
Doctor of Ministry

Program Manual

August 2019



St. Stephen's College

EXPLORE • CREATE • TRANSFORM

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Welcome to St Stephen's College

OUR MISSION

To be a multi-faith community that offers sacred spaces for learning and transformation.

OUR VALUES

We are deeply committed to the values rooted in our experience and those that shape our response to changing rural, urban and global perspectives. These values help define our life together and are characterized by:

- High standards and commitment to scholarship and academic excellence, with academic freedom to explore theology and spirituality;
- Academic programs and policies that are grounded in adult learning principles and are learner-centered;
- Accessibility to theological education through a multi-faceted program that creates communities of learners;
- Integration of theory and practice;

We seek to achieve these values through:

- Inclusivity and justice in language and practice for all persons, regardless of race, creed, gender, sexual orientation and gender identities or disabilities;
- Commitment to social justice and ecological responsibility;
- Honoring and understanding the need to be in care of one another;
- Resiliency and creativity in the presence of a constantly changing social climate;
- Consultative ethos, including academic planning and decision-making processes characterized by open communication, widespread consultation, and transparency;
- Mutual respect for and honouring of diverse cultures, locally and abroad;
- Openness to risk-taking, innovation and flexibility in offering of programs, in our relationship to the communities around us, and in supporting faith communities as they undertake theological reflection;
- Shaping of our theology by the contexts in which we live and work and have our being, and solidarity with those who suffer;
- Financial stability and accountability.

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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 serious 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 of Divinity degree or equivalent and a minimum of three years experience in ministry, which is defined from a broad and inclusive perspective.

Your Vocation, Your Ministry!

The St Stephen's College DMin program 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.

Thus, 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 as being in ministry.

1. Welcome and Introduction

Welcome to St Stephen's College and the Doctor of Minister (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 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 Department of Theology (hereafter 'Department 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: 8:30AM – 4:30PM
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

Buses and Light Rail Transit stop 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 courses offered, and some of the ongoing activities of SSC. The College, through its students and faculty, is involved in various community initiatives. Information can also be found on the website and in [The Stevite](#). Theses, dissertations, and other publications 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, while modern technology offers flexible means of participation from afar.

2.2. Entering the Learning Community

Instructions for new applicants are [on the college’s 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 fulltime graduate study beyond the master's degree plus the Project and Dissertation (33 credits).

Performance is assessed from a variety of perspectives. While the following list is not exhaustive, it outlines the normal expectations for a student pursuing DMin 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 70% in doctoral course work);
- 6) demonstration of integration of scholarship with ministry
- 7) Successful completion of the core course requirements in the DMin program.

Assessment of the student's performance and progress continues throughout the DMin journey. Deficiencies which become apparent during the course of 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.

2.4. *A Supportive Community*

Upon acceptance into the program each student is given a Faculty Advisor who is selected, as much as possible, based on a shared professional interest. The Faculty Advisor becomes the student's guide and support through the first years of the program. Community building with peers from different entry years becomes a part of the process through yearly Integrative Seminars (first 3 years) and Online Collegiums. Once the student nears the Candidacy Phase a Project and Dissertation (P-D) Committee is established to offer further support

and to ensure optimal input from the professional specialisation 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 two focus options:

- Research in Ministry
- Development of an Innovative Model for Ministry

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

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 project¹
- 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

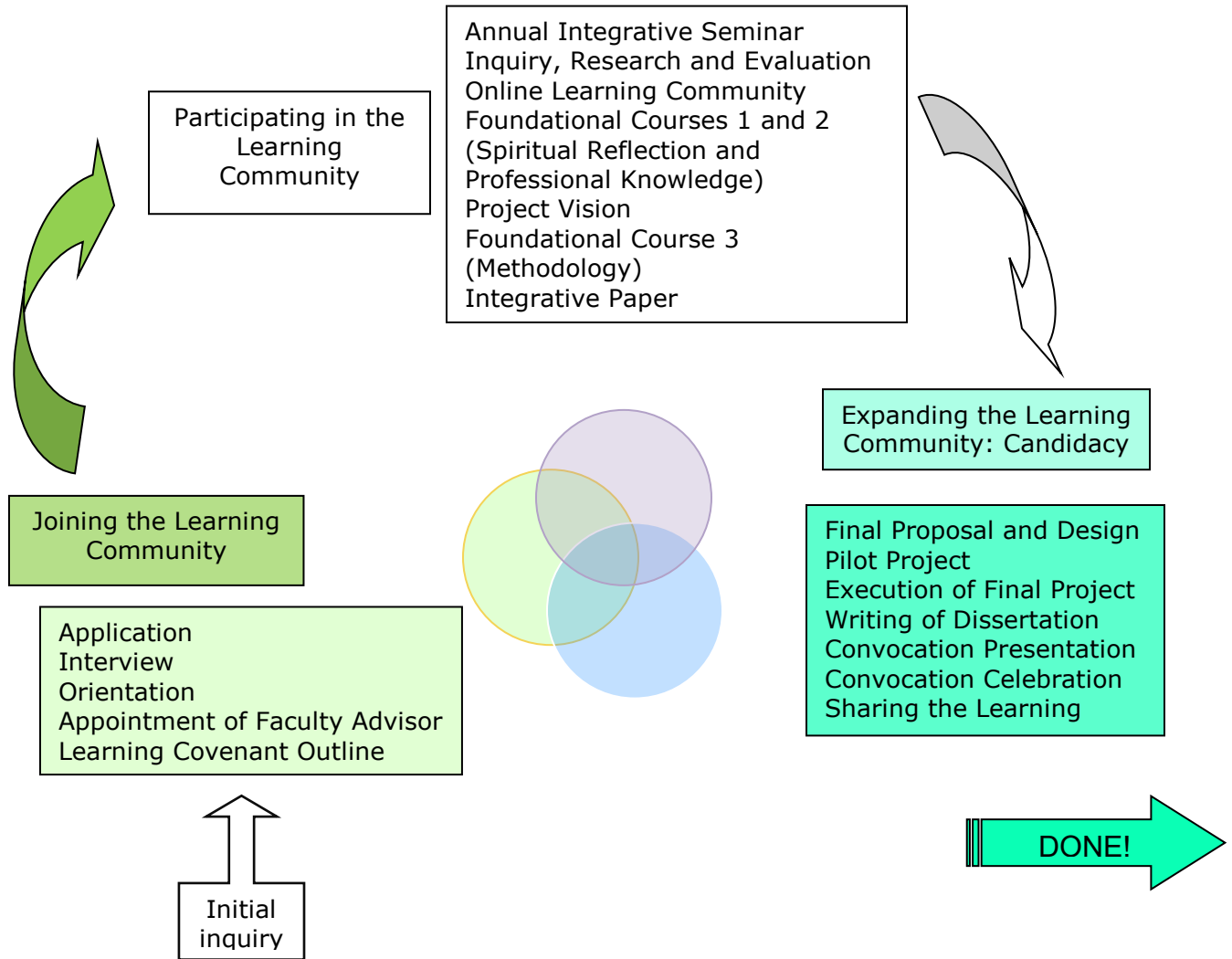
The end of the program always brings celebration, satisfaction and some sadness. The relationships formed throughout several years of intensive work tend to run deep. A festive lunch, a public presentation and a celebratory convocation service rounds off the years of exploration, creation and transformation.

The program is to be completed in no less than three and no more than seven years. Details of deadlines can be found in the [Academic Calendar](#).

¹ 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 following diagram:

2.2



5. Academic Standards at St Stephen's College

St Stephen's College Doctor of Ministry Program accepts as its minimum standard the Standards of the Association of Theological Schools (ATS) of which it is an Associate Member.

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 theologically 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.*

The Policies by which these standards are maintained at SSC are described in detail in SSC's [Student Handbook](#).

Part Two

Overview of the Doctor of Ministry Program

| Program requirements | | Purpose | Credits | Foundational Phase |
|----------------------|---|--|---------|--------------------|
| Year one | Orientation Day | To begin the process of becoming part of the SSC community. | 0 | |
| | Learning Covenant | Documents mutual accountability of student and faculty | 0 | |
| | Integrative Seminar 1 | To integrate experience and learning and develop research objectives in a peer setting. | 3 | |
| | Inquiry, research and evaluation | To raise awareness of cultural perspectives, worldview, spiritual ideas, and values as they influence how the researcher questions and gathers knowledge. | 3 | |
| | Online Learning Community 1 | Continuing in-depth engagement with the learning process and with peers. | 1.5 | |
| | Foundational Course 1: Spiritual/Theological Foundations | To ground students in the foundational thought relevant to their ministry and final project. | 3 | |
| | Foundational Course 2: Subject Matter of the Learner's project focus. | To ground students solidly in the theory and practice of their ministry and final project. | 3 | |
| Year two | Integrative Seminar 2 | To integrate experience and learning and refine research objectives in a peer setting. Formulate the research question and project proposal. | 3 | |
| | Online Learning Community 2 | Continuing in-depth engagement with the learning process and with peers. | 1.5 | |
| | Project Vision | Providing the focus for the Project and Dissertation | 0 | |
| | Foundational Course 3: Methodologies for Knowledge Generation | To equip the student with the methodological knowledge to perform and analyse the proposed project. | 3 | |
| | Integrative Paper | To demonstrate academic, personal and professional readiness to proceed to the Candidacy phase of the program. | 3 | |
| Year Three | Integrative Seminar 3 | To integrate experience and learning in a peer setting. Refine the research question and project proposal. | 3 | |
| | Final Project Proposal, Design and Ethics Review | To provide a precise work plan describing methodologies and theory bases for data collection and evaluation. | 3 | |
| | Pilot Project | To gain experience with the chosen method and test the adequacy of the proposed project, using a subset or mini version of the project. | 3 | |
| | Final Project implementation and analysis | Demonstration of student's ability to independently design and test new models for ministry and/or conduct research to generate new knowledge. | n/a | |
| Year Four | Dissertation | 1. Presentation of and reflection on knowledge gained from the doctoral project as it relates to the Candidate's field of ministry (ATS goals). 2. Demonstration of skills in integration of personhood, theory and practice (SSC norm). | 0 | |
| | | | | Candidacy Phase |

1. Admission

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

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 masters' level knowledge of human spirituality, historically and theologically. For some this may mean the assignment of one or more pre- or co-requisite courses in order to enter or complete the DMin program. These extra courses need to be completed by the end of the second study year.

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 who are 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.

2.1. Faculty Advisor Appointment

DMin students have a Faculty Advisor appointed to them by the Department Chair. This appointment will take place soon after the student'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 student and the Faculty Advisor;
3. The first task of the Advisor, working with the student, is to ensure that a viable initial Learning Covenant is created as quickly as possible;
4. The Faculty Advisor journeys with the student, maintaining regular contact – although the student is the one primarily responsible for initiating contact. The Faculty Advisor is one of the main contacts between the student and the college. The Faculty Advisor expresses the hospitality of the DMin Program;
5. The Faculty Advisor consults with the student regarding course selection and project planning;
6. The Faculty Advisor may be called to an advocacy role for her/his student; e.g. proceeding to "on hold", program extension, appeal assistance, etc. The Faculty Advisor may become a member of the student's P-D Committee. This will be determined in consultation with the student, the Faculty Advisor, and the DMin Department Chair;

7. The Faculty Advisor works closely with the DMin Department 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 student's program. Appointment of a new Faculty Advisor follows steps #2 and #3 above.

2.2. 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.

2.3. The Project and Dissertation Committee (P-D Committee)

The Integrative Paper will be approved by the student's P-D Committee, which 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. This committee may, but does not need to include the student's Faculty Advisor of the previous years. The roles of the Faculty Advisor and the P-D committee are distinctly different.

The P-D Committee supports, guides and advises the student through the final stage of the program. The P-D Committee is usually comprised of three persons, at least one of which is a DMin Program Committee member.

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 although not necessarily the methodology being used by the student.

Meetings may be initiated by the student or the committee, except for the first meeting which is initiated by the Department Chair.

Responsibilities of the P-D Committee include:

- evaluation and approval (or rejection) of the final draft of the Integrative Paper;
- evaluation and approval (or rejection) of the Final Project Proposal and Design;
- approval (or rejection) of the Pilot Project (the PP proposal is approved by the PP supervisor and if necessary Ethics Committee, and communicated to the P-D Committee);

- evaluation and approval (or rejection) 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 Department Chair.

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

3. Required Program Components

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 day is highly recommended. New students of all programs will have an opportunity to get to know one another, the SSC faculty and some of its governing members. If special circumstances make attending difficult it is possible to have this requirement waived.

3.2. Learning Covenant Formation

Purpose: Documents mutual accountability of student and faculty

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. 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. The covenant is signed by both the student and the Faculty Advisor and thus becomes an aid for accountability.

Drafting a learning covenant takes time. It is suggested that the student follows a structured discernment process. It is important that the student consults regularly with his or her Faculty Advisor. Peer support and discussion 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 Department Chair and a copy will be kept in the student's file.

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 accepting support from – student and professional peers

The commitment to peers needs 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 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

c. Personal Commitments to 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 [Course Schedule](#) for course offerings.

DMIN INTEGRATIVE SEMINAR YRS 1,2 and 3

INTENSIVE SEMINAR

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

Prerequisite: Enrollment in 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 objectives in a peer setting.
- 2) Formulate the research question and project proposal.
- 3) Refine the research question and project proposal.

Participants will engage DMin peers and Faculty Advisors in reflective presentations, discussions, practices and evaluations that deepen their own research and ministry practices. Reading preparation may include texts from the following areas: Pastoral 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

- Emergence
- Culture, Identity and Faith

There will be a post-course assignment that emerges from the content and process of the week of learning together.

DMIN ONLINE COLLEGIUM YRS 1 and 2

Purpose: Continuing in-depth engagement with the learning process and with peers.

Prerequisite: The previous Integrative Seminar and enrollment in DMin Program
This online collegium runs from September to April and relates to the previous Integrative Seminar (IS). It involves discussions and participation for an eight-month period and participation is required on an at least weekly basis, in a way that indicates in-depth engagement with the student's learning process and with peers.

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.

Prerequisite: Enrollment in DMin or permission of 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 and 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 Theory Courses and Project Vision:

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

Purpose: Grounds students in the foundational thought relevant to their ministry and final project.

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.

b. Foundational Theory Course 2: Subject Matter of the Learner's Focus Purpose: Grounds students solidly in the theory and practice of their ministry and final project.

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. This course

may take the form of an advanced level Independent Study. Please see forms in the [Student Portal](#).

c. Foundational Course 3: Methodologies for Knowledge Generation

Purpose: Equips the student with the methodological knowledge to design, perform and analyse the proposed project.

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. Please see forms in the [Student Portal](#).

Independent studies and courses taken in other institutions:

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 Department Chair
- forward the Assignment form to the instructor who sends it to the Registrar as per the instructions on the form (SSC-credit Independent Study) **or**
- request a formal transcript upon course completion to be forwarded to SSC (course taken at another institution as a transfer credit)

For details see the forms available in the [Student Portal](#).

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

3.4. Project Vision (Preliminary Project Proposal)

Purpose: To provide the focus for the remainder of the DMin Journey 20-25 pages (no more).

Two Types of Projects

Most (though not all!) projects fit in one of two categories:

- Research in Ministry or
- Development of an Innovative Model for Ministry

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 which 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 play 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; or
- a new approach to working with a grief group.

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.

Expectations for the Proposal at this stage include the following:

- 1) specification of the research question and important sub-questions;
- 2) clarification of any assumptions that underlie the question(s) and of the student's personal investment in those questions;
- 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 student'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 is foundational for this particular project; 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.).

It is helpful to consult the evaluation form (2A or 2B) to see what specific points need to be addressed.

The student can expect that s/he will be making some adjustments to the proposal after consultation with the P-D Committee following completion of the Integrative Paper, and possibly again after completion of the Pilot Project.

The Project Vision requires the approval of the Faculty Advisor and 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.

The Integrative Paper is a 50 page (approximately) document which presents the student's understanding of ministry *in dialogue with significant professional theory* in relation to the area of study. The Integrative Paper is submitted to the P-D Committee as evidence of the student having an adequate grasp of the theological and theoretical bases foundational to the proposed project. It demonstrates an ability to integrate theory with practice, skills in reflection and independent creative thinking, and proficiency in scholarly writing.

The student will begin working on the Integrative Paper, in consultation with their Advisor and, if possible, with peer consultation through the Online Learning Community, as soon as the Project Vision has been formulated with some confidence. The Integrative Paper is reviewed by the P-D Committee after the Project Vision has been approved and all other Course Requirements have been completed.

Because the IP will include a substantive body of literature as well as an introduction and background to the proposed questions, (parts of) the IP may later be considered for inclusion into the dissertation. However, it remains a stand-alone document with a different purpose than the dissertation.

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, and theory bases for data collection and evaluation.

The Pilot Project will flow naturally from, and be included in, the Proposal and Design of the Final project. The latter may undergo minor changes based on the outcome of the Pilot Project.

Ethics Review: [Student Portal](#)

This document will build on the Project Vision, which by now will have been amended several times based on experience and new insights. This final document will present a more focussed statement as well as a detailed design and work plan.

Following the committee's approval of the Proposal and Design, if applicable, an ethics review application is to be prepared and forwarded to the Department Chair.

Suggested composition of the Project Proposal and Design: see [Appendix B](#)

3.7. *Pilot Project*

Purpose: To gain experience with the chosen method and to test the

adequacy of the proposed project, using a subset or mini version of the project.

This project is the equivalent of one three credit course.

With mentorship by their P-D Committee, or by a person with specialized expertise working with the Committee, the student will design and carry out a small project that will test the feasibility of the proposed final project. The student will subsequently evaluate the pilot project. If necessary adjustments to the final project proposal are made in light of what was learned from the pilot.

See [Appendix C](#) for a detailed outline of the pilot project process. The pilot project may require its own ethics review (sometimes the Ethics Review can include an extension to the Final Project). For ethics review see the [Student Portal](#).

3.8. *Project Implementation and Analysis*

Purpose: Demonstration of 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 course work, planning and design leads up to this phase: doing the research or testing the creative new model of ministry. This practical work provides the new knowledge on which the dissertation reports and reflects.

3.9. *Writing of the Dissertation*

At SCC we consider the dissertation 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 for general formatting and writing guidelines to [Appendix D](#).

For an ARTICLE-BASED Dissertation: See [Appendix E](#)

Publishing Guidelines can be found in the [Student Handbook](#)

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 | Chair/Registrar/Advisor |
| Dissertation Final Draft Sent Out | February 15 | PD Chair sends to Department Chair → Sends to External reader |
| External Reader Report Received | March 31 | Back to Department 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 Department 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 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 so the student's name can be put on the list as a potential graduate. Coursework will be checked at that time, to ensure that all academic work, other than the dissertation, has been completed.

Students should allow at least 4 months before the February 15th deadline for their P-D Committee to complete its review and to make any required revisions.

3.10. 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 Department Chair, certification that a public presentation has occurred must be provided to the Registrar within 6 months of convocation. The Registrar needs to be notified of any exemptions by September 31.

Presentations will be 30-40 minutes long plus time for a substantive conversation. Several students will be presenting so please stick to the published schedule. The constituency for these presentations include the general public, the 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 Department 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 forms can be found on line:
<http://ststephenscollege.ca/student-log-in/forms/#sthash.kcwj2qJC.dpbs>

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

**The following forms are available from Alyssa Valentine
av4@ualberta.ca or 780.439.7311.**

| | |
|----------------|--|
| Form 1 | Learning Covenant |
| Form 2A | Project Vision Evaluation and Approval Research in Ministry |
| Form 2B | Project Vision Evaluation and Approval Innovative Model for Ministry |
| Form 3 | Integrative Paper Evaluations and Approval |
| Form 4A | Proposal and Design Evaluation and Approval Research in Ministry |
| Form 4B | Proposal and Design Evaluation and Approval Innovative Model for Ministry |
| Form 5 | Pilot Project Evaluations and Approval - Contact Department Chair |
| Form 6A | FINAL FEEDBACK FOR DISSERTATION To be completed by <u>P-D Committee Chair</u> Research in Ministry |
| Form 6B | FINAL FEEDBACK FOR DISSERTATION To be completed by <u>P-D Committee Chair</u> Development of an Innovative Model for Ministry |
| Form 7A | FINAL FEEDBACK FOR PROJECT/DISSERTATION To be completed by <u>External Examiner</u> Research in Ministry |
| Form 7B | FINAL FEEDBACK FOR PROJECT/DISSERTATION To be completed by <u>External Examiner</u> Development of an Innovative Model for Ministry |

APPENDIX A

ST STEPHEN'S COLLEGE DOCTOR OF MINISTRY PROGRAM Learning Covenant

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.

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.

- *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'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>.

APPENDIX B

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
Research in Ministry () [indicate whether Qualitative, Quantitative, or Mixed]
Development of an Innovative Model for Ministry ()

Part II - A: Research in Ministry

30-35 pages of which ca. 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/Integration of Ministry Themes

Identify any particular themes that are central to the field of ministry in which your Project is located. Specify the relationship of this Project to your theology/integration of ministry.

3. Pilot Project:

Please describe briefly the rationale, outline and expected benefit of a pilot project. See Appendix C

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*

Part II - B: Development of an Innovative Model for Ministry

30-35 pages of which ca. 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/Integration of Ministry Themes*

Identify any particular themes that are central to the field of ministry in which your Project is located. Specify the relationship of this Project to your theology/integration of ministry.

3. *Pilot Project:*

Please describe briefly the rationale, outline and expected benefit of a pilot project. See [Appendix C](#)

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

APPENDIX C

ST STEPHEN'S COLLEGE DOCTOR OF MINISTRY PROGRAM Pilot Project: Information for Supervisors and Students

Context:

In order to offer specialised mentorship and advanced level experience to students in the St Stephen's College Doctor of Ministry program, the college endeavours to attract in experts in diverse fields to supervise students in their specialised research. With this in mind Students are asked to make connections with those people they feel may be of greatest help to them in reaching their education goals. The following description of the Pilot Project will assist prospective supervisor and students.

Process: Selection and Appointment of Supervisors

1. Students work with their Faculty Advisors to seek out potential supervisors for their Pilot Project.
2. The student explores with the individuals under consideration as supervisors their feasibility of doing the Pilot Project with them, and receives assurances of the person's willingness to serve. They submit the names of persons selected to the Department Chair.
3. The potential supervisor is asked to complete and return to the Student a brief biographical and professional information form included in this document (Form 4).
4. The Department Chair issues a formal invitation/confirmation to the proposed supervisor stipulating the terms of agreement. The student receives a copy of this formal invitation/confirmation.
5. The student and the supervisor negotiate and sign a work plan and submit it to the Department Chair.

Pilot Project Description

With mentorship by their Faculty Advisor and Pilot Project Supervisor, the student will design and carry out a small project that will test the feasibility of the proposed dissertation project. The student will subsequently write up and evaluate the pilot project, and if necessary make adjustments to the final project proposal.

This Pilot Project is the equivalent of one three credit course. Its purpose 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 Pilot Project encompasses five core elements:

1. Establishment of a supervisory relationship with a qualified person.
2. Identification of appropriate research questions that serve to test the chosen method of data collection/ministry model.
3. preparation of a work plan and timeline
4. doing the work ...
5. evaluating the outcome

Involvement of the Pilot Project Supervisor

The Pilot 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 student and supervisor to negotiate a section of the Work Plan entitled "Involvement of the Pilot Project Supervisor" in such a way that it allows negotiating parties to spell out, in detail, the student's needs and the supervisor's contributions.

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

1. Articulation of the student'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. Agreement with the supervisory honorarium (request current fee schedule from the College);
5. Articulation of criteria and methods through which evaluation of *both* the student and supervisor will be carried out; and
6. Clarity with regard to supervisory accessibility and availability are important components in a student's successful completion of their Pilot Project. Most supervisory tasks revolve around reviewing material shared by the student, 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 student. In an adult learning model, the supervisory task is highly personal and will rely on a mutual commitment of both supervisor and student to shape its optimal value in the Pilot Project's completion.

Honorarium

After receipt of the final evaluation materials, and the confirmation letter sent to the supervisor and student by the Department 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 Department 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. Such primary accountability is meant to enhance the supervisory relationship, not detract from it.

Duration and Schedule

The Pilot Project may be spread over several months, up to a year, in keeping with the Project design and objectives.

Confidentiality

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

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

Pilot Project Design and Work Plan

The Pilot Project design follows the same format recommended for the final project.

A copy of the Work Plan, bearing the signature of both supervisor and student, is to be filed with the Department Chair as soon as possible. Ensuring the speedy negotiation and transmittal of this Work Plan to the 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.

Conclusion

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. Likewise, within the supervisory relationship students 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 Department Chair by phone at:

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

APPENDIX D

ST STEPHEN'S COLLEGE DOCTOR OF MINISTRY PROGRAM

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 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. 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 disc or memory stick in both Word and PDF-A (PDF Archive format). e.g. *Smith_Mark_2019_DMIn.pdf*
- One paper copy is submitted to the College for binding; paper should be good quality white 20 lb. minimum weight.
- 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.

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

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iii. What to Avoid

- Transparent overlays; and
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v. Writing Course

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

APPENDIX E

ST STEPHEN'S COLLEGE DOCTOR OF MINISTRY PROGRAM ARTICLE-BASED DISSERTATION

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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.

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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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.

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

APPENDIX F

THESIS/DISSERTATION NON-EXCLUSIVE LICENSE

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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 2019
Edmonton, Alberta

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 outlines 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.

SAMPLE TABLE OF CONTENTS PAGE

Table of Contents

A detailed table of contents is a required component of a dissertation. The components of the dissertation must appear in the table of contents in the same order as in the body of the dissertation. There are usually at least two, and often three (or four) levels of headings.

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