This manual contains most of the information needed for the creative journey from application to completion of the degree program. On this journey, students will be accompanied by various members of the St. Stephen's College community, all of whom are ready to help. In collaboration with the Principal and Dean, and with the support of the DMin Program Committee, the Chair of the Doctor of Ministry Program (hereafter 'DMin Chair') is responsible for the oversight of the DMin program and curriculum, including facilitation and guidance of projects and dissertation research.

The following telephone numbers and web-links may be of use:

- 1) Front desk – the gateway to faculty and staff
Desk hours: 8:30 am – 4:30 pm
Phone: 780-439-7311
Fax: 780-433-8875
Toll free in Canada: 1-800-661-4956
General email: st.stephens@ualberta.ca
- 2) St. Stephen's College website www.ualberta.ca/st-stephens/
Find the up-to-date information and email addresses of faculty and staff, as well as news, program and admission information and the latest [Academic Calendar](#).
- 3) Our address:
St. Stephen's College
University of Alberta Campus
8810 – 112 Street
Edmonton, Alberta, Canada T6G 2J6

Bus and Light Rail Transit stops are conveniently close.

2. St. Stephen's College as a Learning Community

2.1 A Place for Exploration, Creativity, and Transformation

The [website](#) presents the selection of programs of study and general interest course offered, and some of the ongoing activities of SSC. The College, through its students and faculty, is involved in various community initiatives, theses, dissertations and other publications which offer a rich resource for public interest. They are listed online and can be accessed through the Registrar's Office. Our programs are open to people of all faith traditions and spiritual interest. Modern technology offers flexible means of participation from afar.

2.2 Entering the Learning Community

Instructions for new applicants [on the College website](#).

Within the program options at SSC, the DMin program is designed for people who want to deepen their current professional experience. The Doctoral level work builds on previously acquired academic skills (Masters level) and allows for independent research with the support of a team of advisors who are experienced in the student's field of interest. Students commit to an adult learning model, guided by an individualized learning covenant, and 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.

Before entering, 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 sustain an ongoing attention to one's spiritual maturity and self-care, and
- 5) An ability to integrate, in a scholarly and interdisciplinary way, the issues of being, faith, and spirituality

2.3 Participating in the Learning Community through the Doctor of Ministry Program (DMin)

The St. Stephen's Doctor of Ministry Program is equivalent to *two* years full-time¹ graduate study beyond the master's degree plus the Project and Dissertation (33 credits).

2.3.1 Expectations

Guided by the DMin Program Goals (pg. 1), students in the program are subject to certain expectations which will help to reach those goals. While the following list is not exhaustive, it outlines expectations for a student pursuing a DMin degree at St. Stephen's College:

- 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 behavior and functioning in accordance with one's covenanted learning goals and the goals of the DMin program.
- 5) Overall academic success (an average of 70% in doctoral coursework).
- 6) Demonstration of integration of scholarship with ministry.

Performance is assessed from a variety of perspectives. Assessment of the student's performance and progress continues throughout the DMin journey through progress reports, coursework, and Collegiums. Deficiencies, which become apparent during progress through the program, will be the responsibility of the student to remedy, upon the recommendation of faculty. The College's mission and values frame the conduct and expectations for all.

The above expectations intend to facilitate the Learning Outcomes of the DMin Program.

¹ This is an administrative designation only. We ask that students remain, part time, actively involved in their ministry to facilitate practice and learning. Consider this when drafting a learning plan.

2.3.2 Learning Outcomes and Academic Standards

Graduates of the DMin program will be capable of:

- a) advanced integration of theological perspective with cultural context
- b) offering effective leadership in their ministry setting through identifying and responding to crucial ministry issues, demonstrating critical thinking and informed contextual insight
- c) doing independent research in their field of ministry while appropriately engaging diverse disciplines
- d) reinvigorating and deepening their vocation calling through new growth in personal and spiritual maturity

These Learning Outcomes include the expectation of the Association of Theological Schools (ATS) as accepted in 2020.

2.4 A Supportive Community

Upon acceptance into the DMin program, the Orientation Day introduces new students to the College, to some essential procedures and to peers, administrative staff and some of the key persons in our governance and program structure (Principal and Dean, Chair of the Board of Governors, Department Chairs and Faculty). All are invited in creating a supportive community which is intent on helping students succeed in their programs. The Orientation (half) Day takes place in early June, the start of the new Academic year. Support is built into the program through a system of courses and collegiums. Three annual Integrative Seminars and two sets of Online Collegiums provide consultation and guidance through the program components, while Program Committee members are available for subject-specific consultation where desired. Once the student reaches the Candidacy Phase, a Project and Dissertation (P-D) Committee² is established to offer further support and to ensure optimal input from the professional specialization of the student's choice. Faculty and students work together in a collegial and mutually respectful manner.

"Integration" is a key concept throughout the DMin program. Integration of worldview and culture of origin, integration of academic knowledge, religious tradition, professional knowledge, both practical and theoretical – all find their place in the formation of the whole person as students engage the DMin program. Conversation and cohort learning, discussions with one's collegial ministry group and reflections with one's faculty advisor are important components supporting each student's integration process.

3. Program Options

The program offers different options and specializations:

- a) Core program with a choice of:
 - i. Research in Ministry
 - ii. Development of an Innovative Model for Ministry
- b) **Specialization in Supervisory Education** (for students working towards professional certification as a Supervisor Educator in the Canadian Association for Spiritual Care/*Association Canadienne de soins spirituels* [CASC/ACSS]).

The structure of the program is the same for both streams and consists of two phases:

² The DMin Program P-D Committee consists of Associate Faculty members – all volunteers – who each have specialised academic and professional experience and are committed to share their gifts with students as needed.

1) Foundational phase

- Drafting of a learning covenant
- Integrative Seminars and online Collegiums
- Foundational courses
- Project Vision
- Major integrative paper

2) Candidacy phase

- Proposal, design and execution of a final research Project or model for ministry, including a Pilot Project³
- Writing of the dissertation

A detailed discussion of each program component follows in [Part Two](#) of this manual.

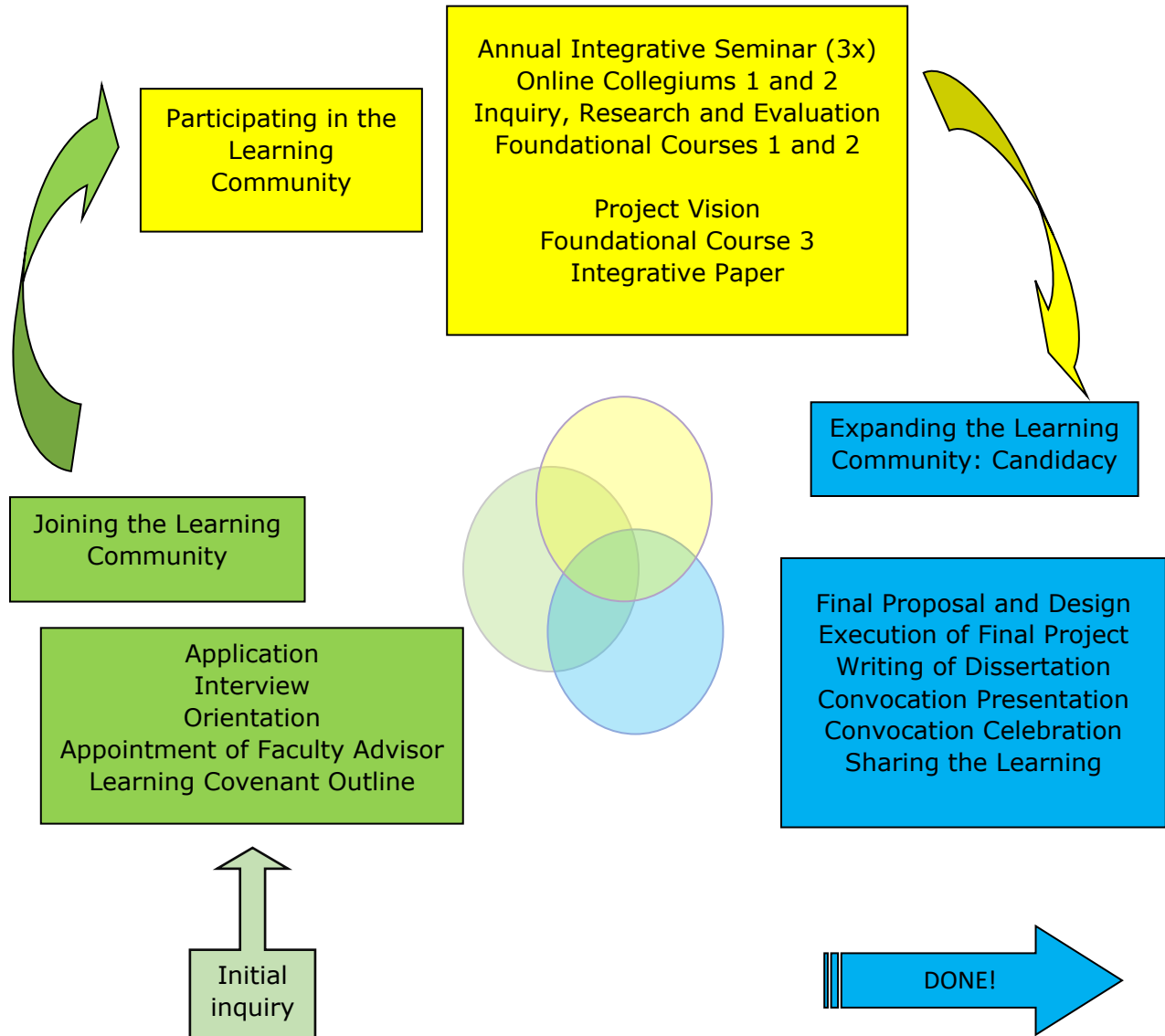
4. Completing the Doctor of Ministry Program

Most students complete the degree in five to six years. Students must complete all the requirements within seven years from the date on which they register in the program. Extensions beyond the seventh year are considered in exceptional circumstances. Details of deadlines and extension policies can be found in the [Academic Calendar](#).

The end of the program always brings celebration, satisfaction, and some sadness. The relationships formed throughout several years of intensive work tend to run deep. A festive lunch, a public presentation, and a celebratory convocation service round-off the years of exploration, creation, and transformation.

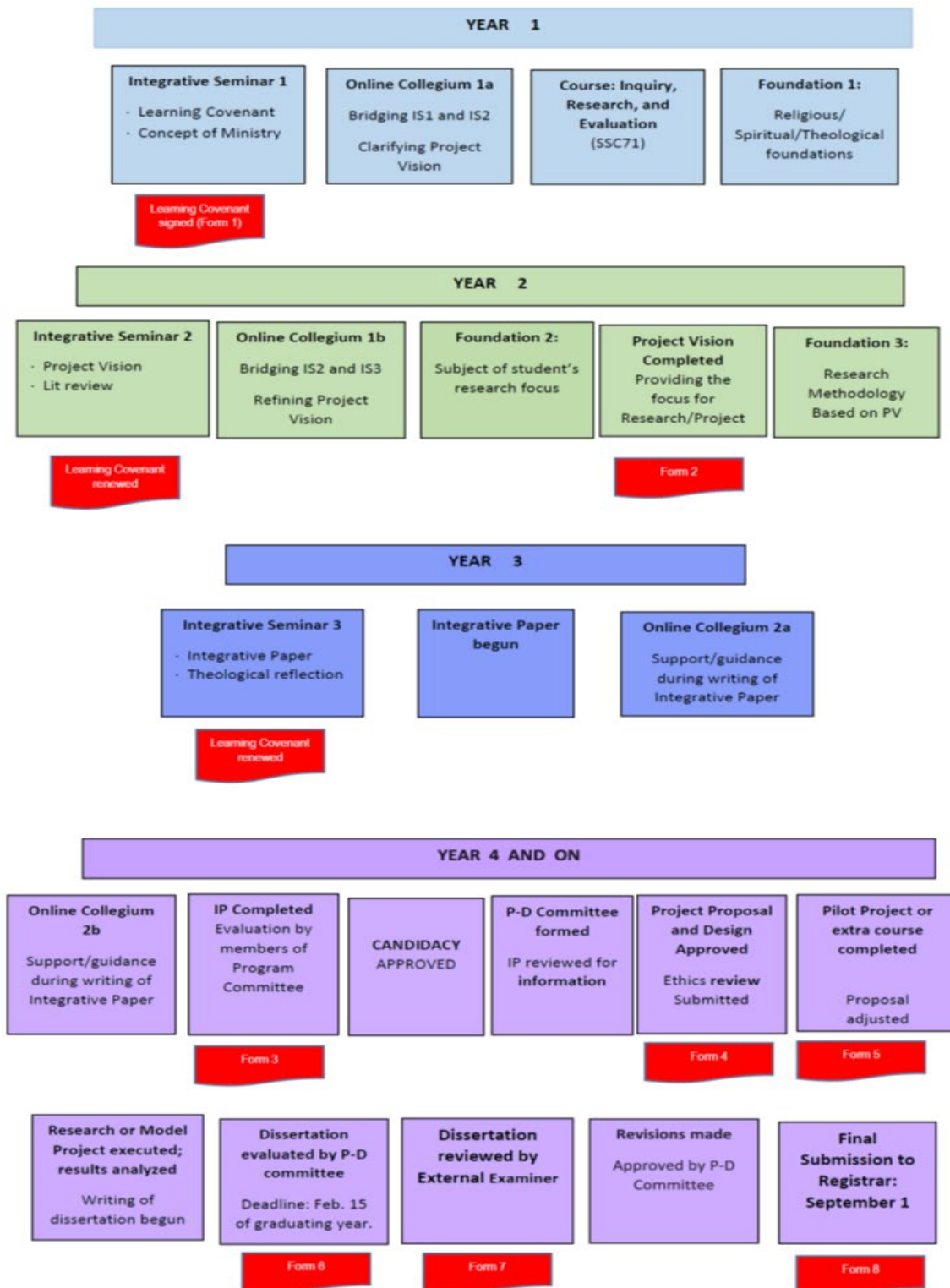
³ All projects need to adhere to an ethics review process according to SSC policies and standards.

In review, the process of entering and participating in the learning community at SSC is captured in the diagram below.



Part Two

Overview of the Doctor of Ministry Program



Form Flow

Form:		Completed By:	Destination					
Form 1	Learning Covenant	Student	→	DMin Chair	→	Assist Registrar	→	Dept Admin
Form 1A	Annual Progress Report	Student	→	DMin Chair	→	Assist Registrar	→	Dept Admin
Form 2	Project Vision Evaluation and Approval	DMin Chair	→	Assist Registrar	→	Dept Admin		
Form 3	Integrative Paper Evaluation and Approval	Two Program Committee Examiners	→	DMin Chair	→	Assist Registrar	→	Dept Admin
Form 4A	Proposal and Design Evaluation and Approval: Research	Chair PD Committee	→	DMin Chair	→	Assist Registrar	→	Dept Admin
Form 4B	Proposal and Design Evaluation and Approval: Model	Chair PD Committee	→	DMin Chair	→	Assist Registrar	→	Dept Admin
Form 5	Pilot Project or Course Evaluation and Approval	Chair PD Committee	→	DMin Chair	→	Assist Registrar	→	Dept Admin
Form 6A	Final Evaluation and Approval by PD Committee: Research	Chair PD Committee	→	DMin Chair	→	Dept Admin		
Form 6B	Final Evaluation and Approval by PD Committee: Model	Chair PD Committee	→	DMin Chair	→	Dept Admin		
Form 7A	Final Evaluation and Approval by External Examiner: Research	External Examiner	→	DMin Chair	→	Dept Admin		
Form 7B	Final Evaluation and Approval by External Examiner: Model	External Examiner	→	DMin Chair	→	Dept Admin		
Form 8	Approval of Completed Dissertation by PD Committee	Chair PD Committee	→	DMin Chair	→	Assist Registrar	→	Dept Admin

1. Admission

The requirements for admission are described in the [Academic Calendar](#).

1.1 Competency and Knowledge Level

Persons entering the Doctor of Ministry Program embark on an educational process, which is highly integrative in nature. Students are expected to reflect on matters of spirituality, personal growth, and diversity. Thus, admission to the program requires a Master of Divinity degree, or its equivalent, a master's level of historical and theological knowledge of human spirituality. For some, this may mean the assignment of one or more pre-requisite courses in order to enter the DMin program.

2. Creating the Support Community

At the core of the DMin program is a commitment to the integration of theory with practice in a collaborative learning community. Applicants admitted to the DMin program become part of a community of students, faculty, and staff who support one another and together uphold the College's mission and values. As such, the program relies on constant interaction of the student with other people – teachers, peers in the program, and colleagues in the professional field.

The program components each have their own system of support.

Learning Covenant	To be completed during and as an assignment for the first Integrative Seminar
Project Vision	To be completed with peer support and review during the First set of Online Collegiums and as an assignment for the second Integrative Seminar
Integrative Paper	To be completed with peer support and review during the Second set of Online Collegiums and, in part, as an assignment for the third Integrative Seminar. Approval will happen by a team of two Project Committee members.
Proposal and Design	To be completed with the counsel of- and approved by the Project and Dissertation Committee
Research or Project	To be completed with the counsel of- and approved by the Project and Dissertation Committee
Dissertation	To be completed with the counsel of- and approved by the Project and Dissertation Committee

Foundational courses are to be planned with counsel of the DMin Chair and individual Program Committee members.

2.1 Student Support Groups

Students are encouraged to participate in groups that can provide support and hold the members accountable for the learning journey. The Integrative Seminars and Online Learning Communities are important examples. Groups of colleagues in the students' own ministry setting may also help to this end.

2.2 The Project and Dissertation Committee (P-D Committee)

The student's P-D Committee will be appointed at the time that the Integrative Paper nears its completion. The members of the P-D Committee will be invited based on their professional expertise as helpful and relevant to the student's Project or research topic.

The P-D Committee supports and counsels the student through the final stage of the program. The Committee is usually comprised of three persons, at least one of which is a DMin Program Committee member. One member serves as a liaison with (is a member of) the DMin Program Committee, and one member serves as P-D Committee Chair. One member serves as "Principal Investigator" and signs the various stages of the online [ethics review](#) through the Research Ethics Office (REO). Any of these functions may, but need not, be taken on by the same person.

Members of the P-D Committee are invited, in consultation with the student, with the following criteria in mind:

- Each member shall possess specialized expertise relevant to the proposed area of study.
- At least two of the three members shall have an earned doctorate or equivalent.
- At least one member shall be an active practitioner in the area of study; and, if at all possible, one member with expertise in research methodology. The student or the committee, except for the first meeting, which is initiated by the DMin Chair, may initiate meetings.

Responsibilities of the P-D Committee include:

- evaluation and approval of the Final Project Proposal and Design

- assisting the student with the submission of the Project to the REO
- being counsel and support during the execution phase of the Project
- evaluation and approval of the next-to-last draft of the dissertation for the external examiner
- approval of the final draft of the dissertation

Note: The appropriate forms must be signed by the Committee Chair to indicate approval of each stage and forwarded to the DMin Chair.

P-D Committees are accountable to the DMin Program Committee.

3. Required Program Components

Throughout the Doctor of Ministry program, students must follow the guidelines for assignment completion in the 'Writing and the Editing Process and Oral/Visual Presentation' document (Appendix A).

3.1 Orientation Day

Purpose: To begin the process of becoming part of the SSC community on the University of Alberta Campus in Edmonton. The date is published in the [Course Schedule](#).

Attending this (half)-day event is highly recommended. New students of all programs will have an opportunity to get to know one another, the SSC faculty, and some of the College's governing members. If special circumstances make attendance difficult, it is possible to attend this event online.

3.2 Learning Covenant Formation

**Purpose: Documents mutual accountability of both student and faculty
0-credit, Form 1**

The development of the Learning Covenant at the beginning of the DMin program takes into account the goals, standards, and outcome expectations of the program, and the needs for learning and development of the student. Students and faculty commit to mutual support and accountability. This Learning Covenant is a living document, which while attending to program standards, will likely be continuously revised as the student moves through the various phases of the program. This adaptability does not change the weight of the commitments made; the covenant is signed by both the student and the DMin Chair and thus becomes a binding document.

Drafting a learning covenant is the result of a discernment process, begun before admission to the program, and continuing as the program unfolds. Peer support and discussion with faculty helps this ongoing process of discernment and is part of the purpose of the Integrative Seminars and online Collegiums. Initially, and as changes are made, the Learning Covenant will be reviewed by the DMin Chair and a copy will be kept in the student's file.

The Learning Covenant will be renewed yearly during the Integrative Seminars and at the request of the DMin Chair, as needed, thereafter.

The Learning Covenant covers the following points:

- a) A plan and record of progress through the DMin program.
- b) A commitment to consultation with, and accept support from, student peers and academic support people. The commitment to peers needs to include at least the following:

- Commitment to schedules for learning events: integrative seminars, course work, and participation in online learning collegiums.
 - Commitment to provide learning resources to student peers by giving feedback, support, and informed presentations.
 - Commitment to engagement with a group of professional peers, which will provide feedback, consultation, and support in one's ministry setting.
- c) **Personal Commitments of Spiritual Nurture 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, students will need to develop this side of their life in a variety of informal ways throughout the 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 personhood be given consideration when crafting the Learning Covenant.

3.3 Course Work

See the [SSC Course Schedule](#) for course offerings.

DMIN INTEGRATIVE SEMINAR – YEARS 1, 2, AND 3

INTENSIVE SEMINAR

Purpose: To integrate experience and learning and develop research objectives in a peer setting.

3-credits each

Prerequisite: Enrollment in the DMin program

This 5-day Integrative Seminar (IS) enables participants to attend to the primary goals of the Doctor of Ministry program:

- Development of an advanced understanding of the nature and purposes of ministry.
- Enhancement of competencies in a reflective practice of ministry, analysis and ministry skills.
- Integration and continued growth in spiritual maturity.

Depending on one's stage in the program, the three seminars will progressively help to:

- 1) Integrate experience and learning and develop research objective in a peer setting.
- 2) Formulate the research question and Project Vision.
- 3) Refine the research question and its integration in the student's field of ministry.

Participants will engage DMin peers and faculty in reflective presentations, discussions, practices, and evaluations that deepen their own research and ministry practices. Reading preparation may include texts from the following areas: Practical Theology, Leadership in Change, Current Social Trends Impacting Ministry, Ethics in Ministry, and Globalization and Ministry across Cultures.

The texts will vary from year to year according to a series of rotating themes:

- Spirituality
- Emerging developments in theology
- Culture, identity and faith

There will be a post-course assignment, which assists the student in completing required program components.

DMIN ONLINE COLLEGIUMS – 1a, b (SSC735) and 2a, b (SSC736)

Purpose:

- **Continuing in-depth engagement with the learning process and with peers.**
- **Supporting the student in completing the required program components.**

Each collegium runs for two years, from September to April.

2x 1.5-credits each

Prerequisite: Completion of the previous Integrative Seminar or permission from the DMin Chair.

ONLINE COLLEGIUM 1a, b (SSC735)

The Collegium consists, each year, of two parts:

- a) An asynchronous component during which written conversations will explore and deepen the student’s understanding of the DMin program, its opportunities and challenges in the context of their ongoing ministry “in the world”.
- b) A monthly zoom meeting where students can discuss direct program questions and review the progress they each are making with their Project Vision.

Different faculty members may facilitate the two components.

ONLINE COLLEGIUM 2a, b (SSC736)

Prerequisite: Completion of 3-credits of OLC 1(SSC735) or permission from the DMin Chair.

The Collegium focus is on students’ self-realization of their ministry goals as foundational to integrating spirituality in personal, academic, and career goals developed in the DMin program Integrative Paper. The course consists of synchronous meetings at a negotiated time.

Students who entered the DMin Program in 2019 or earlier have the following options:

- Take OLC2 (3 credits)
- Do a substantial Pilot Project (3 credits) as part of their research/Project
- Take an extra course (3 credits) to support their Project

Refer to Appendix D.

INQUIRY, RESEARCH AND EVALUATION (SSC771)

INTENSIVE COURSE

Purpose: To raise awareness of cultural perspectives, worldview, spiritual ideas and values as they influence how the researcher questions and gathers knowledge.

3-credits

Prerequisite: Enrollment in DMin or permission of the instructor.

Generating knowledge through research is a graduate studies expectation. Graduate students bring to their research development not only cultural perspectives but also worldview, paradigm and theological assumptions. What are these subtle shapers? This course will draw on worldview, research paradigm, methodology, theological and spiritual ideas, concepts, and values to illustrate their influence on how the researcher questions, discerns, explores, gathers knowledge,

works with findings and communicates results. Choosing a research method with greater awareness of the implicit forces that attract one to particular ideas, schools of thought, and approaches to inquiry can empower as well as impassion a researcher.

FOUNDATIONAL COURSES

Foundational Course 1:

Religious/Spiritual/Theological Foundations

Purpose: Grounds students in the theological thought relevant to their ministry and final Project.

3-credits

It is expected that the student will complete a major paper at the end of the course. The paper will demonstrate their comprehension of the material presented in the course.

Foundational Course 2:

Subject Matter of the Student's Focus

Purpose: Grounds students solidly in the theory and practice of their ministry and final Project.

3-credits

It is expected that the student will complete a major paper at the end of the course. The paper will demonstrate their comprehension of the material presented in the course. This course may take the form of an advanced level Independent Study. Use this link to access the [Independent Study Guidelines](#) in section 2. Course Files and Forms.

Foundational Course 3:

Methodologies for Knowledge Generation

Purpose: Equips the student with the methodological knowledge to design, perform, and analyze the proposed Project.

3-credits

This course is typically taken *after* the Project Vision (see 3.4 below) has been approved. It may be taken as a formal course or advanced level Independent Study. Use this link to access the [Independent Study Guidelines](#).in section 2, Course Files and Forms.

Independent studies¹ and courses taken at other institutions²:

Students may wish to select an instructor who has the experience they feel is necessary for their particular Project, or take an advanced level course at another institution.

It is the responsibility of the student to:

- negotiate the content of the course
- seek approval for the course plan from the DMin Chair
- complete course requirements; instructor will send grade to SSC Registrar as per the instructions on the form (SSC-credit Independent Study), and
- request a formal transcript upon course completion to be forwarded to SSC (course taken at another institution as a transfer credit)

¹ Independent Study and Transfer Credit Request details and forms are located on the [Student Files](#) page of the SSC website.

² Note that passing grades from courses taken at other institutions (transfer credits) will be recorded as "S" irrespective of the grade received.

3.4 Project Vision

Purpose: To provide the focus for the remainder of the DMin journey. 0-credit, Form 2 (5000 to 6250 words)

Prerequisite: Inquiry, Research and Evaluation (SSC771)

Students embark on the DMin program with a vision of what they want to do. During the first two years, this vision comes more clearly into focus and may undergo some changes through conversation and coursework. Integrative Seminars and the connecting online Collegiums will provide opportunity to solicit feedback from faculty and peers about the direction of the final Project.

Types of Projects

Most (though not all!) Projects fit in one of two categories. Within these two broad types, various sub-types may be found, each corresponding to its own best method of data collection and evaluation.

1. Research in Ministry

Ministry is an extraordinarily wide concept, as stated in St. Stephen's College's definition of ministry. Research in ministry is meant to yield knowledge, which will enable the student and others to practice ministry more effectively. There are various sub-types of Projects with corresponding methods and criteria for assessment, a list that grows annually as the field of qualitative research expands, e.g.:

- Quasi-Experimental
- Descriptive
- Phenomenological
- Ethnographic, etc.

2. Development of an Innovative Model for Ministry

This type of Project is characterized by the production of a model or prototype of some form of ministry. It helps to think of the outcome of such Projects as a sort of "product" (video, book, interactive technology, screen plan, etc.) which other persons in the church or specialized ministry might pick up and use to enhance their own practice.

Some examples of such a Project are:

- an education curriculum with a special focus
- a plan for congregational or constituency renewal
- a process for mission development
- a management model
- a new approach to working with a grief group

Expectations for the Project Vision at this stage include the following:

1. Demonstrate the need for the research or model being proposed
2. Contextualize the issue
3. Formulate the questions
4. Critically review a preliminary body of literature (minimum six current resources)

Please consult Evaluation Form #2 to review specific points that need to be addressed.

The Project Vision informs the choice of Foundational Course 3: Methodology.

3.5 Integrative Paper

Purpose: To demonstrate academic, personal, and professional readiness to proceed to the Candidacy phase of the program.

3-credits, Form 3

The Integrative Paper (IP) is a 12,500 word (approximately) document which presents the student's understanding of ministry *in dialogue with significant professional theory* in relation to the area of study. It demonstrates an ability to integrate theory with practice, skills in reflection and independent creative thinking, and proficiency in scholarly writing. The IP will include a substantive body of literature, theological reflection, as well as an introduction and background to the proposed research questions, though is distinctly different from the Proposal and Design. For further details, please see Evaluation Form #3.

The student will begin working on the Integrative Paper following the completion of the Project Vision and foundational courses. Support for the development of this major document is offered through online Collegiums 2a and b. The Integrative Paper is reviewed and evaluated by two members of the DMin Program Committee. Though parts of the IP may later be considered for inclusion into the dissertation, it remains a stand-alone document with a different purpose than the dissertation.

The Integrative Paper is submitted to the DMin Chair as evidence of the student having an adequate grasp of the theological and theoretical bases foundational to the proposed Project. The IP will be taken as primary evidence of the student's readiness to finalize the Proposal and proceed to the Design, and [Ethics Review](#), if necessary.

3.6 Final Project Proposal, Design, and Ethics Review

Purpose: To provide a precise and ethically appropriate work plan describing methodologies, a Pilot Project (if deemed necessary), and theory basis for data collection and evaluation.

3-credits, Form 4

This document will build on the Project Vision, which by now will have been amended several times based on experience and new insights. The final Proposal and Design will present a more focused statement as well as a detailed design and work plan. The need for a Pilot Project will flow naturally from the Proposal and Design of the final Project. The Pilot Project, if needed, will therefore be a part of the overall design. The latter may undergo minor changes based on the outcome of the Pilot Project.

Students who entered the DMin Program in 2019 or earlier, and who opted to not take OLC2, need to incorporate a substantial Pilot Project (3 credits) in their Proposal and Design. If your Proposal and Design does not include a Pilot Project, see Appendix D for alternatives.

Ethics Review: See [Ethics Review](#) on the SSC website.

Most Projects, including those using heuristic and auto-ethnographic methodologies, will need an Ethics Review. This decision rests initially with the DMin Chair, not the student or the P-D Committee, and ultimately with the University of Alberta Research Ethics Office (REO). Allow at least one month for this process when drafting a timeline.

Following the committee's approval of the Proposal and Design, the ethics review application is to be prepared and submitted to the REO indicating one of the P-D

Committee members as the Principal Investigator (PI) and the DMin Chair for Department approval. Proof of ethics approval will be kept in the student's departmental file, along with their research proposal. Ethics approval will typically need to be renewed annually, for as long as the PI and/or study team will be using animals or have direct or indirect contact with the research participants for the study. Once the research project is complete, the PI must submit a Closing Report through the ARISE system. A Closing Report should be filed when data collection has ended and the PI and/or study team will no longer be using animals or have any direct or indirect contact with the research participants for the study.

For suggestions on the composition of the Project Proposal and Design, see Appendix C.

3.7 Project Implementation and Analysis

Purpose: Demonstration of the student's ability to design and test new models for ministry and/or conduct research to generate new knowledge.

This is the core of the program. All coursework, planning, and design leads up to this phase: doing the research or testing the creative new model of ministry. This practical work provided the new knowledge on which the dissertation reports and reflects.

3.8 Writing of the Dissertation

0-credits, 37,500 – 50,000 words (150 – 200 pages)

Form 6 – Approval for examination by P-D Committee

Form 7 – Review by External Examiner

Form 8 – Approval of changes made and ready for graduation, P-D Committee

At SSC, we consider the dissertation to be the culmination of a program of study, a journey of experience, research, reflection, practice and integration. This has been a focused journey, guided by the original research question, and aimed at offering a piece of new knowledge to the world in which one ministers. Here we come back to the definition of ministry as used at SSC 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".

Thus, the dissertation is a public document, intent on sharing what was discovered with the wider world. The elements of ministry, service, reflection, and nurture of humanity and the earth, will be the salient points in the message of the dissertation.

The Proposal and Design already considered the sequencing of the content. Follow this plan as closely as possible.

Please refer to Appendix E for general formatting and writing guidelines.

Completion Timelines and External Examiner Process:

What?	When?	Who?
Graduation Deadline (all academic work complete except Dissertation) for graduation in November of following year	December 31	DMin Chair/ Registrar/ Advisor
Dissertation final draft sent out	February 15	P-D Chair sends to DMin Chair → Sends to External reader
External Reader Report received	March 31	Back to DMin Chair/ send to P-D Chair

Discussion of External Reader Report	April 30	By P-D Committee
Final approval of dissertation	May 15	By P-D Committee
Final submission of dissertation to DMin Chair (an electronic copy)	May 31	Received by DMin Chair and sent to Registrar
Final dissertation submission for binding	October 1	To Registrar
Graduation/Convocation	Don't miss the Convocation Luncheon!	Early November

When students have met all of their requirements and are ready to graduate, the **Registrar** becomes the coordinator of the final steps. In February, after the student submits the final draft of the dissertation, the Registrar needs to be informed in order for the student's name to be added to the list of potential graduates. At that time, coursework will be checked to ensure that all academic work, other than the dissertation, has been completed.

Students should allow at least four months prior to the February 15 deadline for their P-D Committee to complete their review and to make any required revisions.

3.9 Convocation

Pre-Convocation Presentation and Convocation Luncheon

Graduands are required to present their work 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 DMin Chair, certification that a public presentation has occurred must be provided to the Registrar within six months of convocation. The Registrar needs to be notified of any exemptions by September 30.

Presentations will be 30-40 minutes long with additional time for a substantive conversation. Several students will be presenting, so please adhere to the published schedule. The constituency for these presentations includes the general public, Edmonton area churches, friends of St. Stephen's College, communities of practice, and fellow students. The graduands are responsible for providing the Registrar with a mailing list of persons who might be invited to attend the public presentation of their work.

Graduands are encouraged to be creative and imaginative in designing their presentations and include at least some of the following:

- 1) Handouts demonstrating the work of the Project, with selective bibliography.
- 2) Opportunities to help understand how the graduand came to the research 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.
- 4) Discussion points that stimulate a conversation.

The presentation is chaired by the P-D Committee or DMin Chair.

Expressions of Appreciation

Graduands are encouraged to find creative ways to thank their P-D Committee members and their external examiner for their contribution to the research work. Research Committee members contribute their work, time, and experience on a professional "pro bono" basis, and receive only a small honorarium from the College as an expression of appreciation.

Part Three
FORMS AND APPENDICES

[Independent study guidelines](#) and form are on the SSC website (under 2. Course Files).

All completed and signed forms are to be forwarded by the student to the DMin Chair who will forward them to the appropriate administrative office.

Guidelines for SSC Student Assignment Completion

Writing and the Editing Process and Oral/Visual Presentation

Excerpt of document 17/11/16, prepared by John Carr and Ross Gordon. The Appendices referred to, including templates for formal certification, can be found in the full document available from the DMin Chair.

I. Expectations

The normative expectation of SSC students is that they will have sufficiently well-developed writing skills that course papers, theses, and dissertations will meet the standard for academic writing that is specified in *The Canadian Writer's Handbook* or of the *Publication Manual of the American Psychological Association* as appropriate to their program, their profession, and/or their culture-based norms for communication.

II. Primary Assumptions about Written Work

- I. That any written materials submitted by the student/applicant will be their own work and will be certified as such by the student/applicant;
- II. That any editing done by someone else will be acknowledged, along with specification of the level of editing required (see Appendices A and B);
- III. And that **unacknowledged** contributions by a second party (whether verbal or written) to the content of a paper constitutes plagiarism.

III. Primary Assumptions about Oral and Audio/Visual Presentation of Projects

- I. Norms for Oral and Audio/Visual Communication regarding Projects will be evolving at St. Stephen's College during the next several years.
- II. The minimum requirement is that the presentation needs to be accessible to the community of scholars and practitioners who will value and validate the Project.
- III. Guidance and evaluation of the presentation of the background for, and the results of, Projects that use Oral and/or Audio/Visual communication methodologies will be carried out by persons who, among them, have deep familiarity with the subject, world view, cultural/faith tradition out of which the Project and the means of presenting it emanate.
- IV Any audio/visual presentations submitted by the student/applicant will be their own work and will be certified as such by the student/applicant;
- V. That any recording, reviewing or editing contributions done by someone else will be acknowledged, along with specification of their contributions;
- VI. And that unacknowledged contributions by a second party (whether verbal or electronic) to the content of a presentation constitutes plagiarism.

IV. Regulations: Admission

1. Applications for admission may require students to submit (a) written paper(s). These papers must reflect the applicant's **actual** level of writing competency. For example, if an editor was utilized (paid or voluntary), that must be declared (per the Primary Assumptions statements). In the case of a program application, when a student is submitting a published paper as an example of their work, the applicant will submit the

published paper and, if the editing process resulted in a significant number of revisions, which indicate this in their documentation. See **Appendix A1** for the appropriate certification formats.

2. Students whose first language is not English and who have fulfilled the requirements specified in the college Calendar regarding "English Language Proficiency" (the latest edition) need to be aware that their writing skills may not satisfy the "normative expectation of SSC students" so they should consult with the Chair of their department to plan their learning and their access to resources in order to ensure that they have or develop the required writing skills.
3. Applications for admission may include samples of the applicant's ability, or developing ability, to offer oral/visual communication at a "specialized" level and will include a preliminary proposal concerning how the applicant will fulfill the Thesis or Project-Dissertation requirement of their program utilizing this approach.

V. Regulations: Student Written Submissions

1. SSC Course Instructors, Thesis Supervisors, Project-Dissertation Committees, and Internal/External Examiners do not "edit" student papers. They may provide feedback about writing issues which they see in student writing using the checklists provided in **Appendix B**.
2. SSC Course Instructors, Thesis Supervisors, Project-Dissertation Committees, and Internal/External Examiners (hereinafter referred to as "Readers") may refuse to read a student's paper if there are more than an average of two writing errors per page on the first five pages of the paper. If, on second submission, the first five pages are satisfactory but an average of two writing errors per page occurs on pages 6 to 10, the Reader may refuse to continue reading. If, on the third submission there are multiple errors on pages 11-15, the Reader may refuse to continue reading and the student **MUST** obtain assistance to identify and remediate their writing problems. The person or agency from whom/which they have obtained assistance must certify in writing that they believe the student now understands what is expected in academic/professional writing and is capable of doing that. (**Appendix A4**). Only then may the student re-submit their paper to the Reader. If the paper is still unsatisfactory, the Reader may (a) recommend to the Academic Office that the student be suspended pending successful remediation of writing skills **OR** (b) may recommend dismissal.
3. When, in any remediation of a student's paper, the copy editor or writing consultant makes a comment or asks a question which clarifies the student's thinking about the topic at hand and results in a change in the content, that contribution must be acknowledged in a footnote/endnote. For example: "I am grateful to *so-and-so*, my writing consultant/editor, whose question about the meaning of what I wrote in an earlier draft of this paper resulted in greater clarity about what I was trying to communicate at this point in the paper."

(A similar standard, as appropriate to the medium, applies to oral and visual communication that is deemed to be an acceptable option for a Thesis or Project-Dissertation.)

VI. Regulations: Oral/Visual Submissions

When the student's primary expertise in communication is oral or visual, and when the level of oral and/or visual communication capability warrants it, the following is permissible.

i. Oral

1. Oral to Written Presentation

- a. The student audio-records their essay, thesis, or dissertation.
- b. The audio-recording is transcribed.
- c. The student does a preliminary organization of the transcribed material, including elimination of spelling, grammar, syntax, and typographical errors.
- d. The student then works with a professional editor to ensure that all grammar, syntax, and style requirements are satisfied. See Appendix A2b and A2c for the certification that must be provided by the editor.

2. Oral Presentation

The specifics concerning the nature of the Project and the presentation of the background for it and the outcome of its implementation will be negotiated in light of the student's areas of potential expertise. In all likelihood, the presentation process will involve creating a digital format that allows secure storage and readily accessible transmission.

ii. **Audio/Visual** Presentations prepared as supplementary or replacement items for written work

- a. The specifics concerning the nature of the Project and the presentation of the background for it and the outcome of its implementation will be negotiated in light of the student's areas of potential expertise. In all likelihood, the presentation process will involve creating a digital format that allows secure storage and readily accessible transmission.
- b. Like written work, audio/visual presentations submitted by the student should be the work of the student, as stated above in Section III. See Appendix C for details and definitions of what is considered student work and the types of assistance the student can utilize in preparing their student audio/video presentation for submission.

CAVEAT: The options described in Section VI above are available only when the student's traditional learning methods and/or professional activities do not/will not require extensive academic/professional writing. However, all written work must satisfy the requirements of The Chicago Manual of Style or of the *Publication Manual of the American Psychological Association* as appropriate to their program, their profession, and/or their culture-based norms for communication.

iii **Audio/Visual**

Audio Visual presentations prepared as primary work for submission, such as given in a course on audio/visual tools as research methods, should be submitted as per course guidelines and other written guidelines provided by instructor.

- a. Like written work, audio/visual presentations submitted by the student should be the work of the student, as stated above in Section III. See Appendix C for details and definitions of what is considered to be student work and the types of assistance the student can utilize in preparing their student audio/video presentation for submission in St. Stephen's programs.

**ST. STEPHEN'S COLLEGE
DOCTOR OF MINISTRY PROGRAM
Learning Covenant**

Using An Appreciative Model Inquiry to Craft Your Learning Covenant: an option which some may find helpful.

Creating a Learning Covenant can be a daunting task. The process asks you to look into the future, which at this stage of your DMin work can 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."⁴

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 also 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.

⁴ 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.

- *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.
- *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:

- What first attracted you to your current ministry setting? What were your initial feelings?
- 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?
- 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.
- 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?
- In your mind what is the common mission or vision that motivates people in your ministry setting? How is this communicated and nurtured?
- 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?
- 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?
- Give an example of the most effective team or committee you are a part of; what makes it so?
- What individual qualities are most valued in your ministry setting?
- In empowered situations people feel significant and that they can make a difference. What does your ministry setting do to empower people?
- What are the core values that give your ministry setting vitality and without which your ministry setting would cease to exist?

- 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?

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 the Learning Covenant, answer the following question:

Imagine that it is 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>.

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

**Project and Dissertation
Proposal and Design Outline**

Part I**GENERAL OVERVIEW (Applies to all streams) 2-3 pages**

1. Working title
2. General description of the area to be studied
3. Designation of Project Type
 - i. Research in Ministry - indicate whether Qualitative, Quantitative, or Mixed
 - ii. Development of an Innovative Model for Ministry

Part II**A. Research in Ministry**

30-35 pages of which 20 are dedicated to methodology and evaluation.

Please be succinct, but include enough detail for a new reader to be able to grasp what you intend to do. The following list is a guide:

1. Demonstration of Need

- a) State the issue, which you wish to research in the form of a single-sentence question.
- b) Offer subsidiary questions that are embedded in your research question pointing to specific avenues of inquiry.
- c) Which are 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 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. How might anticipated outcomes impact the practice of ministry?

2. Theological Themes

Identify any theological themes that are central to the field of ministry in which your Project is located. What theological framework supports, in your understanding, these themes and how does your Project integrate these themes and this framework?

3. Pilot Project:

Please describe briefly the rationale, outline and expected benefit of a Pilot Project. See Appendix D.

4. Methodology

- a) Discuss the research methodology options that fit your research.
- b) Present your plan for data gathering and analysis in detail.
- c) Describe how you will build trustworthiness into your study at each stage of the research.
- d) Describe how you will position yourself as researcher in the study.

- e) Describe your plans for dealing with the Ethical Issues relating to the carrying out of your Project.

5. Evaluation

- a) What outcomes do you anticipate from the development and/or use of your Project?
- b) How will you evaluate these outcomes in terms of:
 - i. usefulness
 - ii. congruence with theories
 - iii. your own unique contribution to the field, and
 - iv. congruence with your ministerial and spiritual development
- c) Describe how you will take into account your own biases.

6. Dissertation: Chapter Outline

7. Proposed Schedule for Completion

8. Bibliography and Other Resources

B. Development of an Innovative Model for Ministry

30-35 pages of which 20 are dedicated to methodology and evaluation.

Please be succinct, but include enough detail for a new reader to be able to grasp what you intend to do. You may use the following list as a guide:

1. Demonstration of Need

- a) State the specific need in your chosen topic area, which you wish to address.
- b) Which are the experiences, images, ideas, and theories that are sensitizing you to this need?
- c) Describe the Model of Ministry you propose to develop (e.g. a book, course, curriculum, process, resource, etc.)
- d) In outline, indicate why the proposed Project is a significant response to the identified need.
- e) Indicate the kind and extent of use prospective constituencies might make of the Project.

2. Theological Themes

Identify any theological themes that are central to the field of ministry in which your Project is located. What theological framework supports these themes, in your understanding, and how does your Project integrate these themes and this framework?

3. Pilot Project (PP):

If you choose to include a Pilot Project describe briefly the rationale and expected benefit of a PP. Include a detailed outline as part of the overall design. Students who entered the program in 2019 or earlier see Appendix D

4. Methodology

- a) Describe the process you will use to develop your Project, indicating steps of research, consultation, use of pilots, etc.

- b) Give an initial description of the various theories you expect to use in your Project and give reasons for your choice.
- c) List any instruments you intend to use and provide an assessment of their reliability.
- d) Describe how you will ensure that your Project interacts with key "players"/constituencies sufficiently often and sufficiently deeply to establish the Innovative Model for Ministry Project as a trustworthy professional contribution.
- e) Discuss the nature of your role in the implementation of the Project and how you will impact your study.
- f) Describe your plans for dealing with the Ethical Issues relating to the carrying out of your Project.

5. Evaluation

- a) What outcomes do you anticipate from the development and/or use of your Project?
- b) How will you evaluate these outcomes in terms of:
 - 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) Describe how you will take into account your own biases.
- d) Name the kinds of "knowledgeable users" who can contribute reliable assessments.

6. Chapter Outline

7. Proposed Schedule for Completion

8. Bibliography and Other Resources

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

3 Credit alternatives during the Candidacy Phase for students who entered the DMin Program in 2019 or earlier and choose to not take OLC2.

With the introduction of the Online Collegium 2 (OLC2), which supports students while writing their Integrative Paper, the 3 credit Pilot Project (PP) or extra course during Candidacy were eliminated. This remains an option for students who entered the program in 2019 or earlier (See 2019 Program Manual).

1. Pilot Project: With mentorship from their P-D Committee or a person with specialized expertise working with the Committee, the student may design and carry out a small project that will test the feasibility of the proposed final Project

Some Projects do not require a Pilot Project and are better served by:

2. An additional specialized course: A course of value to the Project, equivalent to 3-credits. Course work may need to be upgraded to the 700 level. (Examples: a foreign or indigenous language course, a Clinical Pastoral Education unit (CPE), a group facilitation course).

For either choice, a report outlining the following needs to be written:

- the purpose of the Project or course and its purported benefits to the research
- the value of the experience gained
- the impact of the new learnings on the research or model and resulting amendments of the design, if any

As with other submissions of major program component assignments, it is advisable to review the forms by which the document is to be evaluated to ensure all required details have been attended to as best as possible.

Credit will be given following submission of the report to the P-D Committee, which submits Form 5 to the DMin Chair.

Pilot Project Description

The purpose of the PP is to gain experience with the chosen methodology and to test its adequacy for answering the research question at the centre of the final Project, using a subset or mini version of the Project. The student will previously have taken a Methodology course specific to the research question pursued. The 3 Credit PP is supervised on a contract basis and the supervisor will receive an honorarium equivalent to the remuneration for a 3 credit Independent Study.

Pilot Project Design and Work Plan

The Pilot Project design follows on a smaller scale the same format recommended for the final Project.

The Pilot Project encompasses four core elements:

1. identification of appropriate research questions that serve to test the chosen method of data collection/ministry model.
2. preparation of a work plan and timeline
3. doing the work
4. evaluating the outcome

A copy of the Work Plan, bearing the signature of both supervisor (or P-D Committee Chair) and student, is to be attached to the contract form and forwarded to the DMin Chair as soon

as possible. Ensuring the speedy negotiation and transmittal of this Work Plan to the DMin Chair is the student's responsibility.

Ethics Review

Some Pilot Projects will require an ethics 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 ethics review process that is to be followed, and documentation of ethics approval must be obtained prior to conducting the Project. If it was not deemed necessary or appropriate to undergo an ethics review, a description of the rationale for this conclusion needs to be included.

Honorarium

After receipt of the final evaluation materials, and the confirmation letter sent to the supervisor and student by the DMin Chair, the Doctor of Ministry Office will forward an appropriate conclusion letter and the honorarium to the supervisor. This honorarium is based on an independent supervisor/student 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.

Authority and Accountability

The supervisor is considered associate faculty of the College for the duration of the Pilot Project. For academic purposes the supervisor serves with the delegated authority of St Stephen's College. It must therefore be understood that the supervisor has a dual accountability: to the student for the terms negotiated in the Work Plan, and to the College through the DMin Chair. In the matter of evaluation of the quality of the student's work, the primary accountability of the supervisor is to the College and its published standards for the DMin Program.

This information should be sufficient to enable students 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 associate faculty may be assured of the Program's support of their academic and professional decisions.

**ST. STEPHEN'S COLLEGE
DOCTOR OF MINISTRY PROGRAM
DISSERTATION WRITING GUIDELINES**

Dissertation Writing & Formatting Guide

A. Formatting Instructions and Length of 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 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. Format/Style

- Readability (literate, smooth, clear); logical organization; use of inclusive language. Use appropriate style guidelines (APA or Turabian), and hire an editor if necessary to ensure proper grammar, spelling and sentence structure.
- 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.
- **Times New Roman 12**, with its italic and bold variants, used through entire dissertation, including headings. (Exceptions: footnotes, subscripts, superscripts, and tables, figures or illustrations imported from other sources.) Characters must be black and clear.
- Produced on a computer using Microsoft Word. Final thesis must be **one single document**, and is to be submitted to the College on USB flash drive in both Word and PDF-A (PDF Archive format). e.g. *Smith_Mark_2021_DMIN.pdf*
- One paper copy is submitted to the College for binding; paper should be good quality white 20 lb. minimum weight. (Alternatively, students can request that the Registrar's Office print the document, and save to USB, for a fee.)
- Over-sized charts, graphs, artwork, maps, and tables, which are larger than the standard page size, must be reduced in a way that the material remains clearly legible.
- Theses Canada (part of Library and Archives Canada) prohibits the inclusion of personal information, such as signatures, student numbers, home addresses, email addresses and phone numbers.

ii. Page Numbers

Every page of a dissertation (with the exception of the title page) must have consecutive and sequential page numbers visible on the page.

Preliminary Pages are numbered in Lower case Roman numerals (i, ii, iii...), in this order:

- Title page (number "i" is not displayed)
- Abstract (will be page ii)
- Dedication (*optional*)
- Acknowledgements (*optional but advisable*)
- Table of Contents
- List of Tables (if applicable)
- List of Figures or Illustrations (if applicable)
- List of Symbols or Abbreviations (if applicable) (*optional*)
- Glossary of Terms (*optional*)

Body of dissertation is numbered with Arabic numerals (1,2,3...) starting with the number "1". This includes pages containing tables, figures, illustrations, the Bibliography and Appendices. The body of the thesis will be in this order:

- Introduction
- Chapter 1, 2, 3, 4, etc.
- Bibliography or References (depending whether you are using Turabian or APA)
- Appendices

The position of all page numbers must be consistent throughout the dissertation, either at the top centre, top right, bottom centre or bottom right position, no less than 3/4" from the edge of the paper. No 'running head' or footer containing dissertation title.

iii. Margins

- Left margin 1.5 inches
- Top, bottom and right margins 1.0"
- Use unjustified text, 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. Editing

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

v. Maximum Length of Dissertation

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 mini version of the Dissertation. 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 Dissertation quickly and accurately, to determine its relevance to their interests, and thus to decide whether they need to read the Dissertation 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 Dissertation. 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 Dissertation. 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. Policy on Public Access to Dissertation – Theses Canada

Introduction

St. Stephen's College participates in the Theses Canada (Library and Archives Canada) program. It is mandatory that all Dissertations are prepared for submission to Theses Canada. Theses Canada makes theses and dissertations in all disciplines and from most Canadian Universities readily accessible to those who can learn and benefit from the work.

The dissertation will be made freely available to the public after a student's convocation, in both hard copy and PDF. When students submit their final approved dissertation, they will be asked to sign a *Thesis/Dissertation Non-Exclusive License* form, for the full term of copyright protection, to:

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iii. What to Avoid

- Transparent overlays, and
- Slides, cassettes, CDs or diskettes. If the Dissertation 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 Dissertation

- A substantial amount of copyrighted material has not been authorized
- Missing pages
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v. Writing Course

St. Stephen's College offers a graduate level online course "SSC579V Graduate Academic Skills". This course is highly recommended for DMin students.

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Order of items:

A. 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)

B. 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.

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.

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SAMPLE TITLE PAGE

St. Stephen's College

Full Title of Dissertation
(centered, using as many lines as necessary)

by

Jane Marie Doe

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

DOCTOR OF MINISTRY
or
DOCTOR OF MINISTRY (SPECIALIZATION IN SUPERVISORY EDUCATION)

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Fall 2022
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SAMPLE ABSTRACT PAGE

Abstract

A dissertation must have an abstract. **The abstract comes after the title page and is marked page “ii”.** The abstract is a concise and accurate summary of the dissertation. The Abstract should provide a brief summary (**no more than one page**, double spaced) of each of the main sections of the dissertation: Introduction, Methods, Results, and Discussion. A well-prepared abstract enables readers to identify the basic content of a document quickly and accurately, to determine its relevance to their interest, and thus to decide whether they need to read the document in its entirety. The Abstract should not exceed 250 words and clearly outline the contents of the dissertation. It is typed as a **single paragraph**. The Abstract should: (1) state the principal objectives and scope of the examinations and explorations, (2) describe the methods employed, (3) summarize the findings, and (4) state the principal conclusions. The importance of the conclusions is evidenced in that they are often acknowledged in three sections of the dissertation: the Abstract, the Introduction, and, in more detail, the Discussion. The Abstract should be written in the past tense, as it refers to completed work. The Abstract does not include information or conclusions that are not stated in the dissertation. There are no literature references cited in the Abstract (with rare exceptions, 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. Introduce the appropriate abbreviation at the first use in the body of the dissertation.

Key words:

SAMPLE DEDICATION PAGE

I dedicate this dissertation to my husband, Jim, who has travelled with me on this journey every step of the way.

SAMPLE ACKNOWLEDGEMENT PAGE

Acknowledgements

I acknowledge with gratitude my supervisor, Dr. Robert Smith, for his unbounded support over the past several years. I also thank the faculty members in the Master of Psychotherapy and Spirituality program at St. Stephen's College, particularly Dr. Janice Jones and Alice White, for their academic insights and professional examples. They have inspired me to practice with integrity and passion.