

DMin Program Manual
Supplement for DMin Program
Committee Members

October 2018

Table of Contents

Our Mission	4
Our Values	4
We seek to achieve these values through:	4
THE DOCTOR OF MINISTRY Program Committee	5
Terms of Reference	5
Name and Type of Committee.....	5
The DMin Program Understanding of Ministry	5
Mandate.....	5
Meetings	6
Membership and Terms of Office	6
DMin Program Committee qualifications for membership are:	6
Role of Convener	7
Role of the Faculty Advisor	8
DMin Program Committee Members serving as Project-Dissertation Committee Member	9
Voting	9
Resources	9
Reporting	10
Conflict of Interest.....	10
Dual Relationships	11
The Doctor of Ministry Program Committee.....	12
Procedures for Conducting an E-vote	12
Procedure:	12
Commentary and Annotations to the DMin Program Manual, 2018 edition.....	14
Part one (corresponding to DMin Program Manual Part one)	14
Outcomes of the DMin Program.....	14
Program Completion - Extensions.....	15
Part Two (sequenced chronologically, corresponding – largely – to the DMin Program Manual Part two).....	15
Admission	15
The Faculty Advisor - see also DMin Committee TOR.....	16

Student Support Groups	17
First step: The Learning Covenant	17
Course work	18
Project Vision.....	19
The Integrative paper.....	20
The Project and Dissertation Committee - see also DMin Committee TOR	20
Final Project Proposal, Design and Ethics Review	21
Writing the Dissertation.....	22
Attracting an External Examiner and final administration.....	23
Convocation	24
Schedule of Honoraria.....	24
Resources:	25
SSC governance	25
Faculty handbook	25
Association of Theological Schools in the United States and Canada (ATS)	25
Suggested Guidelines for SSC Student Assignment Completion.....	26

Notes:

- This Supplement expands on some areas of the Program Manual, but an effort is made to keep duplication of text to a minimum. Please consult the Manual and its appendices first.
- This Supplement remains a “living document” and regular updates will appear, which will be brought to the attention of committee members. Please suggest amendments/additions to the Program Chair as necessary.
- Students are encouraged to familiarize themselves with this document.

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.

THE DOCTOR OF MINISTRY Program Committee

Terms of Reference

Updated 20 May 2015

The Doctor of Ministry degree program stresses the reflective practice of ministry grounded in a practical theology that grows out of an understanding of the social context in which it occurs.(based on Hartford)

Name and Type of Committee

The DMin Program Committee is a Standing Committee of the Academic Senate of St. Stephen's College and is accountable for its functioning to the Academic Senate. Members of the DMin Program Committee function within the Mission and Values of the College as determined by the Board of Governors.

The Doctor of Ministry Program Committee Mission Statement:

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

The DMin Program Understanding of Ministry

The St. Stephen's College Doctor of Ministry program understands that ministry is the service of people of all spiritual traditions for the good of the human community and the Earth. Ministry is perceived as a lifelong exploration - a creative and transformative endeavour rooted in connection to Otherness. (updated January 2015)

Mandate

The mandate of the DMin Program Committee, in collaboration with the Program Chair, is to:

- generate and approve policies that guide the DMin program;
- inform, review, and adapt the program curriculum and the overall direction of the program as the program evolves;
- ensure academic standards for the DMin program are maintained
- support DMin students by serving as Faculty Advisors and members of Project-Dissertation Committees

The duties and responsibilities of the DMin Program Committee members, in collaboration with the Program Chair, include:

1. serving as Faculty Advisors to students
2. serving on Project-Dissertation committees
3. making policy decisions that support the curriculum and program direction
4. interviewing and assessing the progress of students in the program
5. certifying completion of requirements to Academic Senate
6. modeling collegiality and accountability in relationships with the Program Chair and other members of the Program Committee
7. recruiting new Committee members

Members may also be contracted to do the following:

1. offering instruction or course leadership
2. supervising or evaluating DMin students' projects or other program work

Meetings

The DMin Program Committee will meet regularly. The schedule for meetings is established in late Spring or early Autumn. Special meetings may be called by the Convener or Program Chair. A Meeting Record will be kept of reports and decisions.

Membership and Terms of Office

The membership of the Program Committee shall comprise enough persons to carry out the mandate of the committee with consideration given to the number of persons required to match the needs of the enrolled students. The membership shall reflect diversity with respect to gender, cultural identity, religious/spiritual identification and types of ministry and/or professional specialization. The Program Chair and Academic Dean are members ex officio.

DMin Program Committee qualifications for membership are:

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

Members are appointed for renewable five-year terms of service. At the end of each five-year term of service, a review is conducted by the Department Chair, the Academic Dean (or appointee), and another member of the DMin Program Committee. The review process focuses on the committee member's feedback

about the experience, process and their contributions to the DMin program. Re-appointment for a subsequent five-year term is made on the basis of the review committee's recommendation to the DMin Program Committee with subsequent ratification by Academic Senate.

New members are recruited as required, with at least one new person recruited annually. Members are recruited for the DMin Program Committee as follows:

- a) The Program Chair may approach a prospective member to explore their participation on the DMin Program Committee. DMin Program Committee members may make recommendations for prospective new members and approach a prospective member after consultation with the Program Chair.
- b) The Program Chair meets with the prospective member for an exploration of gifts, expectations concerning participation in and hoped for contribution to the work of the DMin Program Committee. The Program Chair also conducts a credentials review based on the prospective member's *curriculum vitae* and other documentation as is deemed necessary, based on the *curriculum vitae* review and interview.
- c) The prospective member attends a regular meeting of the DMin Program Committee in order to get a sense of how the committee functions and to afford members of the committee an opportunity to get to know her/him.
- d) The DMin Program Committee votes concerning whether to invite the person to become a member of the Program Committee subject to ratification by Academic Senate.
- e) The DMin Program Committee Chair forwards the name of the prospective committee member to Academic Senate for ratification with a brief summary of the person's qualifications.

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

Role of Convener

A Convener of the DMin Program Committee holds the responsibility of chairing the DMin Program Committee meetings. The Convener works collaboratively with the Program Chair to develop meeting agendas and has responsibilities during occasion of an e-vote.

The Convener appointment is for one year, renewable without limit. The appointment is made, using a collegial process, by a motion of the DMin Program Committee.

DMin Program Committee Members serving as Faculty Advisors

All Faculty Advisors are members of the DMin Program Committee. Members of the DMin Program Committee are Faculty Advisor to a maximum of three students.

Appointment

DMin students have Faculty Advisors appointed to them by the Program Chair. The Faculty Advisor is appointed for the duration of a student's DMin studies. This appointment takes place following the student's acceptance into the DMin Program and reflects efforts for a 'best match' between Faculty Advisor and student.

Role of the Faculty Advisor

1. The Faculty Advisor advises and supports an appointed DMin student.
2. The Faculty Advisor is informed and aware of current DMin program curriculum and processes.
3. The Faculty Advisor informs the Program Chair and DMin Program Committee of their students' progress and resources the Program Chair and Program Committee as needed.
4. The Faculty Advisor, working with the student, will ensure that an initial Learning Covenant is established within the first six months.
5. The Faculty Advisor expresses the hospitality of the DMin Program maintaining regular contact and mutually sharing responsibility for ongoing conversations. The Faculty Advisor is one of the main contacts between the student and the College.
6. The Faculty Advisor consults with the student regarding courses, research direction and project selection
7. The Faculty Advisor may be called to an advocacy role for her/his student; e.g. proceeding to "on hold status", program extension, appeal assistance, etc.
8. The Faculty Advisor will be the Chair of the PD Committee and take responsibility as outlined in the DMin Program Manual.
9. The Faculty Advisor works closely with the Department Chair but is not involved in Program administrative functions.

The Faculty Advisor appointment may need to be changed in the course of a student's studies. Appointment of a new Faculty Advisor occurs with direction of the Program Chair.

DMin Program Committee Members serving as Project-Dissertation Committee Member

Normally, the Project-Dissertation (P-D) Committee is comprised of three persons. The Faculty Advisor needs not to continue (this may be a time to change, if desired by either student or FA), nor will he/she automatically be the P-D Committee Convenor. At least one of the P-D Committee members needs to be a member of the DMin Committee to facilitate communication.

Note: The DMin Program Manual describes the appointment process, membership, roles, responsibilities, procedures, and accountability of P-D Committees.

Voting

All members of DMin Program Committee are voting members and may participate in discussions, and may move, second and vote on motions. This includes *ex officio*, appointed and selected members. Guests – individuals invited to attend a particular meeting and to participate in discussion related to a specific item they were invited to address, cannot move, second or vote on motions. A quorum will be 50% of the DMin Program Committee membership plus one person including members participating by tele/video conferencing. Voting will usually occur in the context of Committee meetings, but may also take the form of an e-Vote (using the approved e-vote protocol).

The above clause has been reviewed by the committee which adopted the following motion on February 21, 2018:

"The DMin Program Committee respects all members as full members of the Committee. Should a member be unable to attend four consecutive meetings, the Chair, Department of Theology, will contact the member by phone to consult about challenges the member has to participation in meetings. The Chair and the member can discuss options, including the option of the member being a time-limited corresponding member, until such time as the member can more regularly participate. When the member is able to more regularly attend she/he would resume full member duties."

Resources

1. DMin Program Committee expenses such as meals, and in some cases travel, are covered by the College.

2. DMin Program Committee members have access to administrative support. The administrative assistant assigned to the Department of Advanced Degrees attends the meeting and records minutes, types and distributes minutes to Committee members, and supports any other activities of the DMin Program Committee.

Reporting

1. The Program Chair oversees and administers the programs of the Department. The Program Chair regularly reports to the DMin Program Committee and to the Academic Dean.
2. The Program Chair and Program Committee Convenor provide a joint report to each meeting of the Academic Senate and report actions of Senate to the DMin Program Committee.
3. Faculty Advisors and P-D Committee Convenors report a minimum of two times per year to the DMin Committee.

Confidentiality

Items of DMin Program Committee business are confidential by nature, and Committee members should be aware that although Meeting Records are a matter of public record, discussion at the Committee level should be considered confidential.

DMin Program Committee members must abide by the College policy on 'Student Records: Contents, Access, Use and Protection' as outlined in the Academic Calendar. As members of the College's Associate Faculty, Committee members can access the records of students in the DMin Program for whom they have supervisory responsibility, under the specific direction of the Registrar, Dean, or Department Chair.

Conflict of Interest

DMin Program Committee members and permanent faculty will step back from any decision-making responsibility concerning a DMin student when the student is a family member.

Dual Relationships

From time to time students in the DMin Program may have dual relationships with Program Committee members and the Program Chair. The Program Committee member will not be a Faculty Advisor for a person with whom they have a dual relationship or could create a conflict of interest, and will abstain from all decision making regarding that student.

When the dual relationship involves the Program Chair and another St. Stephen's Faculty member the Program Chair will consult with the DMin Program Convener on all matters related to the student's progress.

The Doctor of Ministry Program Committee Procedures for Conducting an E-vote

Guidelines - An e-vote may be held when:

- A. There is a situation, question, or concern that is considered to be urgent and time sensitive, and for which a decision needs to be made prior to the next regularly scheduled DMin Program Committee Meeting (e.g. a student's educational process requires immediate, decisive action, etc.).
- B. That the action required be straight forward, and not of a complex nature.

Procedure:

- 1) The person requesting the e-vote, who must be a member of the DMin Program Committee (the "Committee"), consults with the Department Chair and together they determine need of an e-vote, based on A & B above.
- 2) If an e-vote is needed, the Program Chair consults with the Committee Convenor.
- 3) The Program Chair, in consultation with the Committee Convenor, notifies all Committee members by means of making a motion and calling for a seconder to the motion. Once the motion is seconded the Committee Convenor initiates a 3-day (72 hours) period of time for email discussion on the motion.
- 4) During the 72-hour period of discussion, all comments concerning the motion will be sent to all Committee members by using the "reply all" option, allowing all members to read individual comments. If needed, the Committee Convenor rules on points of order.
- 5) Once the discussion period has ended, the Committee Convenor calls for the e-vote, indicating a date and time at which voting will close. Committee members will send in their votes during this time period. Failure to reply and not vote is seen as an absence from the meeting.
- 6) When voting is closed, the Program Chair and Committee Convenor consult to first declare a quorum present or not present, and then declare the motion either passed or defeated based on the vote count. The Committee Convenor circulates results of the e-vote to all Committee members. Votes received after

the end of the voting period will not be counted.

- 7) The Department Administrative Support Person will record the results of the e-vote for the official minutes and these will be added to the Committee records at the next scheduled meeting.
- 8) Regular Robert's Rules of order will apply to all procedures, amendments, or points of order. The Committee Convenor will endeavour to rule on these as soon as possible.
- 9) A quorum will be 50% of the Committee membership plus one person.

Commentary and Annotations to the DMin Program Manual, 2018 edition

(Students who entered the program in 2015 or earlier may still use the 2014 manual)

General Comments:

The DMin Journey is a cooperative academic endeavor. The student comes to St Stephen's College with the desire to learn how to do independent doctoral level research and we offer the means needed to help this process. This is a progressive process, mediated by the help of many. The DMin program has its own particular history and the college's unique ethos and expectations (See Missions and Values above).

Those who work as (Associate) Faculty in this program try at all times to maintain a balance between compassionate care for the student and high academic standards. When, after consulting there are further questions, please ask. The program Chair is glad to help and the Program Committee serves as a forum for the discussion of more complicated issues, which there will no doubt be. That is the joy and challenge of this program!

Part one (corresponding to DMin Program Manual Part one)

Outcomes of the DMin Program

It is understood that, apart from the academic requirements we expect students to grow in their ability to work independently with confidence, creativity and an open mind. This includes growth in an ability of working with and respecting co-workers. This also implies that, as the program progresses, the student will demonstrate increasing independence from his or her Faculty Advisor or P-D committee while maintaining a healthy and respectful mutually consultative relationship.

Concerns about academic and personal growth need to be considered early, and expectations in this regard will be part of the conversation with the FA or P-D committee. There may be instances where stagnation of progress can be contributed to insufficient growth in independence (e.g. the student waits for directions rather than comes forward with constructive suggestions). Likewise, too much independence can become a problem. Communication and consultation remains the key ingredient for a successful DMin journey: Between Student and FA or P-D Committee, between FA and P-D Committee with the DMin Program Committee.

Program Completion - Extensions

Students are expected to complete their program in a maximum of seven years. Under extraordinary circumstances beyond the student's control an extension may be granted, or a student can put the program on hold. See the SSC Academic Calendar for details. In each case the cause of the delay needs to be considered carefully. Personal attitudes which may hinder progress cannot serve as base for granting an extension.

Part Two (sequenced chronologically, corresponding – largely – to the DMin Program Manual Part two)

Admission

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

Following the application process and review of the file by the Department Chair, the prospective student will be interviewed by two DMin Committee members. Students who cannot be present in person may be interviewed through video conferencing.

The interview process is of the utmost importance. This is the point at which the student's commitment to the program, expectations of the learning process and ability to engage in independent critical work is being evaluated. Any hesitations and identification by the interviewers of potential hurdles need to be seriously considered before extending an invitation to the student to enter the program. Acceptance of a student into the program means a full commitment of the DMin Committee to provide for this student a supportive learning environment and advisory community, within the rubrics of the program.

Persons entering the Doctor of Ministry Program embark on an educational process which is highly integrative in nature. Because SSC takes the experience of transcendence and the integration of Spirit in one's life and work seriously, students are expected to reflect on matters of spirituality, personal growth and religious diversity. Thus admission to the program requires a masters' level knowledge of one's religious or spiritual tradition, historically and theologically.

For many years the manual suggested additional avenues for personal support when the interviewers deemed this helpful (Spiritual Direction, therapy, CPE). Today these are not commonly part of the admission prerequisites – though may be included. Instead, the three Integrative Seminars serve as an opportunity for ongoing assessment of the student's fitness for and functioning in the DMin program. Failure to show progress in areas of concern may lead to

recommendations as deemed appropriate by the chair, in consultation with other (Associate) Faculty.

Any doubts about the student's writing ability need to be carefully followed up. Submitted writing samples cannot be from edited journals, more than one author, or any other way revised with the help of others. When in doubt the student can be asked to submit (or write under supervision?) additional work. An academic writing course as a **Pre**-requisite may need to be considered.

All students who do not have an MDiv (MTh, MTS) need to take three co-requisite courses at the masters level:

- one Theology course
- one Sacred Texts course
- one Religious History course

The focus of these courses may be from a tradition of the student's choice, relevant to their anticipated program of study, to be negotiated with the program chair. This aims to ascertain that all students are versed and grounded in a religious/spiritual tradition out of which they conduct their ministry and from which perspective they are able to converse with and feel at ease with people with experience in other traditions.

All co-requisites must be completed before the IP can be submitted.

The interviewers write down their observations and recommendations. Based on these and a final review of the applicant's file and academic equivalencies, the Dean and Department Chair decide whether or not to offer admission to the program with or without pre- or co-requisites. After approval of this decision by the DMin Committee, the applicant is informed of the decision electronically by the registrar, followed by a letter.

While the majority of the students tend to enter the program in April, applicants may be accepted into the program at any time during the year.

The Faculty Advisor - see also DMin Committee TOR

DMin students have a Faculty Advisor appointed to them by the Department Chair. Every effort is made to effect the best "match" between the student and the Faculty Advisor. Various factors may play a role, such as interest, experience and proximity. The Faculty Advisor is a member of the DMin Program Committee.

The Faculty Advisor is one of the main contacts between the student and the college, expressing in attitude and action the hospitality of the DMin Program. Suggestions from the students themselves are given serious consideration. The prospective FA would have to become a DMin Program Committee Member following the regular process.

Responsibilities of the Faculty Advisor:

- The Faculty Advisor journeys with the student throughout the foundational phase (till completion of the Integrative Paper), maintaining regular contact – although the student is the one primarily responsible for initiating contact.
- The first task of the Advisor, working with the student, is to ensure that a viable initial Learning Covenant is created; See Form 1.
- The Faculty Advisor consults with the student regarding course selection and project planning;
- 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;
- The Faculty Advisor works closely with the Department Chair but is not involved in program administrative functions;
- Once the student enters the Candidacy phase the role of Faculty Advisor ceases and a Project-Dissertation Committee is convened by the Department Chair in consultation with the student. The Faculty Advisor may, but does not need to, have a place on this committee.

Instructions for providing an electronic signature are on our website:

1. Student Portal - under the heading "Forms"

2. Student Portal > DMin Manual - first form

Reporting

Faculty Advisors report a minimum of two times per year to the DMin committee.

Student Support Groups

Student Support Groups come in many forms. Some of this depends on the student’s own initiative. The Integrative Seminars, a residential course taken during the first three year of the program, is intentional to create a cohort of students who entered at approximately the same time. A formal “DMin Community in Support of Your Learning” is usually composed of peers in the students work environment. This is a suggestion – not a requirement – which has in many cases proven to be very helpful. Much depends on the learning and ministry environment of the student. We have no longer a formal contract for this practice, but it remains a topic to be discussed between the FA and student.

First step: The Learning Covenant

As new students enter the program their first task is to draft a Learning Covenant (form 1 of the Manual). This is the time for first contact and an opportunity for

student and Advisor to get to know one-another. The first contact is initiated by the Faculty Advisor and is the first opportunity to discuss a direction of the DMin Journey and a purposeful course selection. All this may take a series of conversations through whatever media are most helpful. It is understood that the Learning Covenant is a living document, intended for periodic review.

The use of the "Appreciative Model Inquiry", as offered in the Manual (Appendix A), is a suggestion, not a requirement. It is a very thorough, and somewhat time consuming, instrument. Some students who have difficulty discerning the path forward may find this helpful.

The Learning Covenant is to be signed by Student, Faculty Advisor and Department Chair.

As is the case for all forms until the evaluation of the dissertation, **the student is responsible for assuring that the signed form is received by the Department Chair.**

Course work

NB: Each course and program component has a "purpose" associated with it. Consult the program schedule.

Only few courses in the DMin Program are mandatory:

1. Three annual week long Integrative Seminars (on-site only) bridged by two on-line Learning Communities (Collegiums). Those function to build community and to integrate both program and person into the SSC learning environment.

The seminars also offer an opportunity to get to know the student better, and stay informed about progress. Since students are doing much of their work independently and courses are largely taught by Associate Faculty who reside off-site, the IS is an important opportunity to stay connected. It can be a time for Student, Faculty Advisor and Program Chair together to identify needs and challenges, and to discuss possible approaches to address these.

3. Inquiry, Research and Evaluation (SSC 771) to introduce basic concepts of qualitative research methodologies, worldview and bias.
2. Three additional foundational courses with a focus on theology, professional experience, and methodology, respectively. These can be chosen from the list of SSC courses, taken at other institutions, or as independent studies with an instructor of the student's choice. Key is that they serve to strengthen the

foundation in the area of specialization of the student and that they be taken at the 700 level.¹

It is important that the student takes the initiative to consult with his/her Faculty Advisor, and for all courses other than the SSC 700 level courses,

- connects with the prospective instructor and discusses a syllabus which meets his/her needs,
- submits the syllabus and course outline for approval to the Department Chair
- in the case of an independent study, has a contract signed by the instructor and submits this to the Program Chair (see guidelines on SSC website)
- Pays the course fee before embarking on any course.

This process involves several people and thus may take some time. Starting the course before payment is received can cause administrative complications and unexpected costs to the student.

Project Vision

When students enter the DMin Program they have various degrees of clarity about the direction in which they want to take their studies. Reading, studying and conversation during the first two years will sharpen the focus. This process usually requires some consultation and supportive review of initial plans with the Faculty Advisor. Sometime during the second year the student will be ready to put a preliminary project proposal on paper. See form 2 of the manual. The vision will be added to the student's file and help to document the student's progress. Like the Learning Covenant, this document is an aid, not a binding contract. The Project Vision ought to address all the points as outlined on the Project Vision evaluation form. See form 2A or 2B.

Submission and review of all major papers (Integrative Paper, Proposal and Design, Dissertation) happens when the student is confident that their best effort has gone into this work and the document is in its final shape. There is a limit to how many times a paper can be submitted to the FA or P-D Committee and returned for revisions. See appendage at end of this document.

¹ With the approval of the Department Chair, a doctoral student may enroll in one 500-level course to satisfy course requirements.

- Content (lit review, thinking, creativity)
- Methodology
- Structure
- Language

The Integrative paper

The Integrative Paper (IP) is to demonstrate readiness of the student to do independent research or to develop creative new models of ministry. The paper is the final requirement to enter the Candidacy Phase.

The paper typically reflects the growth of the student through the previous foundational parts of the program. Thus the writing is to be both academic as well as personally and theologically reflective. The writing needs to demonstrate a sufficient grasp of the chosen area of interest to convince the reviewers that the student is capable of contributing new and useful knowledge to the field.

The IP is initially reviewed by the FA. Once the student feels he/she has adequately responded to the FA's suggestions and the work meets the stipulated standards as set out in the Evaluation Form (See Form 3A and Form 3B), he/she submits a final version to the Program Chair, who invites an internal examiner who evaluates the document with the FA. The internal examiner is usually but not necessarily a member of the DMin Program Committee. If neither the FA nor the Internal examiner is familiar with the chosen methodology, they will, in consultation with the chair, bring this before the Program Committee or seek outside assistance. This evaluation includes a recommendation to the DMin Program Committee to approve/defer (with suggestions for changes)/not approve Candidacy in the DMin Program. (In Lieu of a Candidacy Exam).

The integrative Paper demarcates the Foundational phase from the Candidacy phase. Different theological colleges have different practices. The rationale for SSC to for this demarcation is:

- Congruent with the understanding of an approved Integrative Paper as an indication of readiness for embarking on the Research (Candidacy) Phase
- Acknowledgement that, due to the great diversity of projects, the Research Phase for SSC DMin students is at times integrated with the Writing Phase.
- Assisting students who receive a tax advantage once they are full time engaged.

The Project and Dissertation Committee - see also DMin Committee TOR

The P-D Committee supports, guides and advises the student through the Candidacy phase of the program.

Members of the P-D committee are invited by the Program Chair when the student's successful acceptance as a Candidate is immanent.

Responsibilities of the P-D Committee include:

- Becoming familiar with the student's Integrative Paper;
- Evaluation and approval of the Final Project Proposal and Design, including the proposed Pilot Project or its alternative; See Form 4A or 4B
- Ensuring the student applies for an ethics review, if necessary. An exemption of an ethics review requires the written approval of the Program Chair. Most projects will not require a separate ethics approval for the Pilot Project.
- Assisting the student in finding a Pilot Project Supervisor (see Form 5A); this may be a committee member.
- Approval (or rejection) of the completed Pilot Project (See Form 5B)
- Ensuring that the project design gets adjusted, if necessary, based on the results of the Pilot Project.
- evaluation and approval (or rejection) of the next-to-last draft of the dissertation for the external examiner; See Form 6A or 6B
- Suggesting potential External Examiners to the Program chair
- Reviewing the External Examiner's comments and discussing with the student how to deal with suggested changes.
- approval of the final draft of the dissertation; See Form 8

Final Project Proposal, Design and Ethics Review

This document will provide a detailed roadmap for the eventual execution of the project. Since this is expected to be a major endeavor, a Pilot Project is in order to ensure success. The Pilot project flows naturally from the Proposal and is an integral part of the Design. Yet it needs to be described as a stand-alone part within the Proposal and Design. It is not possible to design or execute a Pilot Project before the Proposal and Design have been approved and permission from the Ethics Commission has been received.

Sequence of tasks to be completed:

1. Drafting of the Project Proposal and Design, including the Pilot Project Proposal. See Appendices B and C of the Program Manual.
2. Obtaining approval of the SSC Ethics Review Commission. If the student operates within an institution which has its own ethics review Process (e.g. a hospital) that review and approval takes precedence.
3. Proceed with the Pilot Project
4. Evaluate the Pilot Project
5. Review and amend the Project Design as indicated by the results of the Pilot Project

6. Proceed with the final project. If changes were substantial, and/or if the expiry date of the Ethics Approval is immanent, it may be necessary to resubmit the proposal and Design and obtain a renewal/extension.

For obvious reasons it is not recommended to deviate from this order.

Pilot Project.

The Pilot project allows for some small scale testing of methodology or model design. A pilot project therefore is part of the overall project design, which in turn may be adjusted based on the outcome of the pilot. The main function of the pilot is to ensure that the student gains experience with the chosen methodology and the methodology fits the proposed project. The pilot is worth 3 credits.

The Pilot Project has been the topic of much discussion and, at times, some confusion. In previous, more clinical versions of the DMin program this was a valuable component in determining personal emotional readiness for clinical work. Today not all projects are similarly oriented. In some special cases a separate Pilot Project is not necessary, and the student's work could benefit more from additional skill or knowledge acquisition. A case can be made to substitute other work for the Pilot Project accordingly.

While the Pilot Project engages a Supervisor, the final research project or model of ministry which will be the focus of the dissertation is an independent piece of work. Nevertheless, the student is supported in this work by the P-D Committee. This distinction is crucial and depends on regular communication. The members of the P-D Committee have been selected for their experience and knowledge in a particular field. Thus they may guide and suggest, and need to be consulted by the student. The balance needs to be found through the building of collegial relationships so that the student can benefit from this counsel without being overly directed in the work at hand.

Writing the Dissertation

The current manual is rather silent on the challenges of this process, other than formatting rules. Previously the term "project-dissertation" was used, seeing the two as a unit. That is the reason why the outline of the dissertation is still included in the Project Design. However, other than in rare cases, there are two distinct processes which follow one another: the research or model of ministry creation, and the writing of the dissertation. Even if the project consists of writing a book, a dissertation reflecting on the thinking, the process and the steps involved in the

preparation still needs to be produced. Starting in the 2016 Manual the two activities are being treated as two separate program components. Past coursework and various program components should form a solid foundation of experience and gradual learning. Yet, all students may benefit from some initial guidance which can be offered through a variety of sources: SSC writing courses and/or particular units at the UofA Success Centre. This may especially be of value to those who have a Non-Thesis Masters degree. In addition many students find it helpful, towards the end, to work with a professional editor. The P-D Committee can point to areas in which the student may benefit from additional work, but it is not the task of the committee to edit the student's writing.

Adherence to deadlines is essential since summer is not a reliable time to ask cooperation from either readers or committee members.

Attracting an External Examiner and final administration.

The process of obtaining an external examiner is directed by the DMin Program Chair, in consultation with the P-D Committee. Suggestions from the student to the committee are welcome, but the student does not beforehand contact or invite the examiner. The Program Chair selects an examiner who is a competent professional and has not had any involvement in the project. The Program Chair invites the external examiner in a timely manner so as to ensure completion of the external review by the end of March (based on submission of the P-D committee approved dissertation to the Program Chair by February 15).

Review of the dissertation by the External Examiner is a "blind" process. The Program Chair invites the examiner with the request to not contact the student or vice versa. SSC does not have an oral defence requirement for graduation. Thus, the examined document needs to stand on its own, without clarification or discussion. Any request for changes need to be submitted in writing by the External Reader.

The external examiner is a consultant to the process and not a member of the P-D Committee. Her/his feedback must be documented and addressed at the discretion of the P-D Committee. The P-D Committee makes the final decision about whether the student has or has not satisfied all of the requirements for convocation.

The external examiner is asked to complete his/her review within 6 weeks and returns it to the Department Chair. The external examiner is informed when contracting for his/her services that any feedback will be shared with the student as well as with the P-D Committee. The Program Chair forwards a copy of the written feedback to the student's P-D Committee via its chair. The external examiner's

name is identified to the student after the P-D is completely finished, although the feedback itself can be shared with her/him beforehand.

An honorarium (as stipulated by the current schedule) is forwarded to the external examiner once the work is completed.

Normally, the student will have the month of May and early June to carry out the final revisions. Some negotiation may need to happen about turnaround times by the P-D Committee members during the summer months (Students need to adjust their expectations and be patient...).

The final decision is communicated to the Program Chair in writing over the P-D Committee chair's signature on the appropriate form (Form 8), to indicate that all the DMin requirements have been met at a satisfactory level. The P-D Committee's chair then informs the DMin Program Committee at the next DMin Program Committee meeting. **(NB: this meeting needs to happen before the meeting of Senate in September).** The DMin Program Committee makes a formal recommendation for granting the degree to Academic Senate.

Convocation

The presentation during the afternoon on the day of convocation is the last required program part. Though not graded, it is an important and usually satisfying form of completion of meaningful work. The content of the presentation needs to address the general, interested public, who comes to be informed how this work is a new contribution to an existing field of knowledge and practice. But most of all, the audience looks for the curiosity and enthusiasm that inspired the question in the first place, and which identify a successful Doctoral Project.

Convocation is held once a year, normally on a Monday evening in early November. This is a celebration and presentation of work completed. The student will receive all necessary information about the convocation luncheon, presentation schedule, academic gown and protocol through the Academic Office in a timely manner.

Schedule of Honoraria

Committee members who serve as interviewers for program applicants are offered an Honorarium of \$50.00 per interview.

In addition, P-D Committee members, supervisors and examiners are offered an honorarium, the amount of which is updated annually and can be obtained from the academic office.

Resources:

SSC governance

The governance of St Stephen's College is carried out jointly under Provincial Charter by the Academic Senate and The Board of Governors of St Stephen's College.

See more at: <https://www.ualberta.ca/st-stephens/about/governance-and-charter>

Faculty handbook

The Faculty Handbook for Instructors assists in the task of teaching and supervision. It incorporates much helpful reference information, from a description of the College's grading standards to sample course outlines and guidelines for teaching courses at various academic levels and in various formats.

Find it here: https://cloudfront.ualberta.ca/-/media/ststephens/files-cabinet/faculty-handbook-2020-june_rev.pdf

Association of Theological Schools in the United States and Canada (ATS)

Saint Stephen's College operates under the auspices of the ATS, of which it is an Associate Member. This organization endeavours to promote the improvement and enhancement of theological schools to the benefit of communities of faith and the broader public.

See more at: <http://www.ats.edu/>

Suggested Guidelines for SSC Student Assignment Completion

Writing and the Editing Process and Oral/Visual Presentation

Excerpt of Draft 17/11/16, prepared by John Carr and Ross Gordon. The full document, including templates for formal certification, is available from the DMin Program 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 (see Appendix C);
- 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" (page 9 of the 2017-2018 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 utilise 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 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.

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.