

Doctor of Ministry Degree Handbook



Saint Mary Seminary
and Graduate School of Theology

Academic Guidelines & Program Policies

2024 – 2027 Edition

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A Letter of Welcome from the Academic Dean

Dear Doctor of Ministry Students,

Welcome to our learning community at Saint Mary Seminary and Graduate School of Theology. I hope that you will find the Doctor of Ministry program you have selected engaging and inspiring. Since 1848 the seminary has served the Diocese of Cleveland as a resource for advanced theological education. Our faculty is ready to share its academic expertise and pastoral experience with you. Our current student population, comprised of seminarians, priests, permanent deacon candidates, and laity, including those in formation for certification as lay ecclesial ministers, provides ample opportunities for the mutual sharing of ideas and perspectives for ministry in the Church today.

The faculty at Saint Mary Seminary established the Doctor of Ministry program in 2000. Since then, eighty-seven ministerial leaders have earned the DMin degree. In 2021, the faculty began a comprehensive review of the program and revised some elements of the program to support students' success in completing the degree program. You are the beneficiaries of this review and revision.

This Handbook presents some basic information about the seminary as well as the particular policies and regulations that apply to students in the DMin degree program. This information will help you to utilize and benefit from the resources the seminary has to offer. The staff at the Center for Pastoral Leadership are eager to serve you in every respect. For additional information regarding degree programs and services, please consult the Saint Mary Seminary Catalog which can be found on the website. [www.stmarysem.edu]

We are glad you are here!

Sincerely,

Mary McCormick, OSU

Sister Mary McCormick, OSU, Ph.D.
Academic Dean

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Campus Map

CAMPUS DIRECTORY

Mailing Address	28700 Euclid Ave Wickliffe, OH 44092
Website	<u>www.stmarysem.edu</u>
Fax	440-943-7577
Receptionist	440-943-7600 (for Security and all other Offices)
Library	440-943-7665
Registrar	440-943-7667
Finance	440-943-7668

M MISSION AND INSTITUTIONAL CONVICTIONS

Mission Statement of Saint Mary Seminary

Saint Mary Seminary and Graduate School of Theology of the Diocese of Cleveland prepares candidates for the Roman Catholic priesthood while also serving as a center for advanced theological education.

Mission Statement for the Center for Pastoral Leadership

The Center for Pastoral Leadership, as a sign of the value we place on the universal call to ministry of all the baptized, is comprised of five formational and educational programs of the Diocese of Cleveland. Under the direction of the Council of Leaders, we strive to provide a setting for forming Christian men and women that authentically reflects the true collaborative nature of the whole Church and its ministries.

Institutional Convictions

These convictions are valued traits cultivated with the learning community that serve as desired outcomes across all degree programs:

- *Christian Discipleship* —the transformation of each person into the image of Christ in response to the word of God and the Church’s tradition;
- *Formation* —the renewal of the mind and heart for personal, professional, and ecclesiastical growth;
- *Theological Thinking* —the ability to think with the Church through the skills of analysis and critical reflection;
- *Communication* —the ability to articulate theological ideas;
- *Collaboration* —the development and use of personal and interpersonal skills as well as shared gifts in ministry for the service of community building.

D DOCTOR OF MINISTRY DEGREE PROGRAM (DMin)

Purpose

The Doctor of Ministry degree is an advanced, terminal degree in pastoral theology intended to enhance ministry effectiveness for experienced clergy, religious, lay ecclesial ministers, and others in formal ministry. The program of studies focuses on pastoral theology and its application in the ministry context and prepares people more deeply for pastoral leadership. At Saint Mary Seminary and Graduate School of Theology, the DMin focuses particularly on pastoral leadership in a variety of ministerial settings. As the students integrate deeper theological learning with pastoral experience, particularly in leadership roles, they are invited to "an ever-deeper knowledge of the divine mysteries" (PPF 263) and to a renewed continuing conversion to Jesus Christ. Furthermore, the student engages in the personal integration of the intellectual, spiritual, and pastoral dimensions characteristic of ecclesial ministry.

According to the Standards established by the Association of Theological Schools, the goals of the DMin program include:

- a) *advanced theological integration* that helps graduates effectively engage their cultural context with theological acumen and critical thinking;
- b) *in-depth contextual competency* that gives graduates the ability to identify, frame, and respond to crucial ministry issues;
- c) *leadership capacity* that equips graduates to enhance their effectiveness as ministry leaders in their chosen settings,
- d) and *personal and spiritual maturity* that enables graduates to reinvigorate and deepen their vocational calling. (ATS, 2020 Standards of Accreditation, 5.3).

**Table 1: Outcomes of the Doctor of Ministry Degree
With Indicators of Proficiency**

Institutional Outcomes	Goals of the Doctor of Ministry Program (Indicators of Proficiency)
<p>Christian Discipleship Transforming one’s person into an image of Jesus in response to the Word of God and one’s ecclesial tradition and role within it, and to appropriate a Christian worldview that influences actions and interactions</p>	<ul style="list-style-type: none"> • Enhances the praxis of ministry in varying contexts and ecclesial communities (Values ministerial community) • Exhibits a renewed commitment to intellectual growth and development resulting from a focused study of theology and pastoral practice (Commitment to intellectual growth) • Refines leadership skills in light of ongoing theological and pastoral reflection (Evidence of the impact of theological study on one’s leadership skills) • Demonstrates an understanding and sensitivity to the needs of the community they serve (Understands ministry community) • Enhances the integration of Christian ethical and moral values (Values Christian Ethics and Morality)
<p>Formation Integrates various components of the program to achieve an authentic renewal of one’s mind and heart for personal, professional and ecclesial growth</p>	<ul style="list-style-type: none"> • Enhances a disposition and skills for intellectual development and pastoral application (Makes pastoral applications) • Values, integrates, and uses assessment feedback from faculty and peers (Integrates evaluative feedback) • Engages in self-assessment based on personal, academic and ecclesial criteria
<p>Theological Thinking Analyzes and critically responds to the various expressions of Christian faith traditions and praxis and uses the insights other fields of study contribute to the understanding of those expressions.</p>	<ul style="list-style-type: none"> • Incorporates a knowledge of the biblical, historical, systematic, liturgical/sacramental and pastoral theologies of the Church into their pastoral setting (Integrates theology and praxis) • Engages in critical thinking, built upon previous education, pastoral experiences, course content and peer interaction that includes: <ul style="list-style-type: none"> • engagement in theological research (Commitment to theological study) • utilization of a variety of theological methodologies (Knowledge of theological disciplines)

	<ul style="list-style-type: none"> • analysis of a variety of theological texts and traditions (Evaluates theological texts) • a synthesis of insights in light of pastoral situations (Applies theological principles to pastoral situation) • Engages in Theological Reflection • Designs and executes a pastoral project that contributes to the field of practical theology and ministry
<p>Communication Uses oral and written communication skills to meet the needs of various audiences. In this process the student utilizes appropriate theological language and develops frameworks in which to express theological ideas.</p>	<ul style="list-style-type: none"> • Demonstrates an ability to read critically • Demonstrates an ability to speak clearly and meaningfully while preaching (Oral proclamation) • Possesses strong social-interpersonal communication skills • Articulates an accurate understanding of the biblical, historical, systematic, liturgical/sacramental and pastoral theologies of the Church (Articulates theology clearly) • Displays a verbal and non-verbal liturgical presence • Demonstrates an ability to write with clarity and insight and adheres to standards of academic integrity (Writes with clarity)
<p>Collaboration Develops and uses personal and interpersonal skills that can enhance the quality of ministry and style of leadership in the service of community building and in the achievement of common goals.</p>	<ul style="list-style-type: none"> • Participates and engages in a productive way with co-workers in ministry (e.g., pastoral teams, ecclesial structures, ecumenical-interfaith relationships, etc.), as well as with the faculty and staff of Saint Mary Seminary (Collaborates with coworkers) • Values diverse ecclesiologies, theological positions, cultures and global perspectives and responds with prudence to erroneous positions (Values diverse ecclesiologies and perspectives) • Promotes one's place of ministry by nourishing both the community served by the minister as well as the minister (Nourishes the ministry context)

Overview of the DMin Program

The DMin program is a thirty-credit hour program consisting of the following components:

- 12 semester hours of Core Courses integrating Biblical Studies, Systematic Theology, Liturgical-Sacramental Theology, and Pastoral Theology (advanced theological integration);
- 8 semester hours of Theological Research and Writing Courses (self-directed learning under the direction of a faculty advisor; in-depth contextual competency);
- 3 semester hours of Focused Field Experience (field-based learning; project design and development of research methodology);
- 3 semester hours of Project Forum sessions over three years (networking, collaborative relationships with ministry peers);
- 4 semester hours for the development of the Doctoral Project demonstrating mastery of program outcomes at the doctoral level of theological integration, utilizing appropriate research methodologies and resources, and generating new knowledge regarding the practice of ministry, and contributing to the field of practical theology.

The combination of seminar style courses, peer learning, and ministerial networking, culminates in the development of a doctoral-level project in the student's ministry context which enriches the field of practical theology.

*See also a sample of the curriculum sequence for the entire program in **Appendix A**. More detailed information about each of these components can be found later in this Handbook.

ACADEMIC EXCELLENCE, EXPECTATIONS, AND STANDARDS

Students engaged in doctoral studies demonstrate academic excellence in all course work, professional research, and written projects. The following expectations serve as the measure for the rigor, excellence, and standards required in the program.

Students are assessed and evaluated on their ability to demonstrate the following competencies:

1. An integration, synthesis, and analysis of the course material on an advanced level of theological and pastoral interpretation.

The competencies include the ability to:

- Assess theological reading with an evaluative appraisal of the pastoral implications from their ministerial context
- Recognize and identify significant theological contributions from the theological discipline that will support their focus of study
- Analyze pastoral problems and issues that pertain to ministry
- Differentiate ecumenical perspectives within the theological enterprise
- Exhibit insight and sensitivity to the complexity of pastoral issues
- Discuss issues that arise from the contemporary pastoral setting
- Identify the ambiguities that surround certain ministerial practices
- Compare and contrast conflicting theological opinions gleaned from course readings and discussions

2. An articulation and organization of pertinent theological and pastoral materials that demonstrate a critical understanding of scholarly reading and research with an application to ministry.

The competencies include the ability to:

- Present summations and analysis of course readings with clarity and precision
- Contribute to class discussion and interact with peers on a pastoral-theological level
- Demonstrate an integration of research with pastoral reflection and theological grounding
- Propose critical questions for discussion and examination
- Formulate a bibliography that reflects the depth and breadth of contemporary scholarship in the student's chosen area of study

3. Develop and acquire skills and competencies, reflecting excellence in theological education.

4. The competencies include the ability to:

- Demonstrate computer literacy through a neatly written text, properly formatted, and reflecting the rules of style and grammar according to Kate Turabian (9th edition)
- Create, read, and utilize tables and appropriate graphs as a way of enhancing oral presentations and written research
- Assess and evaluate the merits and weak points of a published theological/pastoral work
- Integrate from class discussions salient points of reference that exhibit learning from seminar interaction, class instruction, and insights honed from colleagues

- Integrate pastoral analysis into personal research and class discussion
- Organize and present materials in a professional manner to effectively communicate research findings
- Show self-directed initiative in course projects such as independent research that reflects pastoral analysis and theological integration
- Meet all timetables and scheduled appointments in a responsible manner
- Design an appropriate timeline each semester for self-directed readings and research
- Work cooperatively with a faculty advisor on a specific study plan for independent reading and research
- Maintain high standards of quality written work, oral presentations, and independent research
- Exhibit a professional demeanor with all faculty and other graduate students in the learning community

ADMISSION REQUIREMENTS

Academic Requirements

- A Master of Divinity Degree or a Master’s Degree from an accredited university in theology or a ministry-related area which includes studies in systematic theology, Scripture, historical studies, liturgical-sacramental theology, and pastoral theology.
- Additional post-graduate courses in any of the above areas of theology or in a ministry-related field, e.g., lay ecclesial ministry, Catholic education, chaplaincy, etc. Applicants may be required to take additional graduate theology courses as pre-requisite to assure sufficiently broad theological background to engage in doctoral studies and the pastoral project.
- Official transcripts of all academic work that validates a “B” (3.0) cumulative GPA. Saint Mary Seminary has the right and responsibility to determine if it will accept credits completed at other accredited graduate institutions for admission to the Doctor of Ministry program. Credits must directly relate to theology or a ministry field, have been earned within 10 years of the application to the Doctor of Ministry program, and awarded a minimum of “B” (3.0) grade.

Professional Requirements

- The applicant must have completed at least three years of full-time formal ministry in a Catholic parish, school, or institution. Preferably, the applicant should have demonstrated leadership skills and experience. The applicant must currently be assigned to a place of ministry that can serve as a field context throughout the duration of the Doctor of Ministry program.

Ecclesial Requirements

Letters of Recommendation (At least two of the following:)

- A letter of recommendation from one’s ecclesiastical superior (e.g., Bishop, Pastor, Religious Superior, etc.) attesting to the applicant’s overall suitability for the academic, ministerial, and leadership expectations of the Doctor of Ministry program.
- A letter from one’s immediate ministry supervisor attesting to the applicant’s personal qualities, leadership ability, academic aptitude, and spiritual motivation for doctoral studies.
- A letter from a former professor regarding the applicant’s ability to complete the Doctor of Ministry program.

The applicant also presents a *Memo of Understanding* that informs supervisors and co-workers of one’s intentions to pursue doctoral studies.

Writing Sample—Theological Reflection

The applicant presents a theological reflection of 1000-2000 words which briefly presents the applicant's purpose, interest, and motivation to engage in advanced professional doctoral studies. Specifically, select a Scripture passage which provides a theological foundation for one's ministry. Interpret the passage in light of one's theological tradition as well as one's pastoral and vocational background. (See **Appendix F** for guidance.) The reflection should include the following:

1. Reflect on the cultural context of one's ministry and its theological implications.
2. Reflect on one's personal ministerial identity.
3. Reflect on one's ministerial history that prepared him/her to engage with peers in doctoral studies.
4. Reflect on one's readiness and motivation to engage in personal and spiritual formation for ministerial leadership.
5. Reflect on one's purpose and ministerial goals for undertaking the Doctor of Ministry degree program.

Academic Research Writing Sample

The applicant submits a research paper from previous academic work at the graduate level which includes research citations and bibliography, preferably using Turabian (Chicago Style). For students who apply to the Doctor of Ministry degree program ten or more years after their MA degree, an alternate writing sample will be substituted for the research paper.

Application and Interview

In addition to the above materials, the applicant completes a four-part application packet that includes all graduate transcripts, biographical information, and synopsis of ministry involvement. Upon receipt of all the above materials, along with the letters of recommendation and theological reflection, a personal interview is scheduled with the members of the Admissions Committee which assesses the applicant's suitability and readiness for the Doctor of Ministry degree program. The Admissions Committee may accept or decline the application for the program; or the committee may determine that additional course work in theology or more experience in ministry is required for admission.

Orientation to the DMin Degree Program

All newly accepted students are required to attend an orientation program before the beginning of the first Fall semester. It will provide time to meet the others in the learning cohort as well as provide an overview of the entire DMin degree program.

The orientation outcomes include:

- An understanding of the DMin process, course expectations, and program components;
- An introduction to the seminary library and aids to information literacy and project research at the doctoral level;
- An introduction of the program administrators and faculty;
- Group introductions, faculty-student discussion, and opportunity for questions and answers;
- An introduction to *Populi*, the seminary's learning management system;
- An introduction to *Percorso*, the seminary's integrated portfolio system;
- A time management plan to integrate the demands of the DMin program into personal schedules;
- An Introduction of the Institutional Review Board (IRB).

Course work – Students take six courses over the course of the first three semesters. Each course is two credit hours for a total of twelve credit hours of course work. All courses are offered on Wednesday

afternoons, the first beginning at 1:30 pm, the second beginning at 3:30 pm. Each course is two hours in length, with appropriate breaks.

Project Forum Sessions – All students will participate in Project Forum Sessions three times each semester of the program. The Project Forum Sessions are held beginning at 6:45 pm and conclude no later than 8:30 pm. Once course work has concluded, the Project Forum session will be held at 4:30 pm. The dates for the Project Forum sessions for the year are published on the Academic Calendar.

Summer Coursework – During the summer after both the first and second years of the program, students will be enrolled in coursework designed primarily to promote progress on the DMin project. Students will work under the supervision of the Faculty Project Advisor to monitor adequate progress toward completion of the specific tasks that will ensure a timely completion of the degree. Much of the work each summer will be independent research, reading, and writing.

Focused Field Experience - The Focused Field Experience provides students supervised experiences in a ministry setting. Through this supervised experience students foster advanced leadership skills and actualize the Church's theological foundations for ministry. Ordinarily this experience occurs in the first summer of the program, but it may occur at another time if that fits better into one's schedule. During the Focused Field Experience, students may implement the project research.

Writing and Research Courses - The DMin project is a theological and theoretical study as well as reflection on some aspect of ministry (a pastoral problem or focused area of study) that the student researches using an interdisciplinary approach (theology, aspects of pastoral ministry, other areas in the arts and sciences) in a particular pastoral setting. Students will also use elements of social science research. To complete this project, benchmarks for the writing courses have been developed. See **Appendix B**.

DMin Socials and Dinners – All students participate in the DMin socials and dinners scheduled three times each semester on Wednesdays in conjunction with the Project Forum. This is an opportunity to network with other students and with faculty as students continue through the program. The social begins at 5:30 pm followed by dinner at 6:00 pm.

Electronic Portfolio - Students enrolled in the DMin degree program maintain an electronic academic portfolio, *Percorso*, for the duration of their studies. The goal of the electronic portfolio is to demonstrate student growth toward the goal of personal and spiritual maturity, enabling them to reinvigorate and deepen their vocational calling. The DMin degree program aims to provide a transformative learning experience that opens the student's mind and heart to new knowledge about the practice of ministry, hone competencies in pastoral analysis and ministerial skills and integrate these dimensions into the theological reflective practice of ministry, all of which lead to continued growth in spiritual and personal maturity. See **Appendix C**.

Theological Development and Assessment

At the end of each academic year, the students' yearly performance is reviewed. This assessment provides an opportunity for students to receive input from the faculty regarding the quality of their work and integration of course material with their colleague experiences. Students submit a one-page written assessment to the Project Director describing in summary form a self-rating of their theological development. The student assessment considers the learning objectives of all course work, individual feedback from peers, faculty academic evaluations, and personal learning goals and objectives. Those faculty members who taught the student for that particular year, or who facilitated a Project Forum session, will have an opportunity to contribute to the student assessment and provide a written response to the candidate's self-assessment form at the conclusion of their semester course.

The feedback given to students provides affirmation of their work and participation in the program. It offers professional suggestions and feedback for any changes the candidate may need to make to successfully complete the program. The Project Director summarizes faculty comments and presents them to each student. (See **Appendix D.**)

The year's end assessment outcomes include, but are not limited to:

- Affirmation and support from faculty members;
- Self-assessment of one's theological and pastoral development;
- Faculty assessment of student's theological and pastoral development;
- Self-reflection on personal accountability to the overall program; Self-rating of one's new learning and skills honed;
- Ability to define and re-define specific learning objectives;
- Ability to identify theological and pastoral strengths gleaned from the past year's learning experiences;
- Ability to address issues that inhibit professional development;
- Recognition of proficiencies or deficiencies in computer literacy;
- Evidence the student can make necessary adjustments in one's personal life, ministerial setting, or study schedule to successfully meet program requirements.

Grades and Student Assessment

The following descriptions serve as evaluative measures of the professor's assessment of student work. The use of pluses and minuses in the grading scale allows for an accurate evaluation of the student's performance within the range of each letter grade.

[A: 100–96%, A-: 95–93%] Outstanding achievement: exceptional aptitude and performance. The student has demonstrated a number of the following characteristics: an exceptionally good grasp of the course material; evidence of self-initiated reading; cooperation in course activities; manifestation of exceptional capability and originality; a command of appropriate vocabulary and superior ability to integrate and make associations with other material studied.

[B+: 92–91%, B: 90–87%, B-: 86–84%] Good achievement: a significantly higher grasp of the course material, which goes beyond the required basic elements. The student has demonstrated a number of the following characteristics: a significantly more effective command of the material than is generally required; demonstrated ability to perceive applications of principles and relate them to other material; work distinctly above the average; investment in extra-curricular work on their own on course

material; a personal grasp of principles so they can be discussed with ease.

[C+: 83–81%, C: 80–77%, C-: 76–71%] Satisfactory achievement: a grasp of the basic content, which enables the instructor to certify the required mastery of the material of the course. The following characteristics are usually present: a command of the basic course content and demonstrated ability to make generally correct applications of principles; demonstrated ability to express knowledge intelligibly; the standard performance expected.

[D: 70–65%] Poor achievement: a minimal grasp of course content and limited ability to apply principles learned. The following may further characterize this level: sub-standard achievement as related to graduation; the instructor believes the student would not profit materially by repeating the course; the student may advance to course or courses to which the given course is a prerequisite but with dubious prospects of success.

[F: Below 65%] Failure: failure to meet minimal requirements as specified by the instructor. The student must repeat the course if it is required for a degree program.

Doctoral students must maintain a “B” (3.0) cumulative average in academic courses for continuance within the program. Students whose cumulative average falls below this point are placed on academic probation and need to remove the probation within two semesters. A Doctoral student who is on academic probation for two semesters or who earns a grade of “F” in any course is subject to dismissal from the program.

For the *Project Forum* a Pass/Fail grade is assigned in the first three semesters. In Year II Second semester and Year III students receive a letter grade. Students who receive a Fail notation or a C grade for the forum must complete the work of the forum in order to remain in good standing and be able to participate in the next level forum.

Doctor of Ministry Electronic Portfolio

The purpose of the Doctor of Ministry degree is to acquire new knowledge about the practice of ministry, hone competencies in pastoral analysis and ministerial skills, integrate these dimensions into the theological reflective practice of ministry, all of which lead to continued growth in spiritual maturity and ministerial competence. The candidate maintains a portfolio for the duration of their Doctor of Ministry studies.

The goal of the electronic portfolio is to demonstrate student growth towards a transformative learning experience that effects personal and spiritual maturity and enables them to reinvigorate and deepen their vocational calling.

The portfolio includes artifacts and theological reflections posted to *Percorso* as follows:

1. Student-selected artifacts (Total: 4) from Academic Courses which illustrate:
 - a. Evidence of Advanced Theological Integration (by the end of Year 1)
 - b. Evidence of Contextual Competency (by the end of Year 1)
 - c. Evidence of Leadership Capacity (by the end of Year 2)
 - d. Evidence of Personal Spiritual Integration (by the end of Year 2)

The artifacts are student-selected and must represent the requirements of ATS Standards 5.3. Faculty advisors affirm each artifact.

2. Project Development Symposia (3)

- a. Candidacy Symposium Prospectus
 - b. Theological Symposium (Chapter 2 approved)
 - c. Research Symposium (Chapter 3 and 4 approved)
3. Summative reflection on the Focused Field Experience
 4. Project Colloquium presentation
 5. Final Doctor of Ministry Project

These artifacts must represent the requirements of ATS Standards 5.3. The DMin Colloquium is expected to include evidence of the student's growth in Christian discipleship and formation as well as theological integration resulting from the program of studies. See **Appendix C**.

Please see additional information and directions in the latest version of the *Percorso Portfolio Handbook*.

Leave of Absence

A student may request a leave of absence from the program for one year with the permission of the Program Director. Students must put the request in writing so that it can be placed in their academic file. During the leave the student is considered enrolled in the program but will not be charged tuition or fees. Library privileges are not revoked, and communication is encouraged with the Program Director, advisor, and colleagues. After the one-year leave, the student must register in the proximate semester or may be asked to withdraw from the program. Any outstanding fees or tuition payments will need to be paid in full.

The Project Forum

Project Forum sessions provide critical background information and on-going support for the entire process of developing the DMin project from beginning to end. The Project Forum sessions follow a specific curriculum for each year. The sessions also allow students to provide support for one another and to process questions or challenges through the DMin program.

Each semester in which students are enrolled in the DMin program, they will participate in three Project Forum sessions. For these sessions, students will earn one academic credit per academic year.

These colleague experiences create a peer learning dynamic that originates in a post-graduate formation process. The stages of the Project Forum assist students in the formation of their DMin project from their first day in the program. Each year requires specific educational outcomes to enhance the students' personal growth. The collective dynamics cultivated within the colleague experiences create an academic learning community with built-in network of support. This aspect allows students to work independently, while remaining part of a challenging and motivating group process.

The schedule and structure of the DMin program makes it possible for the minister in full-time ministry to pursue doctoral studies while remaining in their place of ministry. The student is required to spend about four hours on campus, one day a week. Classes are scheduled at 1:30–3:20 p.m. and 3:35–5:25p.m. On select class days, Project Forums I and II are scheduled from 6:45 - 8:45 p.m., unless otherwise noted. Project Forum III is scheduled from 4:30 – 5:30 p.m. on select class

days. This structure minimizes the candidates' time away from their place of ministry but maximizes their participation in a weekly pedagogic process.

Components of the Project Forum

PAS 966 Project Forum I: Year I First and Second Semester

In the first year, students receive a basic orientation of the DMin project. Students use the two semesters to begin to compose some of the elements of their prospectus. Students are guided to begin to formulate their ideas into a ministerial question or problem with an accompanying hypothesis to answer or provide a solution to the problem. The summer term after the first year offers a methodology seminar that discusses research design, data collection, and methodology (qualitative and quantitative approaches). Students also begin to research sources they will review for the theological and theoretical grounding of their project. By the end of the summer term, students will have completed a draft of their prospectus.

The Project Forum seminar in Year I (including the summer session) outcomes include:

- Review the model and format of the Doctor of Ministry Project
- Review the concept of research questions and working hypotheses
- Explore project ideas with peers
- Explore the variety of materials available through library resources
- Study the use of a storyboard technique or outline to help explore a project topic
- Create a structure for annotated bibliography to build upon throughout the project
- Explore leading subject matters for the project that will serve as pillars upon which to build the theoretical/theological work and writing
- Develop a spreadsheet upon which to collect content, resources, notes and bibliographic information
- Begin a process of peer sharing and review of each student's project
- Institutional Review Board orientation
- End Year I with a strong research question and working hypothesis

PAS 967 Project Forum II: Year II First and Second Semester

By the end of the first semester students review their prospectus with their symposium committee (faculty advisor and two readers). Students begin working on an outline and chapter that serves as the theological and theoretical basis for their project. In the second semester students review pertinent literature for their project. This academic literature provides a theological/theoretical grounding for their project design. Throughout this year, the advisors guide students through their focused theological research.

Students continue to develop and revise their project ideas in collaboration with others in the learning cohort. Students begin to create a timeline for their project and plan implementation strategies during the second semester and throughout the summer term.

The Project Forum seminar in Year II outcomes include:

- Presentation of theoretical/theological pillars
- Compose an outline of the project's second chapter that displays integrated theological thought and serves as a theological/theoretical basis for the Doctor of Ministry project
- Understand to whom and for whom the project is being addressed
- Recognize writing as an act of faith

- Strengthen writing through best methods of using quotes, paraphrases, guarding against plagiarism, etc.
- Continue to build annotated bibliography and spreadsheet of content for the project
- Review of front and back matter of final project
- Plan and complete Focused Field Experience
- Completion of the following Portfolio requirements:
 - Advanced Theological Integration
 - Contextual Competency
 - Leadership Capacity
 - Personal Spiritual Integration
 - Project Symposium Prospectus
- End Year II with a draft of the project's second chapter

PAS 968 Project Forum III: Year III First and Second Semester

This forum is specifically designed to discuss issues surrounding the writing process of the final project. Students learn from and critique each other as they prepare the final sections of their papers.

The Project Forum seminar in Year III outcomes include:

- Participate in guidance and mentoring by a faculty team that assists the student in the writing of their project
- Engage with peers regarding progress in writing
- Discuss issues surrounding their project implementation
- Participate in critical discussion and feedback while writing their project
- Discuss library process for publishing

The Purpose and Place of the Focused Field Experience in the DMin Curriculum

The Focused Field Experience is planned to occur in the Summer of Year I of the DMin Curriculum. The purpose of the Field Experience in the DMin program is to provide the doctoral candidate supervised experiences in which advanced ministry leadership skills may be intentionally fostered and the Church's theological foundations for ministry may be actualized. In addition, the student is expected to identify, frame, research, analyze, and respond to a significant issue in their ministry context which forms an important component of the DMin Project.

In the spring of Year I, the candidate completes the Focused Field Experience Plan in conversation with their ministry supervisor who agrees to support and mentor the candidate during the Field Experience and implementation of the research. Professional and personal goals are set to strengthen the candidate's skills in pastoral leadership, collaboration, and communication. During this period—about two months—the candidate continues to develop personal competencies and implement the project research in the ministry context. (See **Appendix E.**)

At the conclusion of the Field Experience:

1. **The Candidate:** In an interview with the Project and Research Directors, the student is to comment on how the learning goals of the field experience plan were realized. Include the points of analysis and theological reflection for each as well as at least four events/occurrences in your ministry which you discussed with your supervisor.

2. The Supervisor: The field experience supervisor is asked to briefly comment, using form FE 910, the student's advanced ministry skills evident in the activities and responsibilities included in the above plan. What are the student's ministry strengths? Challenges for continued growth? Other comments?

The Doctor of Ministry Project

Successful completion of the DMin program includes, not only the completion of courses taken with a learning cohort, but also the completion of the written DMin Project and sharing it in a public academic forum with a faculty committee (see below for more information about the faculty committee) and peers. The DMin Project is the major task of the program and the final artifact students will submit to earn the degree.

The DMin project is an advanced theological/theoretical study as well as reflection on some aspect of ministry (a pastoral problem or focused area of study) that one researches using an interdisciplinary approach (theology, aspects of pastoral ministry, other areas in the arts and sciences) in a particular pastoral setting. Students will also incorporate elements of social science research. Through this process the student develops, implements, and evaluates a project that furthers the practice of ministry and pastoral praxis in a particular situation as well as having implications for ministry in the larger church. When the final project has been accepted, it will be housed in the Saint Mary Seminary Library as well as submitted for inclusion in the ProQuest database of dissertations.

Evaluation research measures the effects of a program against the goals it set out to accomplish as a means of contributing to subsequent decision making about the program and improving future programming. A good number of DMin projects involve program evaluation because most projects in ministry involve doing something in the life of the parish, the community or ministerial work. As a project, it is not sufficient to simply plan and execute a program or initiate a new model process in ministry. A project of this nature includes a relatively objective assessment of how well it functioned, where it might be improved, and how an existing program is reshaped or how the reimplementation worked. The project includes social science methodologies as instruments of evaluation.

The study will show evidence of the student's ability to:

- Research, critically analyze, and synthesize the literature relevant to the project;
- Use and describe the appropriate methodology for study;
- Conduct social science research and present findings that result in a contribution to the praxis of ministry;
- Communicate the scholarly work and analysis effectively through the development of the DMin Project as well as the final symposium.¹

The Project Faculty Committee

Each student will work with three (3) members of the Saint Mary Seminary faculty throughout the process. By the end of the 1st year in the program, an advisor will be assigned to each student based on the project the student intends to pursue. The student will then choose the two other faculty, and once approved, the Project Faculty Committee is established. In addition to this committee, the Project and Research Directors will work with the student throughout project development.

Benchmarks for Research and Writing (See Appendix B)

To facilitate the timely completion of the DMin project, students are required to meet regularly with their advisor and show progress in research and writing. Beginning in the second year of enrollment, students will have four opportunities (through the symposia schedule described below) to have the Project Faculty Committee approve the progress of the project. Committee members verify satisfactory progress at each stage with signatures that remain in the student's academic record.

Project Development Symposia

To further assist the student in the project development, four formal meetings with the Project Faculty Committee guide and approve each section of the project. This is the opportunity to share project development and engage in conversation at four critical points:

1. Candidacy (Prospectus) Symposium (PAS 980)
2. Theological Symposium (PAS 982)
3. Research Symposium (PAS 984)
4. Project Colloquium (DMIN 999)

The support systems for the Ministry Project include the students' learning cohort along with their advisor, who guides and directs the ministry project as well as the Project and Research Directors. The advisor prepares students to facilitate their Symposia and Project Colloquium as well as informs the Research Director when students are ready for each of them. The Project Faculty Committee will support the candidate in the final process of the project's implementation and evaluation.

DMin Prospectus

To begin the process of identifying a topic for the project, students examine personal encounters within their ministerial context. The theological and professional dynamics of the program help students examine the landscape of their ministerial environment and initiate conversations with their tradition, personal experience, vision, and pastoral style of ministry. The outcomes from these personal conversations are mediated through the project forums to help the student concretize specific problems relating to their ministry, surface programmatic issues within their ministerial landscape, or identify a specific need in their ministerial site.

These issues and needs are explored, analyzed, shared, and clarified through the theological reflection component of the Project Forum sessions. Students, especially in the first two semesters, gradually solidify their issues and pastoral interests into a specific focus that develops into the final project. The focus for the final project can have two possible orientations. The candidate has the option to: (1) Evaluate, improve and enhance an existing area of ministry from within their ministerial context, or (2) Design and evaluate a new program that fills the gap within their current situation of ministry.

The Prospectus will serve as a first draft of Chapter I of the DMin project, though it will need significant editing once the entire project is completed. This Prospectus contains an overview of the entire project including these elements:

- A statement of the issue or topic one plans to study,
- The ministerial context in which the study will take place,
- A statement of the author's thesis (though at the beginning, it is as much a hypothesis as it is a thesis),

- An outline of the theological and/or theoretical sources the author will consult, including some exposition of why these thinkers or sources will be valuable for the project,
- A description of the social science research the person plans to conduct, including methodology (e.g., surveys, focus groups, interviews, etc.),
- A proposed timeline of the study,
- The beginning of an annotated list of works (books, journal articles, church documents, etc.) that the student has already consulted or plans to consult.

The DMin Prospectus is a narrative description which outlines the topic or issue the student plans to study in their ministerial context. This document, approximately 10-15 pages in length, plus an annotated bibliography, will be prepared for the Candidacy Symposium.

Successful candidates will have synthesized the theological basis of their projects with an annotated bibliography and final research design, including IRB approval. The process for IRB approval is part of the course, PAS 959 – Studying Congregations, taken in the summer term of Year I. IRB approval must be secured prior to the Candidacy Symposium.

The Candidacy Symposium

The *Candidacy Symposium* serves as the first formal meeting with the student and the Project Faculty to evaluate the student's work in the initial phase of the project. The symposium is held generally in the first semester of the second year of the program. The date and time are mutually agreed upon. Students are asked to present a prospectus of 12-15 pages with annotated bibliography to their faculty advisor, the two readers, the project director, and the research director. The committee meets with students in a 45-minute symposium to discuss the prospectus. The Candidacy Symposium is an exchange of ideas between students and the faculty. It serves as a checkpoint to review all the necessary components of the project and address areas, issues, and references that may have been overlooked in the initial design. The student uses this meeting as a sounding board to solicit creative insights from faculty and peers. Students may also invite members from their ministerial context who will be closely involved in the project.

The advisor and committee members advance the student to candidacy after a careful review of the project components by signing and returning the candidacy form. The advisor retains the original form, the candidate retains a copy and gives a copy to the Research Director. Students are awarded candidacy by the vote of the advisor and faculty readers at the Candidacy Symposium. There is no letter grade awarded for candidacy. However, a notation is placed in the student's file. Students complete their final project within two or three semesters after candidacy. The maximum period from candidacy to the Project Colloquium is two years including summer terms.

The Symposium outcomes include:

- An organized *prospectus* of their project with clearly articulated goals and objectives,
- A description reflecting the theological grounding of the project,
- A bibliography that represents the student's academic integration and research,
- A definition of the focus of the project,
- Appropriate research methods that will be used to collect data,
- A synopsis of how the implementation of the project will be accomplished,
- A synopsis of how the project will be evaluated,
- Input from committee members and other colleagues in the learning community regarding the proposed plan,
- Affirmation and support from the advisor, the faculty committee, and other members of the learning community.

The Theological Symposium

The candidate develops the theological foundations of the project with regular review and assistance by each member of the Project Faculty as well as the Project and Research Directors.

The purpose of the Theological Symposium is to allow the student to present to the Project Faculty, the Project Director, and the Research Director a final draft of Chapter II. The committee and student engage in an in-depth discussion of the theological foundation of the project hypothesis. See Table 2 Requirements for Project Development Symposia for further detail on the process and requirements.

The planned outcome of the Theological Symposium is approval of the project's Chapter II. Proposed completion: summer semester of year 2.

The Research Symposium

The candidate implements the project's planned research in their ministry context. Research methodology, data collection, analysis, and interpretation in view of the project's overall goals are incorporated into Chapters III and IV of the manuscript. The candidate works regularly with each member of the Project Faculty as well as the Project and Research Directors to develop the research component of the project.

The purpose of the Research Symposium is to allow the student to present to the committee final drafts of Chapters III and IV, regarding the research design and methodology including in-depth analysis and interpretation of the project research. Any conclusions from the data are reserved for Chapter V and are not included in Chapter IV. See Table 2 Requirements for Project Development Symposia for further detail on the process and requirements.

The planned outcome of the Research Symposium is approval of Chapters III and IV of the project. The proposed completion is Fall semester of year 3.

The Project Colloquium

The Project Colloquium is the summative seminar that concludes the ministry project. The objective of this colloquium is to evaluate the project's merits and enumerate the specific contribution it has made to the field of practical theology. This colloquium serves as the culmination of the candidate's academic work and serves to evaluate their professional growth in ministry. The candidate, who in this forum demonstrates excellence in theological education and integrative learning, presents a critical analysis of their project's focus, but more so, evaluates its strengths and weaknesses. Projected completion is before Holy Week in the second semester of the third year.

The advisor and faculty readers evaluate the candidate's paper and recommend to the Academic Dean that the student has demonstrated the program's objectives in both the implementation and design and in the presentation of the candidate's experiential synthesis of how their project contributed to their context of ministry. The Project Colloquium is the last formal meeting candidates have with their advisor and committee. This is a public meeting scheduled by the Research Director, for the advisor, the faculty committee, and members of the larger learning community. The colloquium is scheduled for an hour and a half. It is meant to be a pastoral-theological dialogue rather than a defense. Students should be conversant about their projects and in the colloquium engage the learning community in lively exchange. The advisor facilitates the meeting. The protocol for the colloquium consists of a half hour presentation by the student, followed by a discussion with the student by the advisor and committee members for about one hour. Guests present for the colloquium may discuss the project

with the student after the committee's questions. The project committee awards the candidate one of the following overall votes:

- A **Pass** vote requires a vote of at least two members of the committee. The committee approves the student's written project that demonstrates: (1) a clearly written text that meets the overall requirements of the program, (2) adequate theological reflection and pastoral analysis, (3) an oral presentation that demonstrates that the student has understood the focus of their reflection and study, (4) satisfactory answers to questions by the committee with suitable candor and appreciative integration of pastoral issues.
- A **Non-pass** vote by two members of the committee is given when a colloquium experience is judged to be deficient. A non-pass vote is given when two or more of the following are evident: (1) the student did not follow the suggestions and recommendations of the advisor or members of the committee, (2) the project lacks significant theological reflection and pastoral analysis, (3) appears to be missing major connections between the chapters, (4) the project is not correctly cited (Chicago Style, 9th edition) with many grammatical and typographical errors, (5) an unorganized oral presentation by the student (6) inability to answer questions by the committee, (7) failure to complete the portfolio and theological reflections and adequately integrate these into the colloquium presentation.

Students who receive a non-pass vote may address the committee's judgments of deficiencies to the written project and schedule another colloquium with the committee when the advisor determines the deficiencies have been addressed. The student has up to one full year to address the recommendations of the committee. A non-pass vote is a rare occurrence. The advisor should not allow the student to schedule a colloquium when the project has not met the proper standards listed in the program.

- A **Pass with Honors** vote requires the unanimous vote of the committee to grant honors on the project and colloquium. Honors are given when (1) the written project demonstrates exceptional writing with outstanding ability, solid theological reflection, and astute pastoral analysis, (2) the student's submitted copy of the project to the committee demonstrates a professional written quality, (3) the student's oral presentation is clear and succinct, and (4) the student answers the committee's questions with accuracy, creativity, depth, and clarity.

The Project Colloquium represents the final integrative forum for students. The colloquium's educational objective allows DMin candidates to present their findings and research as a unique contribution to practical theology. While the project's focus has centered on one's ministerial context, the project's findings and evaluation serve to advance the broader ministerial landscape. The student's written project contributes to the larger body of theological and pastoral literature.

The Colloquium outcomes include:

- A DMin Project that reflects the standards and educational objectives of the program;
- A comprehensive application of theoretical principles to a ministerial site;
- An implementation plan that was created through a specific research strategy within a particular context of ministry;
- A written project that demonstrates theological and pastoral reflection on a new program or ministry or an evaluation of an existing model of ministry that has been improved;
- An evaluation and assessment of the project's strengths and weaknesses;
- A bibliography that supports the study;
- An opportunity to present the findings of the project before a community of mentors and peers.

Summary of Project Development Symposia and Colloquium

Table 2 below highlights the processes of the Project Development Symposia and Colloquium. These presentations complement the Project Forum sessions that helped the student shape and develop the Ministry Project. The Candidacy Symposium gives students approval to implement their project design. The objective of all three project development symposia is to accompany the student during the writing process and provide timely feedback to support the student's efforts leading to the successful completion of the Project Colloquium.

**Table 2: Requirements for Project Development
Symposia and Project Colloquium**

Program	Process	Requirements
The Candidacy Symposium	<ul style="list-style-type: none"> The candidate’s mentor and two faculty members (preferably full- time) Members approve the prospectus at the conclusion of PAS 980 Committee advances student to candidacy and submits signed approval paper to the academic file 	<p>The student submits a written prospectus of 12-15 pages to the mentor with the following completed sections:</p> <ul style="list-style-type: none"> The project design (expected goals and objectives) An outline of the project’s theological grounding with appropriate bibliography Description of the Project Method for data collection Analysis Timeline for implementation of the project The student reviews their prospectus and answers questions for the committee before they give final approval of the ministry project IRB approval, if necessary
Theological Symposium	<ul style="list-style-type: none"> At the conclusion of PAS 982 Theological Writing, the student drafts Chapter II which develops the theological grounding of the doctoral project The student presents Chapter II to the faculty committee and receives feedback for revisions. The members of the committee approve Chapter II and the student may continue with the remainder of the project; or the committee may require revisions. 	<p>The student presents Chapter II which includes:</p> <ul style="list-style-type: none"> A well-developed theoretical overview of the project, An in-depth discussion of the theological grounding of the project’s thesis, Significant and relevant theological scholarship from a variety of classical and contemporary writers in the Catholic theological tradition. Correct citations according to Chicago Style, (latest edition)
Research Symposium	<ul style="list-style-type: none"> At the conclusion of PAS 984 Thesis Project Research, the student presents drafts of Chapter III Project Research Methodology and Chapter IV Summary and Analysis of Data to the faculty committee. The faculty committee gives feedback for revisions. Once the members of the committee approve Chapter III and IV and the student may continue with the remainder of the project. 	<p>The student presents Chapter III which includes:</p> <ul style="list-style-type: none"> Project Timeline and Research Design Projects surveys and IRB approval A description of the statistical tools planned for analysis. <p>The student presents Chapter IV which includes:</p> <ul style="list-style-type: none"> Further analysis and interpretation of the project research as related to the outcomes of the Doctor of Ministry project Appropriate presentation of data using a variety of statistical tools and processes. Verifiable conclusions drawn from the data.
DMin Project Colloquium	<ul style="list-style-type: none"> Prior to the Colloquium the committee reviews chapters of the DMin Project The candidate’s mentor initially approves the project and schedules the Colloquium with the Research Director. 	<ul style="list-style-type: none"> The student works with their mentor and completes all chapters for the final draft as well as all appendices, tables, illustrations, and complete bibliography. The student periodically presents sections of the project to the committee members for feedback prior to printing.

Evaluation Criteria

The following criteria serve as a guide for judging the adequacy of a ministry project by the committee:

- 1) The issue addressed in the ministry project is clearly related to the student's ministry setting and reflects his or her theology of ministry.
- 2) The project demonstrates the student's capacity to function as a reflective practitioner, which includes substantial integration of theology, relevant theories, methods, and ministry skills. The student is evaluated on the integrity of the project's design, implementation, and evaluation.
- 3) The student utilizes the format of the Project Colloquium for sharing project learnings, insights, and conclusions in an organized, articulate, and professional manner demonstrating excellence in pastoral reflection and research.

Length

Ordinarily, the project should be no more than *150 pages in length*, excluding appendices and bibliography unless the scope of the project requires additional length, and the project advisor approves.

The Doctor of Ministry Project – Outline of the Project

The ministry project is to be completed under the supervision of the candidate's advisor using the following format as an outline for the project's structure (see Kate L. Turabian, 9th, *A Manual for Writers*. The University of Chicago Press, 2018), or whatever is the most recent version. **Students should follow the format outlined in Turabian closely when writing, and especially when preparing the final manuscript.**

- The *title page and front matter*, including Acknowledgments, Abstract, Copyright page, and any other appropriate formatter
- A *table of contents* that reflects the organization, sequence of chapters, and correct pagination.
- *List of Illustrations* (if applicable)
- *List of Tables* (if applicable)

- *Chapter 1 – Introduction, Thesis, and Overview (12-15 pages)*. What students submit as the Prospectus serves as a first draft of Chapter 1 of the DMin project. It includes the introduction of the project goals, objectives, as well as the situation the project addresses within the candidate's ministerial context that is being created or reviewed. It also includes an outline of the theological and/or theoretical sources the author will consult, description of the social science research the author plans to conduct, and a timeline of the proposed study. The introduction answers these questions: What does this project hope to bring to the ministerial context (i.e., the pastoral setting, the group it hopes to minister to). How does this project contribute to the ministerial field? What is the landscape of the project? What methodology is employed to implement the project? What do you as a minister hope to learn from the project? What specific outcomes do you as a minister anticipate for the success of the project?

- *Chapter 2 - Theoretical overview and theological grounding (35-60 pages)*. This section frames the project within a theoretical context. It links the ministerial context to a wider body of literature that supports the project's foundation. The issues (needs, areas of concern) surrounding the project are presented within a biblical, theological, or pastoral body of knowledge that substantiates, supports,

and further develops the outcomes or goals of the project in a broader “universal” perspective. The overview also incorporates empirical literature that sheds light on pertinent studies and findings that the project hopes to build upon or develop further in the future. Information from the arts and sciences is often part of the theoretical grounding (e.g., one writing on faith formation may also include aspects of developmental theories of human learning).

- *Chapter 3 - Research Design and Methodology (10-15 pages)*. This section includes a clear description of the research model. It presents a structured format using specific methodology to explore, test, and study the proposed outcomes or hypotheses identified through the project’s design as well as the theological or theoretical grounding for the project’s focus. This chapter presents a detailed summary of the process of the project in all phases of development and implementation.
- *Chapter 4 - Analysis and summary of the project outcomes (20-30 pages)*. This chapter presents the analysis of the process and implementation of the project. The data collected for the project is presented as an evaluative measure of the project’s success (or weakness). This section takes the reader through a descriptive narrative of the methodology used in the study with appropriate tables, charts, or figures that display the findings. It discusses the expected and unexpected outcomes from the findings. When writing Chapter 4, always be attentive to the findings to which you find yourself saying, “isn’t that interesting?” The answer to that question belongs in Chapter 5. Hence, all conclusions from the data collected are included in Chapter 5.
- *Chapter 5 - Reflection and Conclusion (10-15 pages)*. This section paints a portrait of what was gained through the project’s implementation from the data and outcomes of the project. Critical evaluations of the project’s strengths and weaknesses are discussed. What new learning emerged in the ministerial setting? What did the evaluations tell you about the project? Were the expected outcomes met? If you did this project again for another congregation, what would you do differently? Also, how has this project enhanced their ministry? What ramifications does it have for those in ministry? How has it contributed to the field of practical theology? How will the learnings from this project contribute to future ministerial plans?
- *Appendices* of pertinent materials that support the project’s implementation and include copies of materials referenced in the narrative, e.g., if the student used a survey, a copy of that survey is included in the appendix; or if a program was advertised via parish bulletins, a copy of the announcement is included in the appendix. Also, the Appendices include the IRB documentation, data charts, etc.
- *The Annotated Bibliography*, begun when the Prospectus was presented, is updated to reflect all the resources the student used for research with an annotation that indicates how that source contributed to the project. It is preferably organized by types of sources, e.g., Primary Sources, Secondary Sources, Ecclesiastical Documents, etc.. and properly cited according to the latest edition, *A Manual for Writers ...* by Kate Turabin.

The Process of Completing the DMin Project

The DMin Program is ultimately a process about the individual student’s ministerial growth and development. The focus of the individual project, the guided theological and pastoral study, the mentoring, and the integration of social science methodologies are incorporated into the cyclical process of the program. *Table 3* illustrates the pedagogical emphasis of each term in the three-year process. Students will be guided through this process, but it is their personal commitment toward

excellence that brings their project to completion. This format seems to work for most students; however, students are encouraged to work at their own pace to implement and complete the project.

The faculty advisor and the two readers of St. Mary Seminary and Graduate School of Theology guide the content of the project, its theological and pastoral reflection. Students who are not Catholic may include a third reader to their committee from their denomination in circumstances where church polity or theological tradition might merit their expertise. However, an agreement must be worked out with the Dean prior to the Prospectus symposium. (See **Appendix I: Final Submission of the Doctor of Ministry Project; Submission to ProQuest and applying for copyright.**)

Table 3: Overview of the DMin Timeline for Project Development

Fall Semester	Spring Semester	Summer Term
Year I		
<ul style="list-style-type: none"> Students review the components for their DMin Project and create a rough outline of ideas that they share with their peers in the project forum Students begin to develop a thesis for their project 	<ul style="list-style-type: none"> Students begin to draft their project ideas into a proposal prospectus that incorporates the outline of a DMin project Students are introduced to the IRB process 	<ul style="list-style-type: none"> Students are assigned a faculty mentor and complete the first draft of their prospectus Students take a methods seminar and begin to develop a bibliography.
Year II		
<ul style="list-style-type: none"> Students submit their official prospectus to advisor and schedule their Symposium by mid-October 	<ul style="list-style-type: none"> Students conduct independent research to develop their theoretical chapter that requires the synthesis of current literature and the development of biblical and theological ideas Submit draft of Chapter 2 to the Advisor 	<ul style="list-style-type: none"> Draft of Chapter III Students work on their evaluative instrument(s) Students engage in writing with their advisor
Year III		
<ul style="list-style-type: none"> Students receive approval of the theoretical Chapter II and begin project implementation Draft of Chapter IV Research Symposium 	<ul style="list-style-type: none"> Students write and work with their advisor and committee Students schedule their project Colloquium – before Holy Week 	<ul style="list-style-type: none"> In the (rare) event that students need more time to complete their project, continue work with mentor and committee Arrangements must be made with the Program Director

C **COMMUTER STUDENT GUIDELINES**

Required Writing Style Manual

Saint Mary Seminary and Graduate School of Theology expects that students in all degree programs use *A Manual for Writers of Research Papers, Theses, and Dissertations, 9th Edition* by Kate L. Turabian, University of Chicago Press, 2018. Students are required to have a personal copy of this style manual and to consult it for all writing assignments. (Note: If a student consults citation websites, the resulting formats must be compared to the *Manual for Writers, 9th ed.*)

Textbooks

Professors for each course establish a book list prior to the beginning of the semester. The list is available on the course area in *Populi*, the learning management system. Students should contact individual professors if they have difficulty obtaining a certain textbook. At times, you may need to order directly from the publisher (i.e., USCCB, NCEA, Liturgical Press, etc.). Students are expected to have the necessary texts and materials for the first class.

Educational Technology

Access to the Seminary campus-wide fiber optic Internet system and other forms of educational technology is made available to students and faculty to enhance the educational experience and to improve their ability to communicate broadly in their studies. The appropriate use of educational technology in class is both permitted, expected, and encouraged.

All classrooms are equipped for use of technology and Internet access. While in class, students are expected to limit their use of personal technology to the course work at hand. Faculty may limit a student's use of personal technology if it is deemed to be a distraction or inappropriate or detrimental to the learning environment.

The usual expectation of ethical behavior extends to the use of the Internet and educational technology. While users are encouraged to conduct legitimate research on the system, any use of technology that panders to immoral behavior or attitudes is prohibited. Obviously civil and criminal laws must be obeyed. Users are reminded that they are responsible for observing the U.S. Copyright laws (United States Code, Title 17); obeying all licensing restrictions in connection with software that is downloaded or used in connection with the system and respecting the privacy of others. Students should consult the library area of the seminary website or consult with the Director of Library Services for questions regarding copyright laws.

Plagiarism results in failure of the course as well as possible dismissal from the Doctor of Ministry Degree Program.

Professional Appearance and Attire

Saint Mary Seminary and Graduate School of Theology prepares men and women for formal ministry in the Church. Therefore, personal appearance and attire should reflect ministry standards. Non-resident students are expected to dress appropriately and be well groomed for class and while on campus. The administration and faculty reserve the right to determine whether a student's appearance is acceptable.

Winter Weather Policy

Saint Mary Seminary and Graduate School of Theology normally does not cancel classes since more than half of our students are resident students. In the case of severe weather, non-resident students may contact their professors and let them know they will not be able to attend class. The professor will not penalize the student; however, the student will be responsible for obtaining class notes and complete assigned readings. If a non-resident professor has cancelled class, students will receive an e-mail or text through *Populi* with weather related announcements. Since the mission of the seminary concerns in-person formation, classes are generally not offered virtually.

Cancellation of Classes

An individual professor due to weather, illness, or special circumstances may cancel a class. Ordinarily the individual professor communicates via e-mail or text with their class. If classes are cancelled due to weather, the class will ordinarily be re-scheduled. Since the mission of the seminary concerns in-person formation, classes are generally not offered virtually.

Grievances

In non-academic matters, a student presents a formal letter to the Vice President/Vice Rector outlining the grievance. The Vice President/Vice Rector will determine the process for review and resolution and will maintain a file of all pertinent documentation of formal grievances.

Populi Orientation

--a cloud-based campus and learning management system.

Activating your account:

--You will have received an activation email sent to the email address you provided at registration with your *Populi* account login. Please follow the prompts.

Log in to Populi:

Go to stmarysem.populiweb.com [*Populi* can also be accessed through the seminary website: www.stmarysem.edu through the Login link in the top navigation.]

Enter your login credentials

Suggestion: Bookmark the login page on your Internet Browser and mark it a “Favorite” or put it in the toolbar.

Explore the following features:

My Profile – Announcements and Seminary calendar events for the day.

Activity Feed – your personal *Populi* bulletin board

Info Tab: basic contact information the student provided at registration. Please contact the registrar if any of the demographic information changes, e.g., address, phone, emergency contact, etc.

Student Tab: Hyperlinks to current courses (Be sure to choose the academic term from the drop-down menu): Courses you are scheduled to take in the current or upcoming semester. Click on the name of a course to access the course for which you are registered.

Course Profiles

- On the course page, left side menu, click on the “Syllabus” tab to see general information about the course.
- Book lists: required books that have been posted by your instructor. Additional files, syllabi, etc. will be added closer to the beginning of the semester. (Saint Mary Seminary does not have a bookstore. Books may be purchased anywhere that is convenient. Click on each title for the author, copyright, etc. Students are expected to have required books for the first class.)
- Assignments, Lessons, Discussions, etc. will be utilized by the professor as appropriate and indicated in the syllabus.
- Unofficial Transcripts may be downloaded at any time on the “Student” page. See the dropdown “Transcripts” button near the top of the window. Official transcripts may be requested through Transcript menu as well.

Financial – billing and account information, IRS 1098 forms. When your account has been invoiced, you will receive a notification email.

F INANCES

Tuition fees are subject to change on a yearly basis. See the **Payment** link in the top navigation of the seminary website [www.stmarysem.edu] for current tuition costs. Discounted tuition is available to students in full-time ecclesial ministries (Parish, Catholic social service ministries, Catholic schools, etc., or those in the Lay Ecclesial Ministry Formation Program).

Doctor of Ministry students usually pay \$500 each semester at the time of registration as a deposit toward the total tuition amount for the semester. The tuition includes the summer term as well as lunch and dinner on class days and Project Forum meetings. The remainder of tuition is due within 30 days of receipt of the invoice date or according to the payment plan arranged with the Finance Office.

At the beginning of the semester, invoices will be sent through *Populi*. Once you have been notified, payment may be made through the secure Payment Portal on the Financial tab on *Populi* or by phone to Theresa Damel Account Manager, at 440-943-7668. (Visa, MasterCard, and American Express) Payment is also accepted by check payable to Saint Mary Seminary. Third-party billing is also available. If your employer is assisting with your tuition and prefers to have the invoice directed to a third party, please contact Theresa in the Accounting Office.

Accounts that are not paid in full by the end of each semester will result in an academic hold until paid in full or payment arrangements are established. A *memo of understanding* regarding the frequency of payment and the amount per month is signed and kept on file with the business office. Grades and transcripts will not be released until the account is paid in full; however, if payment arrangements have been established and met, the student may register for the next semester. The Chief Operating Officer has the final word on all financial arrangements.

BUILDING AND SECURITY GUIDELINES

Because of the residential nature of the building within the Center for Pastoral Leadership, the following guidelines have been established to protect the rightfully expected privacy of the seminary residents and to allow for the greatest possible use of the seminary facilities by non-resident students.

Non-resident students should confine their activities and movements within the building to the public areas (e.g., first-floor classrooms, the administrative corridors, Chapel, the Student Dining Room, and the library, etc.) All floors and corridors where resident rooms are located are restricted to resident students and priests only.

Entering the Property and Parking

To enter the Center for Pastoral Leadership campus, please use the main entrance facing Euclid Avenue. Parking is available in lots A, B, C and, if necessary, D. Although areas A, B and C are set aside for outside students and guests, space availability is on a first-come basis. Please LOCK YOUR CAR and do not leave valuables visible.

Times on Campus

Non-resident students are welcome in the Center for Pastoral Leadership facility from 8:00 A.M. until 10:00 P.M. After 10:00 P.M. it is expected that non-resident students will have exited the CPL campus for the night.

Security

Students are always to be conscious of the security needs of the facility. All doors should be closed and secured when entering and leaving the building. Ground floor windows should be locked when rooms are vacated. Any criminal action or emergency situation must be reported immediately to available administrative staff or faculty personnel by contacting the receptionist at the front desk. All students and staff should make themselves aware of emergency assistance procedures and be able to quickly contact police, fire, or medical emergency help when the need arises. The local police and fire departments of the City of Wickliffe have immediate access to the campus. The facility follows fire and safety codes and the campus is regularly inspected for life- safety protocols and compliance.

Phones

Cell phones should be turned off or switched to vibrate when carried into the building. Please do not disrupt a class lecture or discussion by taking a phone call. If it is an emergency call, please quietly leave the classroom.

Non-Smoking Facility

The Center for Pastoral Leadership is a non-smoking facility. There is to be NO smoking within 50 feet of any CPL building. Smoking is not permitted in any courtyard.

STUDENT SERVICES

Meals in the Student Dining Room

DMin students are welcome to take meals in the Student Dining Room. Meal cost on class days is included in the DMin tuition. Please check in for lunch with the Receptionist who will give the count to the Dietary Department. For lunch, please call the receptionist before 9:00 A.M. the same day (Lunch is at 12:30 P.M.) Dinner is served at 6:00 P.M. and is included in your tuition. Students may also help themselves to beverages and coffee from the kitchen annex. The CPL administration strongly recommends you provide your own commuter cup for safe transport of your beverage from the kitchen annex to your destination.

LIBRARY SERVICES

The mission of the library is to support the curriculum of the Saint Mary Seminary and Graduate School of Theology in its goal of study and research at the M.A. and DMin levels. The library also collaborates with and serves as a theological resource for Borromeo Seminary, the Permanent Diaconate program, the Lay Ecclesial Ministry program, the Office of Ongoing Formation, and, more generally, for patrons across Ohio.

In pursuit of its mission, the library has five primary goals:

1. To assemble a strong collection of materials adequate to support graduate work in theology at the M.A. and DMin levels;
2. To create and provide the tools necessary to allow patrons to efficiently identify and obtain materials required for their study;
3. To maintain inventory and circulation control of the collection;
4. To provide assistance to patrons in effectively using the Library;
5. To provide physical facilities adequate for housing the collection, for the staffing of the library, and for the creation of a hospitable place to study.

The Collection

The library owns over 85,000 items, making it the largest theological library in northeast Ohio. Its collection of 67,000 books, and nearly 18,000 bound journals emphasize philosophy (particularly that related to St. Thomas Aquinas), scripture, systematic theology, ecumenism, moral theology, spirituality, pastoral theology, religious education, liturgical theology, canon law, Church history, and patristics.

Periodicals

The Library subscribes to approximately 250 periodicals. Current issues are on display in the balcony. Back issues of the current volume/year can be found in alphabetically arranged boxes behind the display shelves in the balcony. Bound periodicals are shelved alphabetically on mobile shelving in the basement. All periodicals, both current issues and bound volumes, are Library Use Only and may not be checked out.

Microforms

The library owns a number of resources in microfilm and microfiche format. Notable among our holdings are a complete run of the Catholic Universe Bulletin on microfilm. Also available are a microfilm reader and a film/fiche reader/printer. Please request assistance from the library staff if you wish to make use of these resources.

Library Tools

The Catalog

The catalog is the primary means by which patrons can locate books within the collection. The catalog is accessible at <http://catalog.stmarysem.edu>.

The catalog can be searched by author, title, subject, keyword, and call number. Search results will include the location of the book, the call number, and the status (such as available, library use only, due on ____, etc.).

The Library is also a member of a consortium of 121 academic libraries in Ohio called OhioLINK. Together, the central catalog of all members offers access to more than 50 million items statewide. Students, faculty, and staff can use the OhioLINK central catalog to find and request materials online, and have them delivered to their home library. The central catalog is accessible at <http://olc1.ohiolink.edu/search/>.

Periodical Indexes

Periodical indexes provide access to the journal literature. The primary periodical indexes in the Saint Mary Seminary Library are: the Atla Religion Database; the AtlaSerials PLUS, Religion Collection; New Testament Abstracts; and Old Testament Abstracts. The easiest way to access these databases is to open the Seminary web site <http://www.stmarysem.edu> and under the Library tab, click on the Search button. They are also accessible via links in the bibliographic records included in the SMS catalog.

Other periodical indexes are available through OhioLINK. Of the more than 140 databases available, a few are of particular interest to SMS students:

- Academic Search Complete
- Dissertation Abstracts
- Humanities International Complete
- Religion and Philosophy Collection

These are also available at the Seminary web site, as described above, as well as from the main OhioLINK site <http://www.ohiolink.edu> under the link “Library Databases”. These databases include both citations and full-text resources.

Other OhioLINK Resources

Electronic Book Center – OhioLINK has a growing collection of 125,000 e-books covering a wide variety of subjects and including encyclopedias, dictionaries and other reference works.

Electronic Theses and Dissertations Center – The ETD contains 107,000 theses and dissertations from students at 31 of Ohio’s academic institutions.

Circulation

Library cards are available through the Librarian. Valid library cards are required to check out books. All library cards expire on the last day of August (as indicated by the expiration sticker on your library card), so each year patrons will need to revalidate their library card. This is the means by which the library can collect updated patron information, whether it be a new address, a new phone number, a new email address, etc. Please see a member of the library staff if you need to update your library card.

The loan period for SMS books is 3 weeks for students, and 90 days for faculty, and books are renewable two times. The loan period for OhioLINK books is also 3 weeks, but 1 week for other formats (CD’s, DVD’s, etc.). OhioLINK books can be renewed up to four times, but other formats may not be renewed.

If students wish to renew the books they have checked out, they may do so within 5 days of the due date. Earlier than this, the system will respond that it is too early to renew. Later, and the system will not permit it because they are overdue. To renew both SMS and OhioLINK books, visit the SMS catalog, and click on the login button, or go to My Record. Access your record by entering your last name as the username, and your library card number as the password. You will then see a list of items you have checked out, and you can select those items you wish to renew.

All periodicals, both current issues and bound volumes, are “Library Use Only” and may not be checked out.

The Saint Mary Seminary Library follows the policy of confidentiality recommended by the American Library Association. The confidentiality of all patron records will be upheld.

Patron Assistance and Services

Orientation & Bibliographic Instruction

To assist patrons in finding materials in the library, orientation sessions are conducted for new students at SMS and Borromeo Seminary. Bibliographic instruction sessions are also conducted upon request for other groups, such as the Permanent Deacons, DMin students, or at the request of an individual instructor.

Reference Collection

The reference collection includes books like encyclopedias, dictionaries, or other titles you might consult for information, but not necessarily read from cover to cover. They are designated by the letter “R” at the beginning of the call number. Reference books are non-circulating.

Reserved Books

At the beginning of each semester, professors have the option of requesting that books in the circulating collection be moved to their “Reserve Shelf.” This transfer temporarily changes the book status to non-circulating or “Library Use Only” to ensure that all students in the class have access to the book, and to prevent the book from being monopolized by a single student. Reserve books can be found by locating the professor’s name, and the course abbreviation.

Inter-library Loan

If there are resources that cannot be located either in the SMS Library or within the holdings of the OhioLINK consortium, please see the library staff to request Interlibrary Loan services. While every effort is made to borrow from libraries that do not charge a lending fee, if there is a charge by the lending library, that fee is passed on to the patron.

Library Facilities

Layout of the Library

There are three levels in the library, the Main floor, the Balcony, and the Lower level or Basement.

On the Main floor you will find our Reference collection on shelves around the walls. Also on the Main floor are the VHS cassettes and DVDs, and the Reserve books. The other books on this level are primarily biographies, philosophy, and psychology. (The Library uses the Dewey Decimal classification system, and the books with classification numbers 0 – 199 are found on the Main floor.) The Horstmann collection is also found on the Main floor.

The circulation desk, and the public catalog computers are on the Main floor, along with the offices of the library staff.

In the Balcony current periodicals on display, plus previous issues for the current volume. A reading area and study tables are available in the Balcony, as well as the library’s microfilm resources, plus computers for student use.

The Basement houses the bulk of the library collection, books with the classification numbers 200 – 999. Bound journals and study tables are also found in the Basement.

Copy Machine

The library copy machine/scanner is located in the Basement. Please see a member of the library staff if paper copies are desired. The copy machine may also be used as a scanner, with files either saved to a USB drive or emailed to a patron’s personal email address. USB drives may be purchased at the reception desk for \$3.00. Paper copies cost \$0.05 each, while scanning is done at no cost.

Wireless Access

Students with appropriately capable laptops have access to a wireless connection in the library. Please see a member of the library staff if prompted for a username and password.

Doctor of Ministry Degree Handbook

APPENDIX

The following documents are referenced in the previous Handbook narrative. For further interpretation and directions, please consult the DMin 2024 Handbook and follow the directions of your Faculty Advisor as well as the Project and Research Directors. Additional information and procedures may be given by the DMin Faculty during classes, Project Forum meetings, and other gatherings.

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Appendix A

Saint Mary Seminary and Graduate School of Theology
 Doctor of Ministry Curriculum Sequence

*See also Appendix B for Benchmarks for Research and Writing Classes

	Fall Semester - Year I	Spring Semester - Year I	Summer Term - Year I
Year I	Course 1 (2) Course 2 (2) PAS 966-a (.5)Project Forum I (P/F)	Course 3 (2) Course 4 (2) PAS 966-b (.5) Project Forum I (P/F) <i>IRB Orientation</i> FE 910 (3) Supervised Ministry Experience	PAS 980 (2) Review of Theological Literature I (P/F) PAS 959 (2) Studying Congregations: Methods & Research <i>Draft of Prospectus due & supporting IRB materials</i> Implementation of Project Research
	Fall Semester - Year II	Spring Semester - Year II	Summer Term - Year II
Year II	Course 5 (2) Course 6 (2) PAS 980 Candidacy Symposium PAS 967-a (.5) Project Forum II (P/F)	PAS 982 (2) Theological Writing (P/F) <i>Draft of Chapter II due.</i> *well-developed, organized theological content and writing PAS 967-b (.5) Project Forum II (Grade) (*clear plan and outline for project research)	PAS 982 Theological Symposium - early Fall; Committee approval (*strong, well-written theological manuscript, ability to articulate ideas) PAS 984 (2) Thesis Project Research (P/F) <i>Drafts of Ch. III due</i> (*well-developed, organized methodology, flowing from theology)
	Fall Semester - Year III	Spring Semester - Year III	Summer Term - Continuation
Year III	PAS 990 (2): Pastoral Project I (Grade) <i>Draft of Chapter IV due (October)</i> PAS 984 Research Symposium (Dec) *well-developed, organized methodology, flowing from theology, good analytical writing PAS 968-a (.5) Project Forum III (Grade)	PAS 991 (2): Pastoral Project II *Manuscript mechanics and completion of final project DMIN 999 Colloquium Final Submission (See Appendix I) PAS 968-b (.5) Project Forum III (Grade) --Commencement - May--	[PAS 992 Extension for Continuing Students] [PAS 968 Project Forum III]

**Note: This sequence may be adapted as needed.

Appendix B

Doctor of Ministry Degree Program

Benchmarks for Research and Writing Classes

To help clarify the expectations for each of the research and writing courses, some benchmarks are listed here. They are not exhaustive or limiting to the student but a helpful guide to use time wisely to develop the Doctor of Ministry project manuscript. The faculty advisor may (and should) add to the list in discussion with the student. Each course must have evidence that the student has earned the credits that will be transcribed. If an “Incomplete” is warranted, the student has one semester to complete the course for a grade. Incomplete grades after one semester will convert to an F with probable dismissal from the DMin program unless sufficient reasons exist for the student to take a formal Leave of Absence and return to the program at a future date.

PAS 980 Review of Theological Literature I (2 credits)

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1. Become familiar with theological resources in the SMS Library. Use the online catalog to find resources.
2. Use a simple grid to begin to categorize resources that may be helpful for your project.
3. Produce the beginnings of an annotated bibliography, correctly formatted according to Turabian 9th ed. that contains
 - a. A minimum of 10 print resources with correct bibliographic citations and at least a 50-word annotation.
 - b. A minimum of 10 electronic journal resources with correct bibliographic citations and at least a 50-word annotation.
4. Assure you that you have sufficient bibliographic resources (properly formatted and annotated) to include with your 15 page prospectus.
5. Continue the development of the annotated bibliography, collecting key bibliographic information and quotations organized in a simple grid according to the major themes of the DMin project.
6. Begin to organize resources coherently around the major themes of the narrative.

PAS 982 Theological Writing (2 credits)

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7. Use a graphic organizer to illustrate the structure of Chapter II of the DMin Project (Theological Chapter)
8. Begin writing sections based on the resources gathered. (Note: the writing is not necessarily done from “beginning to end” but rather according to the various themes of the theological chapter.)
9. Determine a style sheet. Progress as far as possible with the development of Chapter II.
10. Finalize Chapter II. (Theological Symposium – Committee Approval of Chapter II)

PAS 984 Thesis Project Research (2 credits)

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11. Write Chapter III: Research Methodology
12. Analyze data; prepare tables/charts to be used in the analysis.

13. Draft Chapter IV: Summary and Analysis of Data. (Research Symposium -- Committee Approval of Chapters III and IV)

PAS 990 Pastoral Project for the DMin Program I (2 credits)

- F
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14. Complete and edit Chapters II, III, and IV.
 15. Make changes in Prospectus considering Symposium and completion of the project.
 16. Review all grammatical structures, punctuation, transitions, etc. using Turabian 9th edition.
 17. Check all footnotes and citations for accuracy and formatting.
 18. Complete annotated bibliography

PAS 991 Pastoral Project for the DMin Program II (2 credits)

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19. Complete annotated bibliography and check all formatting.
 20. Finalize Chapter I.
 21. Write Conclusion.
 22. Select and format Appendices
 23. Prepare Abstract, Title page, Section titles, etc.
 24. Compose and format Dedication (optional), inscriptions (optional),
 25. Acknowledgements, Table of Contents, Appendix list, Illustrations list.
 26. Paginate final manuscript, either as a continuous document or as chapters.
 27. Proofread...proofread...proofread.
 28. Prepare for your colloquium, Including:
 - a. opening prayer
 - b. any handouts
 - c. PowerPoint presentation
 - d. Personal talking points

PAS 992 Pastoral Project Extension (0 credit) (1 semester only unless a longer extension is approved.) The extension is the exception, not the norm for the degree. Students who do not demonstrate consistent effort toward degree completion will be considered “withdrawn”.

Appendix C



SAINT MARY SEMINARY AND GRADUATE SCHOOL OF THEOLOGY

DOCTOR OF MINISTRY DEGREE

PORTFOLIO ASSESSMENT REQUIREMENTS

Students enrolled in the Doctor of Ministry degree program beginning in Fall 2022 maintain an electronic academic portfolio for the duration of their studies. The portfolio includes artifacts and theological reflections from each area of study as well as the Project Colloquium symposium. Specifically,

Portfolio Requirements:

Catalog, p. 37 #4

Program Goal: *Personal and spiritual maturity*: to enable students to reinvigorate and deepen their vocational calling. To this end, the Doctor of Ministry degree program aims to provide a transformative learning experience that opens the student's mind and heart to new knowledge about the practice of ministry, hone competencies in pastoral analysis and ministerial skills, and integrate these dimensions into the theological reflective practice of ministry, all of which lead to continued growth in spiritual and personal maturity. To this end, the candidate will maintain an electronic academic portfolio for the duration of their Doctor of Ministry studies. The portfolio includes artifacts and theological reflections as follows:

- 1) Evidence of Advanced Theological Integration,
- 2) Evidence of Contextual Competency,
- 3) Evidence of Leadership Capacity,
- 4) Evidence of Personal Spiritual Integration,
- 5) The Project Symposium prospectus,
- 6) The Theological Symposium (Chapter 2 after official approval is given),
- 7) The Research Symposium (Chapters 3 and 4 after official approval is given),
- 8) The Focused Field Experience-Summative Theological Reflection,
- 9) The Project Colloquium presentation, and
- 10) The Final Doctor of Ministry Project.

(The artifacts are student-selected and must represent the requirements of ATS Standards 5.3.) The Doctor of Ministry Colloquium is expected to include evidence of the student's growth in Christian discipleship and formation as well as theological integration resulting from the program of studies.

Appendix D

Doctor of Ministry Academic Assessment

Course _____

Semester _____

Student _____

Professor _____

Please complete the following written evaluation on each student in your class using the following pages as criteria for your assessment. When you have completed the written assessment, please assign one of the following letter grades on the grade sheet and return this form and the grade sheet to the Director of the Doctor of Ministry Program.

- A** Outstanding work: demonstrates a high level of competencies in all three areas.
- A-** Outstanding work: demonstrates the expected level of competencies in most areas.
- B+** Above average work: demonstrates most of the levels of competencies in most areas.
- B** Average work: demonstrates passing levels of competencies. Noted exceptions in certain areas.

Below average work for doctoral students

Below average work for doctoral studies with noted exceptions that need immediate improvement for continuation in the program.

Professors may also award the following grades that will reflect the quality points listed in the current catalogue.

B-, C+, C, C-, D

F - Student would need to repeat the course.

(See Doctor of Ministry Expectations on reverse side.)

Doctor of Ministry Student Expectations for Academic Course Work

The student is assessed and evaluated on their ability to demonstrate:

1. An integration, synthesis and analysis of the course material on an advanced level of theological and pastoral interpretation.

The following competencies include the ability to:

- Assess theological reading with an evaluative appraisal of the pastoral implications from their ministerial context.
 - Recognize and identify significant theological contributions from the theological discipline that will support their focus of study.
 - Analyze pastoral problems and issues that pertain to ministry.
 - Differentiate ecumenical perspectives within the theological enterprise.
 - Exhibit insight and sensitivity to the complexity of pastoral issues.
 - Discuss issues that arise from the contemporary pastoral setting.
 - Identify the ambiguities that surround certain ministerial practices.
 - Compare and contrast conflicting theological opinions gleaned from course readings and discussions.
2. An articulation and organization of pertinent theological and pastoral materials that demonstrate a critical understanding of scholarly reading and research with an application to ministry.

The following competencies include the ability to:

- Present summations of course readings with clarity and precision.
 - Contribute to class discussion and interact with peers on a pastoral-theological level.
 - Demonstrate an integration of research with pastoral reflection and theological grounding.
 - Propose critical questions for discussion and examination.
 - Formulate a bibliography that reflects the depth and breadth of contemporary scholarship in the student's chosen area of study.
3. Develop and acquire new skills and competencies that reflect excellence in theological education.

The following competencies include the ability to:

- Demonstrate computer literacy through a neatly written text, properly formatted, reflecting the rules of style and grammar according to Kate Turabian (9th edition).
- Create, read, and utilize tables and appropriate graphs as a way of enhancing oral presentations and written research.
- Assess and evaluate the merits and weak points of a published theological/pastoral work.
- Dovetail from class discussions, salient points of reference that exhibit learning from seminar interaction, class instruction, and insights honed from colleagues.
- Integrate pastoral analysis into personal research and class discussion.
- Organize and present materials in a professional manner to effectively communicate research findings.
- Show self-directed initiative in course projects such as independent research that reflects pastoral analysis and theological integration.
- Meet all timetables and scheduled appointments in a responsible manner.
- Design an appropriate timeline each semester for self-directed readings and research.
- Contract with a faculty-mentor a specific study plan for independent reading and research.
- Maintain high standards of quality written work, oral presentations and independent research.
- Exhibit a professional demeanor with all faculty mentors and other graduate students

Written Assessment Form

Please offer a written reflection of the student's performance in each of these areas using the previous sheet as a guide for your reflection.

1. An integration, synthesis and analysis of the course material on an advanced level of theological and pastoral interpretation. (Please list observable strengths or deficiencies)

2. Articulation and organization of pertinent theological and pastoral materials. (Please list observable strengths and deficiencies.)

3. What new skills and competencies did you note in the student's overall class performance that reflect excellence in theological education.

Comment on the *quality of the student's writing* in any assignments you have reviewed

Please check one

- Writing is reflective, grammatically and structurally sound
- Writing is reflective, but has some grammatical and structural errors
- Writing appears unprofessional, with spelling and structure errors
- Student writing is deficient and would benefit from tutorial assistance.

Other skills or concerns that may need to be addressed by the student:



FE 910 Focused Field Experience Plan Doctor of Ministry Degree

To: Academic Dean, Registrar, Field Experience Director

The purpose of the Focused Field Experience in the Doctor of Ministry Degree program is to provide the post-graduate student supervised experiences in which advanced ministry leadership skills may be intentionally fostered and the Church's theological foundations for ministry may be actualized. In addition, the student is expected to identify, frame, and respond to a significant ministry issue in their ministry context which can lay the groundwork for the DMin Project.

Student: _____

Place of Ministry: _____

Address of Ministry: _____

Supervisor: _____ Phone Contact: _____

Course: FE 910 (3 cr. hrs.) _____

Dates of Plan Duration: _____

Supervisor's Name: _____ Position: _____

1. What specific learning goals are to be met during this Focused Field Experience? (State at least 3 that include the outcomes of *communication* and *collaboration*.)

2. Select TWO professional learning goals that focus on the development of advanced leadership skills in ministry.

3. List the ministerial responsibilities or opportunities that enable you to demonstrate advanced theological integration and reflection, as well as critical thinking.

4. What professional resources, e.g., theological reading, online resources, other mentors, etc. will be helpful in order to ground this plan in the Church's theological Tradition and mission? (*Theological Thinking*)

5. How do you personally expect to grow in your *formation* as a *Christian Disciple* and deepen your spirituality of ministry during this field experience?

***Supervisor's Agreement*.....**

I have discussed the above field experience plan with this student and agree to support the goals and activities included.

I agree to meet with this student at least four times during the duration of this plan to give feedback and support based on the learning goals of the Field Experience Plan. (Supervisory discussions should include analysis and theological reflection on specific events/occurrences encountered in the student's ministry.)

Proposed dates and times of supervisory sessions:

Date/Time: _____ Date/Time: _____

Date/Time: _____ Date/Time: _____

Supervisor's Signature: _____ Date: _____



FE 910 Focused Field Experience Plan Doctor of Ministry Degree

Summative Evaluation:

At the conclusion of the focused field experience, the **student** will complete the following self-evaluation.

The **supervisor** is asked to add evaluative comments.

Student:

Course: PAS 910 (3 cr. hrs.)

In an interview with the Project Director and the Research Director, the student is to comment on how the learning goals of the field experience plan were realized. Include the points of analysis and theological reflection for each. Include in your paper at least four events/occurrences in your ministry which you discussed with your supervisor. (Append your reflection to this form.)

Supervisor: The field experience supervisor is asked to briefly comment on the student's advanced ministry skills evident in the activities and responsibilities included in the above plan. What are the student's ministry strengths? Challenges for continued growth? Other comments?

Supervisor's Final Evaluation (Pass/Fail grade)

Supervisor's Signature: Date:

(Please give this completed form to the student, or if you prefer, mail or e-mail the form to Registrar at Saint Mary Seminary and Graduate School of Theology.)

Appendix F

Writing Theological Reflections

From *Persorso Portfolio Handbook*, 2022; Rev. Andrew Turner, STL, DMin

“Supervision, theological reflection, and evaluation are necessary components of an effective pastoral program. Although theological reflection can help the development of pastoral skills, its primary purpose is to interpret pastoral experience or activity in light of Sacred Scripture, Church teaching, personal faith, and pastoral practices. Reflection of this kind should become a lifelong habit in priestly ministry.” - PPF #391

The purpose of Theological Reflection is to identify and analyze a significant event and process the event from a theological perspective in order to bring about character development and spiritual integration. Theological Reflections are sometimes referred to as case studies, since it looks at your involvement in a social interaction and the processing of the data based on your biblical and theological knowledge. The Theological Reflection should be designed not just to tell a story but to provide a learning environment for the reader to discuss and grow along with you.

The TR contains three main parts:

1. Description (the background and the event)
2. Reflection (the theological perspective)
3. Integration (the application and action plan)

Some important points to remember when preparing for the TR are:

- Pick a situation that you do not yet understand, so that there is still room to learn
- Keep yourself the central character of the story; please just include others as necessary
- Describe only one event and give only the necessary background information to help keep it simple
- Try to be concise in your background information but give enough so the reader understands the situation
- Don't focus on blaming but instead look for ways to explore and learn
- Try to communicate an accurate plot without being defensive

PREPARATION

Determining the topic for a theological reflection can be the most challenging part of the assignment. In a theological reflection, you are the text that you are studying! This requires engaging your thoughts, motives, and interactions as you reflect from a theological view.

Another common obstacle in the topic selection process is that students want to present the best reflection they can. While this philosophy is not wrong, it can lead you to wrong thinking. This topic should represent a significant happening in your assignment, but it does not need to be something overly interesting, complex or personal. It should represent an area where there has been significant growth or learning.

DESCRIPTION

Some students find it helpful to write out a detailed description of the event and background to process the event well. Then they take the time to edit what is necessary. As you do this,

try to keep the facts of the story at the forefront and not allow the paper to simply reflect your own interpretation of the event. (i.e. What are the basic facts? Is it a communication issue? Organizational? Liturgical? Moral? Theological? Spiritual?)

REFLECTION

The purpose of the Reflection stage is to expand your thinking to the point where you have a different perspective on the situation. A reflection should include:

- Thoughts on a spiritual practice you have that is clearly connected to the event
- An element of your character that relates well to the event
- The relevancy of a specific concept from an academic class (theology, Bible, ministry) that enhances the focus of the event.

INTEGRATION

The purpose of the Integration stage is to design a single response to the situation or case. Make it a goal to identify and develop at least one area that you know you need growth based on what you've learned during the reflection. Make sure that you also identify who will hold you accountable to this and how.

Remember that you should end up with an action statement, not just good ideas. This should include something you learned about yourself and how you relate to others, changes for the future, and a specific way to implement these things into your everyday life in a practical and meaningful way.

Always end your time of Theological Reflection with prayer.

What Is Theological Reflection?
A Guide from the Rev. Dr. Richard Dickey, 6/2006

The progression in the writing of a reflection would be something like this:

- center
 - select and recall
 - describe in writing
 - revisit and notice
 - ponder and make connections
 - record new perceptions, feelings and responses
-

Sample “Foundational” Theological Reflection

Today was my first full day at Bishop Cosgrove Center. It is in downtown Cleveland, and because of traffic it took me almost forty minutes to get there. I felt tired and unenthusiastic when my partner and I arrived. The contrast in environment really disturbed me. While the homeless, destitute, and very poor came to the shelter, across the street men and woman in dress suits were coming and going into office buildings. So often it seems the well-to-do are busy about many things and do not even see their brothers and sisters who are less fortunate. As people came into the shelter, I felt sorry for them and at the same time angry that something permanent can't be done for them.

The words of Jesus: “The poor you will have with you always” kept coming to me. I also realized I am not poor; I have education and can get a job. In this new setting, however, *I recognized I am poor* in a different way: poor in that I can't speak Spanish well, poor in that so much was new, poor in that I am not sure what I am supposed to do here. I want to think more about what it means to be “poor in spirit.” I kept asking myself, “What can I learn here?” “What does God want to teach me?” “How can this experience help me to become a compassionate, pastoral person?”

I know one thing: **I need to pray for the people I serve so that Christ will be ministering through me.** I need to forget myself and focus on each person I meet. I admire how unselfish and dedicated the people at this agency are.

Faith Connections

Scripture: *What scriptures come to mind regarding this pastoral experiences?*

Tradition: *Are there any references from our faith that might apply?*

Doctrine: *Are there any teachings of the Church applicable?*

Morality: *Is there anything from the moral tradition of the Church that would be instructive?*

Liturgy: *Is there anything in this experience that would connect to the prayer of the Church?*

Sample “Advanced” Theological Reflection

I would like to reflect on the broad concept of touch—how it relates pastorally and theologically to ministry. I began working with the folks at my assignment several weeks ago. Thus far, it has been an overwhelmingly positive experience, perhaps the best field education placement I have had as a seminarian. And this fact is due, in large part, to the kindness (a word that feels wholly inadequate to describe them) of my supervisor [a religious Sister]. My first day, I was toured around the facility. When I say she introduced me to everybody, I really mean everybody! It was wonderful! I have hardly felt more welcomed or more affirmed in my life. As we moved from floor to floor, my supervisor would explain which sort of folks live there and what kind or level of treatment they each receive. I met nurses, doctors, social workers and several patients. We toured the administrative offices; I

Note what is included:

1. Setting...first day at placement; downtown Cleveland.
2. Feeling: not enthused, tired, disturbed, insecure at new place (distinguish what you feel and what you think).
3. Scripture/Theology: Words of Jesus regarding the poor.
4. How does this affect my relationship with God? Prayer, Vocation, My response.
5. Future Experience: What effect does this reflection have on my future ministerial style?

met and shook hands with the executive team. I toured the kitchen and custodial facilities; I was introduced to and was hugged by all sorts of wonderful people who do some very gritty work. I heard their stories, got a glimpse into their hearts and lives, and got a glimpse of why they each chose to work in this place rather than any other.

At a certain point in our tour, I noticed something, namely how “touchy” my supervisor was with me and with everyone else we encountered. For example, if we started laughing, she would reach out and grab my arm, or if she was introducing someone to me, she would stand next to them with a side hug and “interview” them standing at his or her side. She was just a very physical person. It is hard to describe the specifics of all the ways in which she touched and interacted with others and myself, but it became very noticeable. And here’s the thing...it was wonderful! There was never a moment when I felt like she was crossing a boundary, nor was it ever “weird.” It was loving and affirming and good, through and through.

At one point, she brought me up to a floor where most of the folks were very ill and frail; many of them were nearing the end of their earthly journeys. We stopped by one room to visit a woman who was actively dying. Her name was [Susan]. Her husband was in the room with her; his name was [Jim]. Sister greeted him by name and started chatting away. After a moment of conversation, she introduced me to Jim and then Jim and I began to talk as Sister slipped out of the conversation to move over to Susan’s bedside. Susan wasn’t conscious and her eyes were gently shut. From the quick glance at the picture frame sitting on the dresser, I could see that, before her battle with cancer, Susan was a very beautiful woman with a full bright face and blonde hair. But now, racked by pain, gaunt and at the end stages of a very long battle, Susan very much looked like someone who is dying. Jim had his back turned away from his wife’s bed, and as he and I carried on our conversation, I could see, just over Jim’s shoulder, Sister behind him ministering to his dying wife. Despite the ugliness and brutality of Susan’s battle with cancer, Sister approached her side with what I can only describe as a profound reverence and grace. As she got down on one knee to move in even closer, it looked as if she were genuflecting before something profoundly holy, as if she knew the veil between heaven and earth were stretched thin over the suffering face of Susan, that this was holy ground. What struck my heart so deeply was the way in which Sister, without hesitation, stretched out her hand and began to stroke Susan’s forehead, brushing what was left of her hair backwards, smoothing it down, and she kissed her forehead. Then Sister leaned into whisper something into Susan’s ear: Susan, God loves you, Jesus loves you so much! His arms are ready and waiting for you! Your husband loves you! What a beautiful life you two have shared! What beautiful children you’ve raised! Jesus loves you! I was simply in awe...speechless, breathless, awe. It was the most Christian action I think I have ever witnessed in person. Instead of loving and ministering to Susan from a “respectable,” or clinically “appropriate” distance, Sister loved her in the flesh, with her body, with her own hands aged by prayer, and with her own lips that have repeated the name of Jesus countless times. It was utterly Incarnational and truly unforgettable. In the third part of the Summa, St. Thomas Aquinas reflected on the reasons for the Incarnation, the reasons why the Second Person of the Trinity would take on human flesh. His first three responses corresponded to a theology of “fittingness” that was common amongst other Medieval theologians of his day. But it is his fourth reason that captured my heart when I first read it, and it just so happens to be the reason that scandalized many of his intellectual contemporaries. He said that God became man a *mano ductio*, that is, “to take us by the hand.” To my ears, the saint’s words here drip with tenderness. These are the words

of a mystic, a man deeply captivated by love and in love with Love itself. St. Thomas knew Jesus' touch and his saving presence. According to Thomas, God became man in Jesus Christ because He wanted to hold our hand, He wanted to touch humanity; He wanted an unparalleled closeness. Jesus Christ, the Word made flesh, is the consummate expression of the Father's eternal ache to be radically and unimaginably close to His children. This ache for touch is something akin the ache felt by the young mom-to-be, who anxiously waits to hold and touch, kiss, and caress her baby growing in her womb—I just want to touch her, squeeze her, hold her, and kiss her. It's like the ache of the father who, while his youngest son is deployed overseas, agonizingly waits to hug him, embrace him, to kiss him and to tell him face to face how proud he is of him without the medium of a Skype screen. Love aches to be near the beloved; it aches to touch and caress, to hold, hug, kiss, and stroke foreheads. Jesus who is the sacrament of the Father, continues to take humanity by the hand in and through the physical sacraments of His Church; and further, He does so concretely through the members of his Mystical Body, the Church....through people like Sister. Jesus' hand, the hand of God seen for the first time in a Bethlehem manger, kissed repeatedly by Mary and Joseph, calloused through years of apprenticeship in the woodshop, aged through discipline...Jesus' hand that waved goodbye to his mother as he set out to begin his public ministry...Jesus' hand that grabbed hold of Peter's mother-in-law to heal her...Jesus' hand that touched and consoled the woman caught in the act of adultery, that stilled the storm and waves, that raised Lazarus, that was pierced by a Roman spike...that hand of mercy caressed the forehead of a dying woman named Susan, and I got to witness. The Incarnation of the Son of God is less an event of the past, but a daily proposal for each Christian—will we permit the Word to become incarnate in us again today so that the aching heart of the Father can continue to take humanity by the hand through us?

Perhaps this is what is so special about the Catholic Church, what sets our work apart from the work done by social service agencies. It is their capacity to touch those they serve with the hand of Christ. Not only that, but it is also their insistence that human closeness, relationships, and love are ultimately of the highest importance. What I have seen this year in the various ministries I have encountered, crystalized in a special way in Sister, is a profound willingness on the part of Catholic Charities ministers to wade into the uncomfortable, murky, often messy, and sick waters of human poverty, human brokenness, and human dysfunction, and once there, to touch it all and to be touched by it. It's messy, but it's beautiful! It is Christ's Incarnation in Cleveland.

Theological Reflection Grading Rubric

This rubric is based on a 25-point scale.

Means of Assessment	Evaluation Criteria			
	Advanced Critically analyzes at a high level	Proficient Meets criteria and communicates it well	Foundational Meets some criteria with minimal analysis	Developing Meets few criteria and undeveloped analysis
Description (5 points)	Gives the meaning of the context with appropriate background; describes with sensory details; doesn't establish a point of view or judge	Gives background to the story and goes into meaningful detail; doesn't establish a point of view or judge	Gives some background information for the story and provides helpful details; gives some evidence of an established perspective	Gives a brief history with a some details of the event; gives more of a personal perspective than an objective, engaged report
Human Affective Response (5 points)	Identifies his own human response to the situation; aware of and articulate as to why the incident is significant from a human and pastoral perspective; gives evidence of empathy and appropriate boundaries	Identifies his own human response to the situation and can articulate why the incident may be significant from a human and pastoral perspective; gives evidence of empathy	Identifies some feeling that is triggered by the incident; shows a little empathy or too much enmeshment in the situation, but articulates needed grow in this balance established perspective	Overly-identifies with the situation emotionally and struggles with remaining objective (weak emotional boundaries) OR does not give evidence of affective or empathetic response (unavailable or unwilling to self-reveal)
Theological Connection (5 points)	Connects the situation with the truth of Scripture in a meaningful and theologically correct way.	Finds good connections with scripture or a theological principal.	Finds some connection with scripture and theology.	Rarely or does not make a connection with scripture or a theological principle.
Formation Integration (7.5 points)	Addresses and analyzes their perceptions of the situation in the case. Explains lessons learned from the reflection	Addresses their perceptions of the situation in the case. Offers a lesson learned.	Addresses their perceptions of the situation in the case.	Makes a weak connection to the situation in the case, or none at all.

Appendix G
Requirements for Project Development Symposia (Approval)
 See also DMin Handbook, Table 2: p. 25

Program	Process	Requirements	Approval
Candidacy Symposium	<ul style="list-style-type: none"> At the conclusion of PAS 959 Studying Congregations, PAS 980 Review of Theological Literature, and IRB approval The candidate's mentor and two faculty members (preferably full-time) Members approve the prospectus Committee advances student to candidacy and submits signed approval paper to the academic file 	The student submits a written prospectus of 12-15 pages to the mentor with the following completed sections: <ul style="list-style-type: none"> The project design (expected goals and objectives) An outline of the project's theological grounding with appropriate bibliography Description of the Project Method for data collection Analysis Timeline for implementation of the project The student reviews their prospectus and answers questions for the committee before they give final approval of the ministry project 	Date: Comments: Evaluation (Check and initial): Approved Minor Revisions Major revisions
Theological Symposium	<ul style="list-style-type: none"> At the conclusion of PAS 982 Theological Writing, the student drafts Chapter II which develops the theological grounding of the doctoral project The student presents Chapter II to the faculty committee and receives feedback for revisions. The members of the committee approve Chapter II and the student may continue with the remainder of the project; or the committee may require revisions. 	The student presents Chapter II which includes: <ul style="list-style-type: none"> A well-developed theoretical overview of the project, An in-depth discussion of the theological grounding of the project's thesis, Significant and relevant theological scholarship from a variety of classical and contemporary writers in the Catholic theological tradition. Correct citations according to Chicago Style, 9th edition) 	Date: Comments: Evaluation (Check and initial): Approved Minor Revisions Major revisions
Research Symposium	<ul style="list-style-type: none"> At the conclusion of PAS 984 Thesis Project Research, the student presents drafts of Chapter III Project Research Methodology and Chapter IV Summary and Analysis of Data to the faculty committee. The faculty committee gives feedback for revisions. Once the members of the committee approve Chapter III and IV and the student may continue with the remainder of the project. 	The student presents Chapter III which includes: <ul style="list-style-type: none"> Project Timeline and Research Design Projects surveys and IRB approval A description of the statistical tools planned for analysis. The student presents Chapter IV which includes: <ul style="list-style-type: none"> Further analysis and interpretation of the project research as related to the outcomes of the Doctor of Ministry project Appropriate presentation of the data using a variety of statistical tools and processes. Verifiable conclusions drawn from the data. 	Date: Comments: Evaluation (Check and initial): Approved Minor Revisions Major revisions

Space provided for additional comments.

Appendix H

Doctor of Ministry Project and Colloquium Rubric

	Revision Required	Pass	Pass with honors
CHRISTIAN DISCIPLESHIP	<ul style="list-style-type: none"> • Demonstrates a minimum of intellectual inquiry and/or an unclear commitment to Christian values. Link between theology and pastoral practices is unclear • Fails to demonstrate an understanding of and sensitivity to the needs of their constituent community • Unable to integrate and /or articulate the ethical and moral principles which are foundational to the project. 	<ul style="list-style-type: none"> • Demonstrates intellectual inquiry that is committed to Christian values and integrates various theological disciplines and pastoral practices • Demonstrates an understanding of and sensitivity to the needs of their constituent community • Integrates and articulates the ethical and moral principles which are foundational to the project 	<ul style="list-style-type: none"> • Demonstrates intellectual inquiry that is committed to Christian values and innovatively integrates various theological disciplines and pastoral practices • Demonstrates a clear and insightful understanding of and sensitivity to the needs of their constituent community • Integrates and articulates with clarity the ethical and moral principles which are foundational to the project
	Revision Required	Pass	Pass with honors
FORMATION	<ul style="list-style-type: none"> • Exhibits uneven skill for applying intellectual principles to pastoral situations • Ignores feedback from committee or incorporates feedback in a haphazard fashion • Demonstrates minimal engagement in self-reflection based on personal, academic and ecclesial integration and growth 	<ul style="list-style-type: none"> • Demonstrates the skill to apply intellectual principles to pastoral situations • Values and incorporates assessment feedback from board members in the development of the project • Demonstrates engagement in self-reflection based on personal, academic, and ecclesial integration and growth 	<ul style="list-style-type: none"> • Demonstrates the skill to apply intellectual principles to pastoral situations in a clear and compelling way • Values, integrates, and uses assessment feedback in an appropriate and creative way • Demonstrates insightful engagement in self-reflection based on personal, academic and ecclesial integration and growth
	Revision Required	Pass	Pass with honors
THEOLOGICAL THINKING	<ul style="list-style-type: none"> • Minimal engagement in critical thinking. Integration with previous experience lacking • Demonstrates a passable knowledge of a particular subject and exhibits minimal integration with other fields of theology • Incorporates in a haphazard fashion references to seminal works from their theological discipline • Project minimally contributes to the field of practical theology and ministry 	<ul style="list-style-type: none"> • Shows engagement in critical thinking, built upon previous education and pastoral experiences • Demonstrates knowledge of a particular subject and ability to integrate it with other fields of theology • Incorporates references to seminal works from their theological discipline • Project contributes to the field of practical theology and ministry 	<ul style="list-style-type: none"> • Clearly shows engagement in critical thinking, built upon previous education and pastoral experiences • Demonstrates with clarity and acumen knowledge of a particular subject and ability to integrate it with other fields of theology • Creatively incorporates references to seminal works from their theological discipline • Project significantly contributes to the field of practical theology and ministry

	Revision Required	Pass	Pass with honors
COMMUNICATION	<ul style="list-style-type: none"> • Ambiguous or ineffective speaking and writing • Does not respond well to questions • Lapses in the articulation of theology • Unfocused in presentation of ideas • Student is unable to clearly discuss written work and integrate various disciplines in response to questions • Written project does not reflect academic standards of writing 	<ul style="list-style-type: none"> • Writes and speaks clearly and meaningfully. • Responds adequately to questions. • Articulates an accurate understanding of the appropriate theology • Presents his/her ideas with summative clarity and description • Student discusses written work and integrates various disciplines in response to questions • Written project reflects academic standards of writing 	<ul style="list-style-type: none"> • Writes and speaks clearly, meaningfully and engagingly • Responds well to questions. • Articulates an accurate understanding of the appropriate theology in a compelling way • Presents their ideas with summative clarity and description and depth of insight • Student discusses written work and integrates various disciplines in response to questions with authority and ease. • Written project reflects academic standards of writing
	Revision Required	Pass	Pass with honors
COLLABORATION	<ul style="list-style-type: none"> • Demonstrates lack of engagement with co-workers in ministry • Inconsistent in the appropriation of diverse ecclesiologies, theological positions, cultures, and global perspectives. • Cooperated in haphazard fashion or uncooperative with committee 	<ul style="list-style-type: none"> • Demonstrates engagement with co-workers in ministry • Appropriately values diverse ecclesiologies, theological positions, cultures and global perspectives • Exhibited collaboration with their committee 	<ul style="list-style-type: none"> • Demonstrates productive engagement with co-workers in ministry • Values diverse ecclesiologies, theological positions, cultures and global perspectives with intentionality • Collaborated freely and fruitfully with his/her committee
	Revision Required	Pass	Pass with honors
OVERALL EVALUATION	<ul style="list-style-type: none"> • Exhibits average integration, aptitude, and competence in the respective field, in the written project, oral presentation and dialogue • The project demonstrates sketchy or inconclusive research that does not clearly substantiate the project findings and conclusions 	<ul style="list-style-type: none"> • Exhibits above average integration, aptitude, and competence in the respective field in the written project, oral presentation, and dialogue • The project demonstrates appropriate research using scientific methodologies that substantiates the project findings and conclusions 	<ul style="list-style-type: none"> • Exhibits outstanding integration, exceptional aptitude, excellence and originality in the respective field in the written project, oral presentation, and dialogue • The project demonstrates appropriate research using scientific methodologies that highly illustrates the project findings and conclusions

Appendix I

Final Submission of Completed DMin Project

To: DMin Candidates for Graduation

From: Mr. Alan Rome, Director of Library Services

Re: Submitting your Final Project

The DMin project is only complete when the final copies are submitted to the Librarian and the PDF has been successfully uploaded to ProQuest.

Regarding DMin publication, here are a few things to be aware of:

1. A minimum of two paper copies of the project are required – one for the Library, one for the student. Extra copies beyond two are at the student’s discretion.
2. Three originals of the signed approval page will be created – one for the Library copy, one for the student copy, and one extra copy.
3. Photocopies of the approval page will be inserted into the additional print copies prior to binding (if you choose to have the Library handle the binding).
4. Prior to submitting your project to ProQuest, email your project as a single PDF to the Registrar so an electronic copy of the approval page can be inserted into the single PDF file..
5. Submission of your project to ProQuest begins at <https://www.etsdadmin.com/main/home>
6. A good tutorial is available at the website above, under the Training and Support tab, on pages 3-8 of the Administrators Guide (PDF). Please work through the tutorial prior to beginning the submission process.
7. Additional resources are available under the Resources & Guidelines tab. Of particular note is the “Preparing your manuscript for submission” file.
8. Recent updates to the pricing structure have Traditional Publishing at \$0.00, Open Access Publishing at \$95.00, and Copyright costs at \$75.00.
9. Bound copies of your project are available for purchase through ProQuest, the price dependent upon which options you select. However, it is usually less expensive simply to print up extra copies and have the Library send it to the bindery along with our normal shipments. The price would be approximately \$20.00/copy, per the latest price list.
10. For further questions, please see Mr. Alan Rome in the Library.

Appendix J

Advisor and Reader checklists

Advisors

- ___ Serve as a key point of contact in the student's support system.
- ___ Meet regularly with the student, through to project completion, to monitor progress of specific tasks and to ensure timely accomplishment of the degree.
- ___ Grade (pass/fail) PAS 980 Review of Theological Literature I in the Summer of the first year. (see Appendix B for Benchmarks for Research and Writing Classes.)

Prospectus elements to monitor (12-15 pages, proposed completion is the first semester of the student's second year):

- ___ The student completes the IRB prior to scheduling the Candidacy Symposium
- ___ Read Prospectus Draft checking for evidence of a hypothesis, theological integration with ministerial focus, research design, and annotated bibliography
- ___ Prepare the student to facilitate the Candidacy Symposium (i.e., how to best present the prospectus and the proposed project)
- ___ Schedule Candidacy Symposium with Research Director after approving Prospectus
- ___ Direct student to forward Prospectus to readers on the student's committee, Project Forum Director, and Research Director and to inform them of the date of the Candidacy Symposium
- ___ After the student's presentation, deliberate with the committee as to the direction the committee chooses to give the student: pass and continue with writing and research, pass with edits to the document and then continue with writing and research, or pause moving forward and rework the prospectus
- ___ Sign two copies of the Candidacy Symposium Form, indicating the committee's consensus on the student's status; the advisor keeps the original, the student retains one copy and returns one copy to the Research Director
- ___ The student plans Field Experience for the summer of the second year
- ___ Grade (pass/fail) PAS 982 Theological Writing in the Spring of the second year (see Appendix B for Benchmarks for Research and Writing Classes)
- ___ Grade (pass/fail) PAS 984 Thesis Project Research in the Summer of the second year (see Appendix B for Benchmarks for Research and Writing Classes) – (the advisor and Research Director form consensus on the grade)

Chapter Two – Theoretical/theological chapter elements to monitor (35-60 pages, proposed completion is early in the Fall Semester of the third year):

- ___ Discuss and help the candidate think through the theological foundation of the project, including three or four areas of focus for research (subject pillars)
- ___ Read Chapter Two draft, checking for a strong theological foundation (e.g., scripture, ecclesiology, faith formation, models for parish ministry, etc.)
- ___ Prepare candidate to facilitate the Theological Symposium
- ___ Schedule Theological Symposium with Program Director after approving Chapter Two
- ___ Direct candidate to forward Chapter Two to readers on the committee, Project Forum Director and Research Director and to inform them of the date of the Theological Symposium
- ___ After the candidate's presentation, deliberate with the committee as to the direction the committee chooses to give the student: pass and continue with writing and research, pass with edits to the document and then continue with writing and research, or pause moving forward and rework the theological chapter

___ Sign two copies of the Theological Symposium Form, indicating the committee's consensus on the candidate's status; the advisor retains the original, the candidate retains one copy and returns one copy to the Research Director

___ Grade (letter grade) PAS 990 Pastoral Project I in the Fall of the third year (see Appendix B for Benchmarks for Research and Writing Classes)

Chapter Three – Project Research Methodology chapter elements to monitor (10-15 pages, proposed completion in December of the third year), and

Chapter Four – Summary and Analysis of Data chapter elements to monitor (20-30 pages, proposed completion in December of the third year)

___ Candidate should complete draft of Chapter Three during the summer of the second year

___ Candidate should complete the draft of Chapter Four during the fall of the third year

___ Read drafts of Chapters Three and Four and critique the organization of the social science research methodology and the flow from the theology of the project

___ Prepare candidate to facilitate the Research Symposium

___ Schedule Research Symposium with the Program Director after approving chapters Three and Four

___ Direct candidate to forward Chapters Three and Four to readers on the committee, Project Forum Director and Research Director and to inform them of the date of the Research Symposium (should occur in December of the third year)

___ After the candidate's presentation, deliberate with the committee as to the direction the committee chooses to give the student: pass and continue with writing, pass with edits to the document and then continue with writing and completion of the project, or pause moving forward and rework the research component.

___ Sign two copies of the Research Symposium Form, indicating the committee's consensus on the candidate's status; the advisor keeps the original, the candidate retains one copy and returns one copy to the Research Director

___ Grade (letter grade) PAS 991 Pastoral Project II in the Spring of the third year (see Appendix B for Benchmarks for Research and Writing Classes)

Chapter Five, rewrite of Chapter One and Project Completion – Concluding Chapter and Project Completion elements to monitor (10-15 pages, proposed completion is prior to Holy Week of the Spring Semester of the third year)

___ Continue discussion with the candidate, reviewing the final chapter that describes the outcomes of the project, such as possible future effects of the work, next steps following the project completion, etc.

___ Read the draft of Chapter Five; prepare the candidate to facilitate the Project Colloquium, ideally creating a PowerPoint, or similar presentation media, that will engage the committee and any additional attendees into lively discussion

___ Schedule Project Colloquium with Academic Dean after approving Chapter Five and being satisfied with the candidate's plan for the Colloquium presentation

___ Direct candidate to forward the entire written project to readers on the committee, Project Forum Director and Research Director and to inform them of the date of the Project Colloquium

___ After the candidate's presentation, deliberate with the committee as to the direction the committee chooses to give the student: pass, non-pass, or pass with honors. Following the successful completion of the Project Colloquium, encourage the new Doctor of Ministry to formalize the project by proper formatting of all material, including front and back matter, and to work with the St. Mary Seminary and Graduate School of Theology Library for publishing and for final submission to the ProQuest database of dissertations.

Readers

___ Serve as a member of the support system for the student through the duration of the project

Prospectus Involvement

- ___ Read Prospectus prior to Candidacy Symposium, noting evidence of hypothesis, theological integration with ministerial focus, research design, and annotated bibliography
- ___ Prepare helpful, clarifying questions to ask the student at the Candidacy Symposium which may aid the student in further development of the project
- ___ At the time of the symposium, in addition to exploring the nature of the project, indicate typos or grammatical errors in the Prospectus that require correction
- ___ In private dialogue with the committee, state your position on advancing the student to the next step of the program and sign the Candidacy Form, indicating the status of the student

Chapter Two Involvement

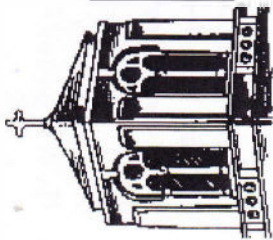
- ___ Read Chapter Two prior to Theological Symposium, checking for clarity of theological/theoretical grounding and identifying areas of focus
- ___ Prepare questions to ask the candidate at the Theological Symposium that will motivate the candidate to explore and discuss the theoretical/theological framework of the project that is on display in Chapter Two
- ___ At the time of the symposium, in addition to stimulating discussion with the candidate, indicate typos or grammatical errors in Chapter Two that require correction
- ___ In private dialogue with the committee, state your position on advancing the candidate to the next step of the program and sign the Theological Symposium Form, indicating the status of the candidate

Chapters Three and Four Involvement

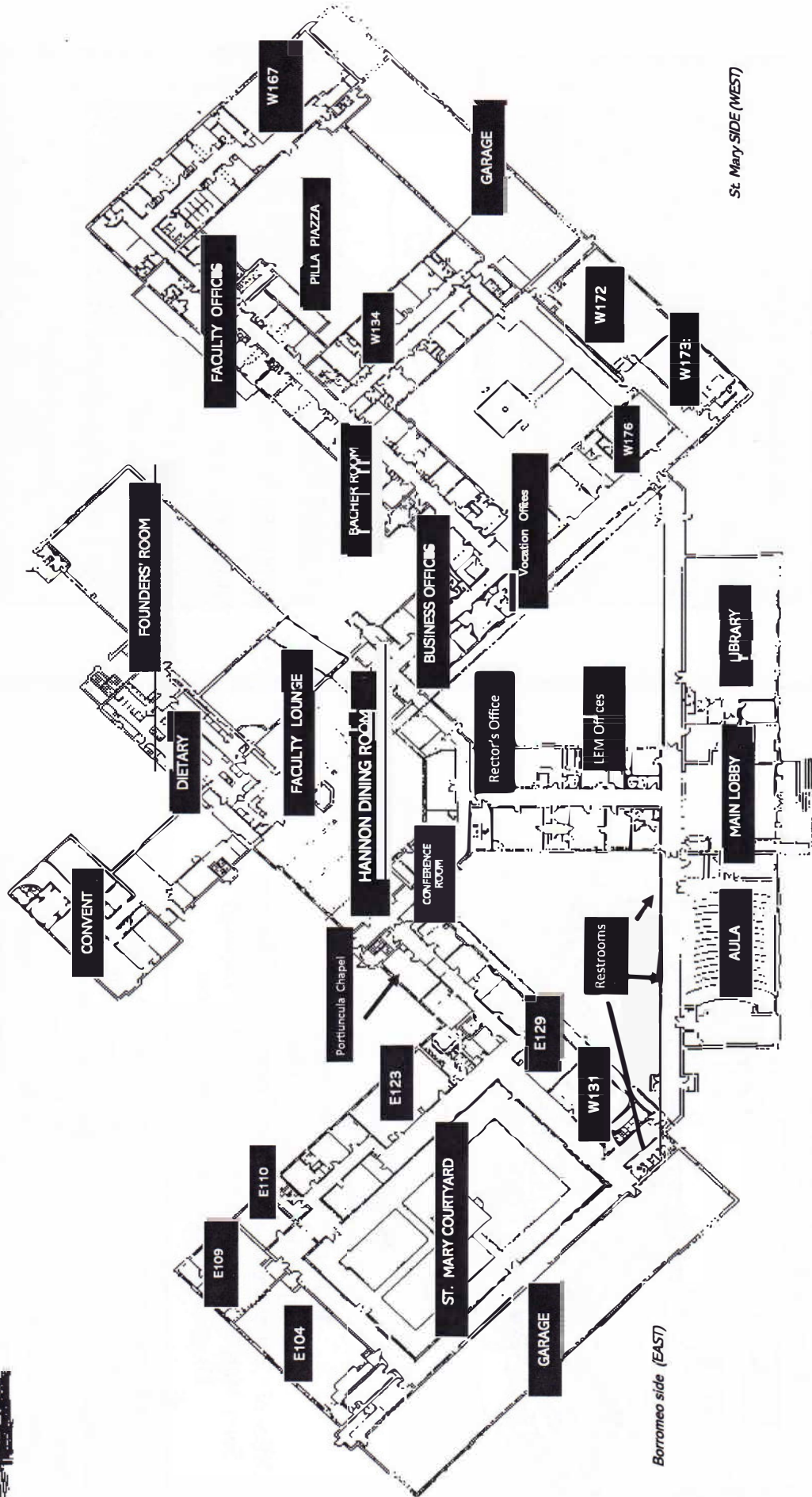
- ___ Read Chapters Three and Four prior to Research Symposium, checking for organized methodology and demonstrating a flow from the theology
- ___ Prepare questions to ask the student at the Research Symposium that allows the candidate to share the findings, the challenges, and the opportunities of the research
- ___ At the time of the symposium, in addition to stimulating discussion with the candidate, indicate typos or grammatical errors in Chapters Three and Four that require correction
- ___ In private dialogue with the committee, state your position on advancing the candidate to the final step of the program and sign the Research Symposium Form, indicating the status of the candidate

Chapter Five and Final Project Involvement

- ___ Read Chapter Five and review all previous chapters in preparation of the Project Colloquium
- ___ Prepare questions to ask the candidate at the Colloquium to encourage deep theological thinking and integration with ministry, particularly as it relates to the specific project
- ___ At the time of the Colloquium, in addition to stimulating discussion with the candidate, indicate typos or grammatical errors in Chapter Five that require correction
- ___ In private dialogue with the committee, state your position on advancing the candidate to successful completion of the program.



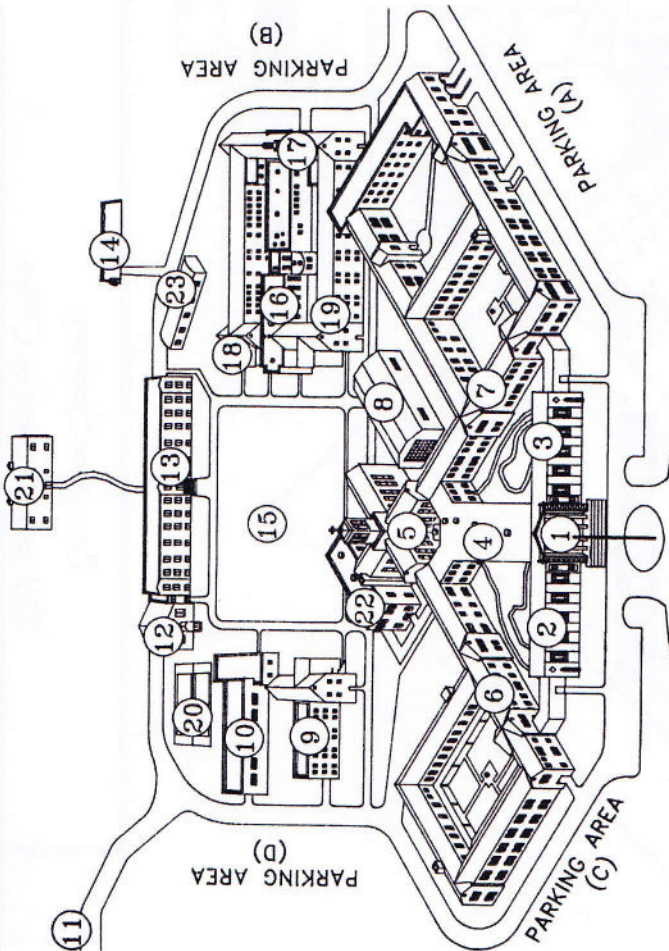
Center for Pastoral Leadership ~ First Floor



Office of Continuing Education and Formation of Ministers
 Lay Ecclesial Ministry Office
 Saint Mary Seminary and Graduate School of Theology

Borromeo Seminary
 Diaconate Formation Office
 Diocesan and Seminary Vocation Offices

Center for Pastoral Leadership Campus



Main Building:

- Borromeo Seminary
- Diaconate Formation Office
- Lay Ecclesial Ministry Office
- Office of Continuing Education and Formation of Ministers
- Saint Mary Seminary and Graduate School of Theology
- Diocesan and Seminary Vocation Offices

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| 1. Center for Pastoral Leadership
Main Entrance | 12. Issenmann Auditorium |
| 2. Aula Magna | 13. Issenmann Hall |
| 3. Library | 14. Outdoor Swimming Pool |
| 4. Formation Leadership Corridor | 15. Quadrangle |
| 5. Chapel (2nd Floor) | 16. Sacred Heart Chapel |
| 6. Borromeo Seminary Residence Area | 17. All Saints Elementary School |
| 7. Saint Mary Seminary Residence Area | 18. All Saints Elementary School |
| 8. Founders' Room | 19. Schrems Hall |
| 9. St. Anthony Center | 20. Outdoor Children's Play Area |
| 10. Field House / Gymnasium | 21. Barn |
| 11. Bishop Road Entrance | 22. Convent |
| | 23. Maintenance Garage |

Listing of Classroom Titles

Borromeo/ East Side Room Titles:

- E104: St. Thomas Aquinas Hall
- E109: St. Augustine Room
- E110: St. Phillip Neri Room
- E123: St. Jerome Hall
- E129: St. Elizabeth Ann Seton
- E131: Whealon Room



St. Mary/ West Side Room Titles:

- W117: Bacher Room
- W134: St. Mary Seminary Pastoral Formation Clinic
- W167: St. Hildegard of Bingen Music of Sacred Liturgy Practice Hall
- W172: Pope Saint John Paul II Hall
- W173: St. Francis de Sales Room
- W176: St. John Henry Cardinal Newman Room