

SPIRITUALITY

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**ADVANCED PASTORAL STUDIES  
STUDENT HANDBOOK**

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GRADUATE SCHOOL  
OF THEOLOGY

JANUARY 2020 - SUMMER 2021

UNIVERSITY OF  
**R Redlands**  
GRADUATE SCHOOL OF THEOLOGY

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SAN FRANCISCO  
THEOLOGICAL  
SEMINARY

# ADVANCED PASTORAL STUDIES STUDENT HANDBOOK

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*This handbook and the policies included here are a supplement to the University Catalog available at: <https://www.redlands.edu/study/registrar-office/san-francisco-theological-seminary-resources/>. Policies published in the University Catalog apply to all SFTS (GST) students, unless otherwise noted.*

Dear Doctor of Ministry Students,

Welcome to the Advanced Pastoral Studies (APS) Doctor of Ministry (DMin) Program at the University of Redlands (UOR) Graduate School of Theology (GST), Home of San Francisco Theological Seminary (SFTS)!

We are glad that you are here and look forward to working with you as you engage in this community of scholar practitioners. It is our hope that you will find your participation in this community engaging, challenging, stimulating and spiritually renewing – through the academic work in your classes and your research, and through the relationships you build with colleagues, faculty and staff.

The Doctor of Ministry degree is a unique endeavor, bringing together practitioners in ministry to engage in serious academic study and research to answer your own questions and at the same time, contribute to the work of the larger church, through your exploration and innovation in the dissertation/project.

This Student Handbook is designed to provide information to help you get started and to navigate your way through the program. It supplements the GST Student Handbook with information, resources, policies and requirements specific to the DMin program. It is intended to be a primary source for you to find basic information about the DMin program. For general information about the campus and institution-wide policies, please refer to the GST Handbook, available through the University of Redlands website.

Rev. Ruth T. West, APS Associate Director, and I are committed to supporting you and your work in the DMin program. Please let us know if you have any questions.

Many blessings as you begin your journey!

Shalom,



Rev. Teresa Chávez Saucedo  
Director, Advanced Pastoral Studies  
Assistant Professor of Ministry

## **ADVANCED PASTORAL STUDIES (APS) STAFF AND SUPPORT**

### **Director:**

In addition to overseeing the Doctor of Ministry program, the Director –

- Is clinical faculty teaching the “D/P Orientation Seminar” and “D/P Proposal Seminar”
- Designs/Develops/Evaluates the curriculum and programming of APS
- Recruits adjunct faculty
- Mentors/tutors students regarding academic/writing issues i.e. is Academic Advisor to all students who have not completed the coursework requirement
- Review/recommend/evaluate students’ D/P topic proposals
- Cultivates/maintains relationships with all SFTS faculty, partner institutions, the greater Church community, and interfaith/ecumenical partners
- Reports pertinent outcomes of APS Committee to Faculty

### **Associate Director:**

In addition to coordinating and facilitating the day-to-day operations of APS programs in lieu of a Program Manager, the Associate Director –

- Reviews student records for purposes of discernment: planning, degree audit, leave of absence, withdrawal, and graduation
- Integrates logistics and recommendations for transitional changes
- Develops chapel services i.e. is Chaplain for DMin program
- Coordinates communications/logistics for admittance, registration, satisfactory progress reporting, website review
- Liaison for APS students

### **APS Committee:**

The Advanced Pastoral Studies (APS) committee is the official governing body for the Doctor of Ministry program. Annually, the Dean appoints the chair and selects the members of this committee. In addition to its faculty members, the APS committee comprises a student representative and a representative from the church at large. The Director serves in an ex-officio capacity, but does not vote unless he or she is also a faculty member appointed to the APS committee by the Dean. Their duties include –

- Review/recommend/evaluate the applications to the DMin program
- Review/recommend/evaluate students’ D/P (dissertation project) design proposals
- Review/recommend/evaluate D/P manuscripts for graduation, based on the readers’ and D/P advisors’ critiques.
- Considers student petitions and other student-related issues

## APS PROGRAMS

### **DOCTOR OF MINISTRY (DMIN) PROGRAM OVERVIEW**

Established in 1970, the Doctor of Ministry (DMin) degree offered by San Francisco Theological Seminary in the Graduate School of Theology is a graduate theological degree providing religious professionals an opportunity to enrich their professional skills, nurture personal growth and equip themselves for new and innovative practices in ministry in a collaborative ecumenical and interfaith community of scholars.

As a mid-career degree, the DMin is normally undertaken after the completion of a Master of Divinity (MDiv), or equivalent, and at least three years in professional ministry. The curriculum is designed for working students currently engaged in the active practice of ministry, focusing on contextual, interdisciplinary research and innovation in the practice of ministry. As a practical doctoral degree, each student's research is centered on the challenges within their own practice of ministry. The heart of each student's dissertation/project research is their field project—designed and implemented in their own context of ministry to address a problem, challenge, need or opportunity with creative and innovative responses.

### **DMIN DEGREE REQUIREMENTS & PROGRAM OPTIONS**

The Doctor of Ministry degree at SFTS requires six resource<sup>1</sup> seminars (3 units each) determined by concentration option, the Dissertation/ Project (D/P) Orientation Seminar, D/P Proposal Seminar, DMin Supervision and the completion of a Dissertation/Project. (Note: the words “course” and “seminar” are used interchangeably.)

Most courses are offered in one or two-week intensive class modules during the months of June and January. Core courses in the Chaplaincy/Spiritual Care Research Literacy concentration are offered in a hybrid online/classroom format over the course of the academic year, to better accommodate the schedules of full-time chaplains. A student can normally complete the required coursework in 15 months to two years, depending on the number of seminars undertaken each year.

The coursework requirements include a combination of required foundational seminars, core courses determined by the concentration, and electives chosen by the student based on research interests.

#### Course requirements are:

Foundational seminars (normally required for all students):

- DM-6017: Pastor as Person<sup>2</sup>
- DM-6039: Theology, Culture & Mission<sup>3</sup>

AND

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<sup>1</sup> Resource seminar includes all 3-unit, tuition-bearing courses.

<sup>2</sup> May be waived for students with 4 units of Clinical Pastoral Education and/or Board certification as a chaplain.

<sup>3</sup> Students who entered the program prior to January 2019 may be exempt from this requirement if they have taken DM-6018 Theology of Ministry and/or DM-6019 Cultural Milieu and Church Mission. Additionally, the following courses were substitutes for DM-6018 and would also fulfill this requirement: Black Theology, Theology, Literature and Film and Gospel & Global Media Culture.

- DM-6014: Dissertation/Project Orientation Seminar (no tuition required, does not show on final transcript.)
- DM-6001: Dissertation/Project Proposal Seminar (no tuition required, does not show on final transcript)

### **Core Seminars:**

Normally 3 seminars determined by the concentration. Some concentrations may specify a particular sequence for the core courses. Students in the Interdisciplinary Studies concentration may choose courses from the general program electives and other program concentrations, determined by their research interests and needs. All concentration/course prerequisites apply.

### **Elective Seminars:**

Students in all concentrations typically take 1 or 2 elective seminars to complete the 6 resource seminars requirement. These seminars may be selected from the general elective course offerings or from core courses offered in any of the concentrations, provided the student meets any specific course prerequisites.

### **DMin Supervision:**

Students who have completed the required coursework must register for DMin Supervision in the Fall and Spring semesters each semester until they are approved for graduation.

- DMin Supervision I (DM6010): Proposal Stage
- DMin Supervision II (DM6013): Dissertation/Project Stage

## **PROGRAM CONCENTRATIONS**

### **Chaplaincy/Spiritual Care Research Literacy Concentration**

The Chaplaincy/Spiritual Care Research Literacy (ChRL) concentration is designed for Clinical Pastoral Educators, Board Certified Chaplains, and those seeking professional chaplaincy vocations. This concentration integrates the critical theological discourse of advanced theological education with pastoral practice using an informed research method of inquiry. Chaplains and spiritual care providers will develop and master rigorous data collection methodologies appropriate for their ministry setting. Four units of CPE and/or board certification as a chaplain are a prerequisite for this concentration.

The three required core seminars in this concentration provide a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts, and theological reflection on the history and politics of research. Core courses in this concentration have a prescribed sequence. The next sequence will start Fall 2021.

Core course requirements are:

- Research Methods 1: Action Research and Evidence-Based Research Methods
- Research Methods 2: Quantitative vs Qualitative Research Methods (Prerequisite – Research Methods 1)
- The Politics of Research: Ethical, Epistemological, and Ontological Issues (Prerequisite – Research Methods 1)

### **Executive Leadership**

The Executive Leadership (EL) concentration is designed to enhance the multi-faceted intelligence (emotional, sociological, biblical, and theological) and leadership skills required in congregational, denominational or other faith-based ministries. Focused on the unique dynamics of leadership in communities of faith, courses in this concentration explore current theory in adaptive leadership, organizational change, and spiritual discernment and visioning.

Core course requirements are:

- Adaptive Action Leadership
- Gospel and Global Media Culture
- Culturally Attentive Conflict Ministry

### **Interdisciplinary Studies in Ministry Concentration (IDSM)**

The interdisciplinary and contextual focus of this concentration enables students to explore their own leadership style and ministry context, develop skills for critical reflection on ministry-based issues, explore current research in the social sciences, and engage in critical theological reflection to seek creative responses to the challenges of ministry today.

Students in this concentration build on the foundational seminars by selecting courses from general electives and core courses in other program concentrations to design a curriculum that supports their research interests.

### **Pastor as Spiritual Leader Concentration**

The Pastor as Spiritual Leader (PSL) concentration, offered in conjunction with the SFTS Program in Spirituality, is designed to assist religious professionals with pastoral responsibility for congregations, chaplaincies, and religious non-profits, in expanding their understanding and competence to serve as spiritual leaders of their settings. This emphasis will integrate prayer, contemplative listening, discernment, and biblical and theological reflection to nourish transformative pastoral leadership and spiritual formation of themselves and their communities.

Core course requirements are:

- Contemplative Listening (may be exchanged for another elective by students who have completed the DASD or equivalent training in Spiritual Direction)
- Spiritual Formation for Spiritual Practice
- Prayer and Discernment in Pastoral Ministry

### **Pastoral Care and Counseling**

The Pastoral Care and Counseling (PCC) concentration is designed for ministry professionals who serve or plan to serve in a context of specialized ministry such as chaplain, pastoral care specialist, pastoral counselor, or pastors with a special focus on pastoral care. While rooted in the Christian tradition, this program is open to religious professionals across the spectrum of spiritual traditions. *One unit of Clinical Pastoral Education (CPE) is a general prerequisite for this concentration and is specifically required for some courses.*

Core course requirements are:

- How People Change: Theology and Theory of Spiritual Care and Counseling
- Dynamics of Trauma, Loss and Grief
- Interfaith/Intercultural Spiritual Care and Counseling

### **GENERAL ELECTIVES**

Biblical Images for Reimagining Church (EL, IDSM)

Paul in Contexts (IDSM)

Womanist/Feminist Biblical Interpretation (IDSM)

Contextual Theologies and the Practice of Ministry:

- Black and Womanist Theology (IDSM)
- Womanist Practical Theology and Preaching
- Feminist, Womanist and Mujerista Theologies

Theology, Literature and Film (IDSM)

Self, Other & Community (EL, IDSM)

Spirituality of the Nones, Dones and SBNRs (*Spiritual but not Religious*) (IDSM)

Teaching as Leadership (EL, IDSM)

Women Mystics and Leadership in a Complex World (EL)

Jazz, Traditions and Leadership (EL)

Making Ritual Rich (PSL, PCC, IDSM)

Discernment in Systems and Structures (PSL)

Embodying a Spirituality for Beloved Community (PSL)

God and Human Suffering (PCC)

### **INDEPENDENT STUDY PLAN**

Based on their curricular needs and research interests, a student may petition to do an independent study course or take a graduate level elective course in another school within the University of Redlands. Ordinarily, students are limited to one independent study course or elective from outside the GST.

### **DISSERTATION/PROJECT (D/P)**

The Dissertation/Project is the post-coursework signature assignment for the DMin degree. The purpose of the D/P is to give the student the opportunity to explore one aspect of their practice of ministry in depth. As the name suggests, the D/P can be thought of as a combination of a research dissertation and a practical project relevant to the student's particular ministry.

The sequence for development of the D/P is (typically) as follows:

- Problem/Opportunity Statement
- Topic Proposal, Candidacy Interview and advisor appointed
- Design Proposal, APS Committee approval
- Project implementation and Manuscript



- For the final manuscript, complete and send in a “Notice of Intent to Submit” form with Advisor approval at least 60 days prior to submission but no later than October 1<sup>st</sup> of the year prior to anticipated graduation date.

Comprehensive details of this process are available in the “D/P Guide.” Note that an Advisor must be identified and approved by the APS Committee before a design proposal can be submitted.

**DIPLOMA IN ADVANCED PASTORAL STUDIES (DAPS)** See “APS policies” page 24.

**CONTINUING EDUCATION (CE)** See “APS policies” page 24.

## COURSE DESCRIPTIONS

### Foundational Seminars

#### DM 6017 Pastor as Person

This foundational seminar engages students’ experiences as spiritual leaders in their ministry settings—their unique personal traits, relationships, talents and limitations—as they confront the expectations, tensions, and other complex realities that accompany the practice of ministry. Serving as an opportunity to share personal and professional issues with ministry peers, the course focuses on the themes of calling, spiritual leadership, and awareness of self in the intersections of multiple contexts. Recognizing the wisdom, limitations, and possibilities each carries into ministry, students will enter the conversation about spiritual leadership from her/his unique location.

#### DM 6039 Theology, Culture and Mission.

As the second of two foundational seminars in the Doctor of Ministry program, this course engages students in exploring a contextual approach to theological reflection and ministry by examining the interface between culture and mission, the issues and challenges of understanding their own social location, and the possibilities and limits of understanding their ministry setting in terms of its structural dynamics. Students will explore the emergence of contextual theologies as a way of examining how theology is shaped by socio-historical context and human experience. Students will explore the pastoral/praxis circle as a method of pastoral planning, examine various methods of social analysis, and engage both in social analysis and theological reflection on their ministry setting or a subset of it. ***(Students entering the program prior to January 2019 may be exempt from this requirement if they have taken DM-6018 Theology of Ministry and DM-6019 Cultural Milieu and Church Mission.)***

#### DM 6019 Cultural Milieu and Church Mission.

This foundational seminar engages students in exploring a contextually attentive approach to ministry by examining the interface between culture and mission, the issues and challenges of doing ministry in a multicultural environment and, in particular, their own social location and how that position shapes their understanding and practice of ministry. Students will learn ways to use the concepts and tools of the social sciences to: develop an understanding of a particular ministry issue through critical analysis of its social and cultural context, place the issue in a larger theological context, reflect upon and respond to such ministry issues as an actively

collaborative colleague in a community of practitioners in ministry, and apply such research and reflection to develop innovative practices of ministry attentive to that issue and appropriate to their context. ***(Students entering the program in January 2019 or later are not required to take this course.)***

#### DM 6018 Theology of Ministry

This foundational seminar explores the challenges of and opportunities for ministry in the 21st century, and encourages students to develop the art and skill of critical theological reflection. Students assess their ministerial role by examining their own experiences with the content of Christian ministry within the contexts in which they serve. A central focus of the course will be the exploration of how theology is shaped by socio-historical context and human experience. It seeks to honor the increased awareness of the variety of perspectives held by various social groups, thus providing an enriched understanding of the activity of God in the lives of human beings. ***(Students entering the program in January 2019 or later are not required to take this course.)***

### **Pastoral Care & Counseling**

#### DMPS-6040 How People Change: Theology and Theories of Pastoral Care and Counseling.

This course examines contemporary theoretical models of pastoral care and counseling. Two questions will guide us. One, how do people change and grow, and how do we understand change both psychologically and theologically. Psychotherapy and religion both claim to be systems that help people change. Secondly, what is pastoral counseling today? Through this course, each student will be able to build their personal theory of pastoral counseling, including a theory of change. Our eye will be toward building an integrative theory of pastoral care and counseling that fits the context of today's pastoral counselor and the needs of today's parishioner. The class will provide opportunities for students to both learn the theory and practice skills in each respective theory.

#### DMPS-6041 Dynamics of Trauma, Loss and Grief.

This course consists of an in-depth practical-theological exploration of spiritual care ministry in trauma situations. It includes principles (dependable guides to practice) and tools (special resources for practice) for prevention, early intervention and recovery, in light of a vision of spiritual wisdom and of faith communities as ecologies of care, healing and wholeness. Those whose service or ministry focuses on the spiritual nature and care of God's people in a variety of settings, including church, para-church, community organizations, and health centers, will find the course useful in terms of their ongoing personal-spiritual, academic, and professional-ministerial formation.

#### DMPS-6052 Interfaith/ Intercultural Care and Counseling.

This course focuses on cultural and spiritual factors and the dynamics of difference in caring and counseling processes. It offers students a way to sensitively and flexibly understand and care for and with people in light of their cultural context. Context is viewed as including gender, age, class, ethnicity, race, sexual orientation, and religious/spiritual tradition. By identifying and working with those factors operative in the caregiving relationship, students will be better equipped to serve in multicultural and multifaith settings. They will be introduced to a psycho-spiritual, wisdom-focused model, and guided to develop competency in three interrelated dimensions: personal-spiritual, academic-interdisciplinary, and clinical-ministerial. Thus the

emphasis of the course will be on methodology rather than on comprehensive cultural knowledge.

**DMST-6070 God and Human Suffering.**

If God loves us like a mother or father loves their child, why do horrific things happen to us or to those we love? Where is God when these horrific things happen? This course looks at four Christian views of God's relation to human suffering and allows students to develop their own understandings of God and human pain. Please see department for course alpha and number.

**DMPS-6105 Theological Reflection of Clinical Issues in Spiritual Care Giving.**

This course will assist spiritual caregivers and religious counselors to think theologically about key psychological issues, diagnoses and dynamics and to use that theological understanding to enrich and inform their psychological, social and cultural understanding of people and families. We will consider many of the more common psychological dynamics, like depression, anxiety/fear, addictions, sickness, loss and trauma and relational dynamics. This course will summarize the current psychological understanding of these issues, and then explore various theological perspectives on the same issues. By so doing, the course will help students clarify the unique nature of a spiritual perspective. The course will then help students develop a uniquely spiritual assessment instrument, which could be a helpful diagnostic tool for spiritual caregivers. Please see department for course alpha and number.

## **Executive Leadership**

**DM-6051 Culturally Attentive Conflict Ministry.**

The purpose of this seminar is to encourage and enable the continued cultivation of wisdom and agility in the conflict management practices of ministry. Participants will explore approaches to the detection of conflict, the diagnosis of conflict situations, and the discernment and development of ways to address conflict with the goal of providing leadership that is innovative in attending to the ethnic and organizational culture of their ministry contexts and alert to dangers of iatrogenesis in ministry practices through an examination of the following postures: "environmental" (conflict ministry as management of environment), "ecological" (conflict ministry as maintenance of relationships in a cultural system), and "evocational" (conflict ministry as mobilizing for discernment of organizational call).

**DM-6023 Leading Adaptive Action in Communities of Faith.**

What does adaptive action look like in communities of faith? Identifying the differences between technical and adaptive challenges only goes so far. This course will support the framing of effective community adaptive action, nourish students' personal resources for navigating systemic change, and draw on the deep theological resources of specific congregations. Students will work with case studies, explore various "art of hosting" techniques for open source change, and engage in a variety of contemplative practices to sustain their faith in the midst of dynamic change.

**DM-6055 Gospel and Global Media Cultures**

This course explores the emerging discussion at the intersection of biblical studies, cultural studies, public theology and digital media environments. Students explore how Christian faith informs the narrative identities and practices of missional congregations as they engage their

communities and the world. Students use at least two digital tools to create their own interpretation and confession of Christian witness.

DM- 6026 Jazz, Traditions, Leadership: Complex Systems and Open Histories.

What are the critical, theoretical foundations of effective spiritual leadership? How does a spiritual leader know oneself as a participant in a dynamic system? How do theological, sacramental, mystical, and ethical traditions relate to dynamic systems? And how is leadership like jazz, whose dynamic method of improvisation arises out of a particular African-American historical context? This seminar examines religions and religious communities as complex systems, and will introduce students to the rise of the science of complex systems in the twentieth century; the impact of this field on economics, political science, sociology, and theology; and its implications for organizational leadership today.

### **Pastor as Spiritual Leader**

DMSP-6502 Contemplative Listening.

Contemplative Listening is a meditative discipline that helps us listen closely to what is said and not said. It is listening from the heart to the heart of another. In larger and smaller groups, we will engage a variety of listening and other contemplative practices that help us drop into an open space where another can be listened into speech. This is a core course for DMin students in the PSL concentration.

DM-6047 Spiritual Formation and Practice.

The ancient practice of spiritual direction is rooted not only in what one learns in a classroom but in on-going commitment to spiritual practice and formation. This class will provide opportunities to encounter several classical and contemporary models of spiritual practice while also engaging in different forms of meditation, art, chant, and body prayers. By deepening our personal practice we will learn to “guard the heart,” inspire the spirit, welcome diversity, and remain more vibrantly present to others. So you will be prepared at the beginning of the course, readings will be sent out in advance. This is an elective option for DMin students in the PSL concentration.

DM-6062 Discernment in Systems

Dr. Liebert, one of the original Directors of the Program in Christian Spirituality at SFTS, continues her popular teaching with study of the theory and practice of discernment. Course materials will be sent out in advance of the class so students can come prepared for further study and deeper practice in their own discernment and in their work with their directees. This is an elective option for DMin students in the PSL concentration.

DM-6044 Embodying a Spirituality for Beloved Community.

The course focuses on beloved community as God’s dream for our service with and experience of one another. Our enacting and sustaining beloved community relies upon spiritual practices that shape our character, commitment, and skills. Contributing to the creative impulses of beloved community (i.e., hospitality, courage, truth-telling, love) involves more than what we do, it entails who we are becoming. Understanding how these spiritual practices of personal formation and community transformation are embodied will occur through readings, lectures, in-class exercises and student presentations.

DMSP-6042 Contemporary Topics: The Mysticism of Activism.

This course will draw on the work of authors such as: Howard Thurman, *Jesus and the Disinherited*; Kelly Brown Douglas, *Stand Your Ground*; Shawn Copeland, *Enfleshing Freedom*; Rachel & Rosemarie Freney Harding, *Remnants*; Natasha Trethewey, *Thrall*; Cynthia Moe-Lobeda, *Resisting Structural Evil: Love as Ecological and Economic Vocation*; Alvin Ailey (video); Rhianon Giddens (video).

DM-6065 Prayer and Discernment in Ministry.

This course concentrates on the biblical and theological foundations for spirituality in one's personal formation, congregational leadership, and other expressions of ministry. The significance of prayer and discernment in the practice of ministry and leadership is a major focus. Students will explore how various contexts, including the congregation and community, are the loci for spiritual formation, prayer, and discernment.

DM-6046 Leading with Courage and Equity.

Without being aware of who we are and why we are here, we can't become who we are meant to be or use all of our God-given gifts. This course will explore enablers, obstacles, and resources to lead and serve with courage and equity in a diverse world. We will draw on diverse contemplative practices to become more aware of who we are, why we are here, and the importance of learning in an intentional community. This process of becoming ourselves will help spiritual directors, formation facilitators, and pastors to be more present to others and create a space in which the Holy Spirit can transform us. This session is also open to the wider community as a Spiritual Retreat, or as an elective for DMin. Please see department for course alpha and number.

DM-6062 Discernment in Systems and Structures

This course extends discernment to systems of all kinds, including congregations, chaplaincies, communities, schools, civic groups, etc., utilizing the "Social Discernment Cycle," a process of prayerful reflection and small group sharing that helps individuals become clearer about how God is at work in systems and structures and might be calling the discerners to respond individually or collectively. It examines our understanding of the theological basis for the Social Discernment Cycle, the linkages between our experiences in systems/structures/institutions and our spirituality. Students will develop awareness, vocabulary and strategies to assist other persons and groups in this important arena—i.e. to think, imagine, pray and discern systemically.

### **Chaplaincy/Spiritual Care Research Literacy**

DM-6164 Research Methods 1: Action Research and Evidenced-Based Research Methods

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (religious tradition, work, social, local, global). After reading about and discussing different approaches to research and examining research studies, we will engage a research project.

**DM-6165 Research Methods 2: Quantitative vs Qualitative Research Methods**

The second of three core courses in the Chaplaincy/Spiritual Care Research Literacy concentration, this course provides a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts.

Prerequisites: Research Methods 1

**DM-6045 The Politics of Research: Ethical, Epistemological, and Ontological Issues**

The third of three core courses in the Chaplaincy/Spiritual Care Research Literacy concentration, this course provides a framework for evaluating and working with evidence-based research in various chaplaincy contexts through theological reflection on the history and politics of research.

Prerequisites: Research Methods 1

**Electives**

**DM-6072 Making Ritual Rich.**

Enhancing and Creating Rituals for a Variety of Religious-or-Not Settings.

This course will focus on the underlying principles of ritual that can inform the creation and practice of meaningful, memorable and supportive moments in the lives of people from diverse religious backgrounds or no religious tradition. Whether you seek to create something fresh in a church or other ministry setting (chaplaincy, advocacy work, education, etc.), this exploration of the field of ritual studies will equip you with invaluable theories and practices.

**DM-6163 Theology, Literature and Film.**

In this course, we will look at stories, novels and films that portray human experience in its depths, including suffering and redemption. We will place literature and film in conversation with theology (including discussions of theodicy) and critical theory (as it pertains to literature and film); we will engage in practical theological reflection using these three mutually enriching sources. The class schedule will include a couple of film nights during the week on campus.

**DM-6054 Womanist Practical Theology and Preaching.**

This course employs concepts of womanist practical theology to undergird and inspire inclusive-holistic ministry and contextualized preaching. Developing and analyzing case studies, students will interpret and assess the contexts and situations that occasion their sermons. Students will integrate diverse disciplines to create and perform literate, thoughtful, liberating Scripture-based sermons that are pastorally inclusive and theologically relevant to the identified context. In addition, students will identify the implications of their analysis for church practice.

**DM-6049 Womanist Feminist Biblical Interpretation.**

This course will use intersecting disciplines of ethical theory and literature as tools to construct various approaches to womanist and feminist biblical hermeneutics. As such, the class will require students to develop paradigms for understanding concepts of race, ethnicity, and gender as competing and intersecting realities both within the Bible and in its use and misuse in reader reception throughout history.

**DM-6073 Bible, Gender & Sexuality.**

In this course we will study the ways in which gender and sexuality are understood within the biblical world and how these ancient understandings shape and intersect with contemporary

perspectives. Key texts from both the Old Testament and the New Testament that have influenced attitudes and practices today will be examined within their original contexts and ancient conceptions of gender and sexuality. Discussions will also turn to useful methods for determining the relationships between biblical practices and conceptions of gender and sexuality and the dynamic state of contemporary conceptions. We will attend to ethical debates in the public square and in our religious institutions, with a sensitivity to the variety of perspectives that are held in society and in the Church. The aim of this course will be to develop sensitive and constructive leaders in an area of Church life that has become particularly divisive.

#### DMRS-6051 Self, Other, and Community.

Educational philosopher, Maxine Greene, speaks of the “incomplete self” to challenge modernity’s notion of the autonomous self. The incomplete self exists within ongoing experience and within a vital matrix of interrelatedness with the world. Challenging individual introspection with a communal vision of transformation, the course contends for the inextricable link between self and social consciousness and considers how the “incomplete” self transforms through mutuality with others and practice of compassion. A generative focus of the seminar will be the necessary work by the Church to articulate theologies of community and to live into—thereby, teach—ministries of reconciliation. Please see department for course alpha and number.

#### DM-6162 Biblical Images for Reimagining Church

Biblical history provides multiple examples of how the faith communities of ancient Israel and early Christianity (the temple, the synagogue, the church, and more) organized themselves for mission in their particular historical and social context. In each case, a careful reading of Biblical texts can teach us the benefits and challenges of different forms of organization. With this understanding, we can see how faith leadership responds effectively to new and changing social situations.

#### DM-6060 Black Theology: Church, Society, & Academy

This course examines what is Black Theology of Liberation and how it relates to the Church, the society, and the academy. The black church proclaims the Gospel and cares for the holistic life of the community. Black theology asks the Church has it been faithful to what the Gospel calls the black church to believe, think, say, and do.

#### DM-6058 Feminist/Womanist/Mujerista

This course will offer ways to approach leadership of churches and church-based institutions from the perspective of African-American women's religious experience and how a theological analysis of race, class and gender inform such leadership.

#### DM-6055 Gospel and Global Media Cultures

This course explores the emerging discussion at the intersection of biblical studies, cultural studies, public theology and digital media environments. Students explore how Christian faith informs the narrative identities and practices of missional congregations as they engage their communities and the world. Students use at least two digital tools to create their own interpretation and confession of Christian witness.

#### DM-6037 Luke-Acts and the Life of the Church Today

The course is a study of methods in historical, theological, social, cultural, and political interpretations of Luke-Acts and an attempt to correlate this study with the life of the modern

church. The study will give special attention to literary, intertextual, canonical, and social analyses.

#### DM-6057 Paul in Contexts

Reading Pauline Epistles from the perspective of their first century socio-historical contexts as well as from the viewpoints of our twenty-first century existential contexts. As a "thinker in action" Paul will be studied first in terms of the interface between his life and work, and then his theology as "work in progress" will be discussed to see if it is possible to trace a meaningful trajectory of the evolution of his thoughts, especially in the scope of soteriology. This trajectory then would further shed light on some of the contemporary issues of Christian identity in the pluralistic and multi-religious global society.

#### DM-6071 Teaching as Leadership

Teaching is an art. It is elusive and challenging artistic work yet when it is done well, persons of all ages grow and are inspired. Teaching is also a skill. There are particular methods and skills that are essential to good teaching and when these methods and skills are employed well, they dramatically increase the probability that learners will grow in a rich and vibrant and sustaining faith. Students in this course will explore together both the skills and the art of teaching. Dependent as always upon the Holy Spirit, we will explore what makes for good teaching through practicing and honing such skills and methods as: creating the best environment for teaching and learning, applying the use of objectives that meet the needs of the learner while still challenging them, discerning what motivates learners, applying the method of discussion as a key tool in instruction, and how to help learners retain and live what they have learned. The culminating activity of the course will require that each student demonstrate and evaluate their own teaching skills and methods and identify ways to grow as leaders who are adept at the art of teaching.

#### DM-4091 The Bible and Immigration

The Scriptures of ancient Israel and early Christianity depict a variety of immigration movements, including exiles, forced migrations, conscriptions, refugee conditions, captivities, and enslavements. This course will examine the social and historical conditions of these migrants and their movements, as well as biblical renderings and interpretations of their condition, with special interest in how immigrant experience formed communal identity and served as a primary metaphor for religious and cultural self-understanding. We will also investigate the role of religious communities in current immigration situations, to see how inclusion of immigrants leads to religious vitality.

#### DM-6161 The Spirituality of the Nones, Dones, & SBNRs

The North American religious landscape is changing due to the increasing numbers of those who self-identify as "Nones," "Dones," and "Spiritual, But Not Religious (SBNR)." Nones and Dones express finding spiritual satisfaction in hands-on activities, such as participating with churches in mission projects. Surprisingly, SBNRs are just as likely to be church members as not. Yet, each is rejecting both organized religion and secularism in favor of spirituality. This course will explore how these groups define "spirituality," how this belief system has evolved, and what future trends may be emerging.

#### DM-6063 Women Mystics and Leadership in a Complex World

This course explores what we can learn from women mystics about leadership for a complex world. We will focus on these women and their leadership using a primary lens of dialogic



organizational development oriented towards complex adaptive action. The course will be divided into three areas: historical research, collaborative analysis of leadership trajectories, and contemplative practice.

### **Dissertation/ Project Seminars**

#### **DM-6014 Dissertation/Project Orientation Seminar**

The Dissertation/Project (D/P) is the signature assignment in one's Doctor of Ministry studies. The D/P Orientation Seminar introduces students to the requirements of the D/P and the proposal process, and guides students through the development of a draft Topic and/or Design Proposal. This course is required for all students. New students should plan to take it in their first session. There is no tuition for this course. DM-6014 is open to SFTS DMin students only.

#### **DM-6001 D/P Proposal Seminar: Proposal Writing**

The D/P Proposal Seminar is designed for students who have completed the DM-6014 D/P Orientation Seminar and their required course work, and are ready to prepare their Topic Proposal. In this course we will review the requirements for Candidacy and the elements of that process--from proposal to selecting an advisor, completing the D/P and the final review of the D/P manuscript. Students will prepare a draft proposal for presentation and receive feedback from their peers. The final course objective is completion of a Topic Proposal for submission to the APS Committee. There is no tuition for this course. Prerequisites: DM-6014, a minimum of 5 DMin resource seminars, permission of instructor. Please see department for course alpha and number.

### **DMin Supervision**

#### **DM-6010 DMin Supervision I: Proposal**

Students at the D/P proposal-writing stage (working on new or revised D/P Topic and/or D/P Design proposals) are registered in DM-6010. Even though this course does not involve scheduled class meetings per se, a Moodle site for this course is planned so that students can seek/share ideas and feedback from one another as well as access suggested resources.

#### **DM-6013 DMin Supervision II: Dissertation/Project**

Students who have received APS Committee approval of their topic and design proposals and are now at the research/project and writing stage are registered in DM-6013. As with DM-6010, a Moodle site for this course is planned so that students can seek/share ideas and feedback from one another as well as access suggested resources.

### **Course Registration, Technology and Student Accounts<sup>4</sup>**

#### Student email:

Your student email is required for all SFTS (GST/UOR)-related communications. Once admitted, new students will be assigned a myRedlands login (which is your assigned student email address) and temporary password by the Registrar's office. Since email is the official mode of communication, it is the student's responsibility to keep their account active and check their email on a regular basis.

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<sup>4</sup> Access information and description of the platform comes from the official email from the Registrar's office.

### Moodle:

This system allows you to access course materials such as syllabi and assignments, online discussions, grades, etc. Many of our faculty use Moodle to teach or supplement their teaching. Moodle can be accessed through your myRedlands student account. Please note: students are expected to have access to the internet – more of the DMin courses will have hybrid formats where there will be a mix of online and in classroom components; while on-campus, students are invited to use the computer lab adjacent to the library; Wi-Fi is available in select areas e.g. library, Scott Hall, Holy Grounds.

### Registration:

All active DMin students are required to **Register through your student account at my.redlands.edu.** All registration must be completed through Self-Service.

Self-Service will allow the student to review upcoming course offerings, build a graduation plan with an advisor, register for classes, view unofficial transcripts and track their progress towards degree completion.

For more information about the Self-Service system including how to access it, basic features, and tutorial videos, please refer to our helpful Self-Service Student Planning Guide [here](#).

After watching the videos, students who need further assistance with using Self-Service should contact the Registrar's Office at 909-748-8019 or [registrar@redlands.edu](mailto:registrar@redlands.edu).

Students who are post-coursework should register each Fall and Spring in one of the following Supervision courses until they are approved for graduation. Students will be notified of upcoming open enrollment dates. A late fee will be charged for registration transactions after general registration periods have closed. Failure to maintain continuous enrollment may move the student to inactive status and require the student to petition for reinstatement to the program.

- DM6010 – Proposal stage: after the 6 required courses are completed through approval of the Design proposal
- DM6013 – Dissertation stage

Students enrolled in 6 credits are considered full-time for that semester.<sup>5</sup>

### Blocks:

Access to registration may be blocked by the Student Financial Services (SFS) Office for fees in arrears, by the Library for severely overdue books or fines, by the Registrar or APS office for lack of satisfactory academic progress and/or by the International Programs office for Visa issues.

### Tuition:

As of July 1, 2019, the per course tuition fee increases to \$1,950.00 and the tuition fee for Supervision courses is \$620 per semester. Tuition fees are automatically generated and payable on the first day of class.

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<sup>5</sup> Students attempting to enroll in 9 credits in any given semester may trigger automatic enrollment in the student health insurance program if they do not opt-out per emailed instructions. Failure to opt-out will generate a non-refundable insurance fee.

**Financial Aid and Enrollment Verification reporting:**

The University automatically reports enrollment status to the National Student Clearinghouse monthly which may affect student loan deferment status. It is the student's responsibility to contact their student loan provider to assure proper status is noted.

## COURSE PLANNING AND TIMELINES

### Doctor of Ministry Degree Timeline



The Doctor of Ministry degree at SFTS is designed to be completed in 5 years, and structured to allow some flexibility for students to complete the degree requirements in a manner that fits within their own work life and other considerations. The graphic above illustrates the 3 stages for degree completion and estimated timeframes for each stage of the process to graduation. The DMin Course Plans below illustrate some of the ways a student might complete the coursework stage of the program.

### DMIN COURSE PLAN

#### Fast Track

#### Year 1: Summer Session

##### Required Foundational Seminars

- Pastor as Person
- Theology, Culture and Mission
- Dissertation/Project Orientation Seminar

#### January Intersession

- 2 Resource seminars – chosen from the student’s area of concentration or general interdisciplinary course offering

#### Year 2: Summer Session

- 2 Resource seminars - chosen from the student’s area of concentration or general interdisciplinary course offering
- Dissertation/Project Seminar: Proposal Preparation

## **Standard – Option 1**

### **Year 1: Summer Session**

#### Required Foundational Seminars

- Pastor as Person
- Theology, Culture and Mission
- Dissertation/Project Orientation Seminar

#### **January Intersession**

- Resource Seminar – chosen from the student’s area of concentration or general interdisciplinary course offering

### **Year 2: Summer Session**

- 2 Resource seminars - chosen from the student’s area of concentration or general interdisciplinary course offering

#### **January Intersession**

- Resource Seminar – chosen from the student’s area of concentration or general interdisciplinary course offering
- Dissertation/Project Seminar: Proposal Preparation

## **Standard – Option 2**

### **Year 1: Summer Session**

#### Required Foundational Seminars

- Pastor as Person
- Theology, Culture and Mission
- Dissertation/Project Orientation Seminar

### **Year 2: Summer Session**

- 2 Resource seminars - chosen from the student’s area of concentration or general interdisciplinary course offering

### **Year 3: Summer Session**

- 2 Resource seminars - chosen from the student’s area of concentration or general interdisciplinary course offering
- Dissertation/Project Seminar: Proposal Preparation

## **CANDIDACY**

When students begin a graduate program, they are not yet a candidate for a graduate degree. Advancement-to-candidacy signifies that the student has completed their coursework and other requirements and is ready to move forward to the dissertation/project phase of the DMin degree. For additional information on Candidacy and the Candidacy Interview, see APS Policies, beginning on page 24.

## Final Review Timeline for May Graduation

**September** Submit completed manuscript to advisor for review and approval for submission.

**October** Send *Notice of Intent to Submit D/P* to the APS Office.

If needed, submit Updated Bibliography to APS Office.

Edit D/P as directed by your advisor.

**December** Submit completed manuscript to APS Office, including signature page with Advisor's signature, or other confirmation from your advisor.

Request your advisor to send their comments to the APS Office.

Your manuscript is sent to 2 anonymous readers for review. They are given your approved Design Proposal and a copy of the Program Learning Objectives to guide their assessment.

**February** APS Committee, using advisor and readers' comments, makes decision:

- Approve (with no change)
- Approve with Minor changes
- Approve with Specified changes
- Return for Major changes (in lieu of final disapproval)

Manuscripts requiring minor or specified changes are returned to the Director for final review.

Manuscripts requiring major changes go to a third reader for review and then back to the APS Committee for final review and possible approval. (These changes may delay graduation.)

**March** Complete editing and/or revisions as directed by the Committee, resubmit for final approval.

Submit Intent to Graduate Request with the Registrar's office.

**April** Submit 2 copies of your manuscript (with Advisor signature) printed on archival paper. These copies are bound and placed in the library.

Registrar certifies all requirements for graduation complete.

Board of Trustees votes to approve candidates for graduation.

## PROGRAM COSTS

(\*Effective July 15, 2019, subject to change)

### Doctor of Ministry

Courses (3 units) -	\$1950 per course <i>(There is no charge for the D/P Orientation seminar or D/P Proposal seminar.)</i>
DMin Supervision -	\$620 per semester, (DM-6010, DM-6013)
Auditor -	\$400 <i>(DMin students who have completed all required coursework may audit courses that support their research interests)</i>
Continuing Education -	\$750 per course <i>(Selected DMin courses are open to students who meet the basic DMin requirements for continuing education)</i>
Student Fees -	\$100 graduation fee \$100 student services fee per semester for students living on campus (Student Financial Services Office) \$25-\$35 meeting/materials fee (Intensive courses)

## ON-CAMPUS HOUSING OR LODGING

### Residential housing

- Year-round housing may be available for students enrolled full-time. Accommodations are limited, however, and are assigned according to guidelines and priorities in order to best meet students' needs and the needs of the Seminary community in the most equitable way. *It is important to note that admission to SFTS is not a guarantee of housing.* At the same time, applicants may be assured that every effort will be made to accommodate their housing needs.
  - o Assignments are made based on a prioritized category system (I-IV). Full-time DMin students are considered Category III which stipulates a two (2) year time limit to housing eligibility (occupancy and subsidized rental rate) once an assignment has been made. (For more details, please see SFTS Student Handbook.) Students are expected to move out of seminary housing at the end of the semester in which they reach their time limit of eligibility.
- Commuter students: In the event that on-campus housing units in Oxtoby are not otherwise taken, commuter students may be allowed to reside in those units for a few nights per week at a reduced rent cost.

### Lodging (intensive courses)

Dormitory lodging may be available during January and Summer intensives at a per night rate. Please contact Events and Conference Services, [marin-events@redlands.edu](mailto:marin-events@redlands.edu).

## ADVANCED PASTORAL STUDIES POLICIES

### **ADMISSION: PREREQUISITES**

#### Master of Divinity (M.Div.) Degree

Evidence must be presented that the applicant has a Master of Divinity degree or its equivalent from an educational institution accredited by the Association of Theological Schools with a Grade Point Average (GPA) of 3.0 or above.

#### M.Div. Equivalency

Applicants to the Doctor of Ministry program who are requesting equivalency for the M.Div. degree must submit transcripts of all their graduate theological work. The applicant's transcripts will be evaluated by the APS Committee, with input from the Registrar as appropriate, according to four criteria:

- a. Were these courses taken at an educational institution accredited by the Association of Theological Schools?
- b. Is the total number of semester units 72 or more?
- c. Is the overall GPA 3.0 or higher?
- d. Does the applicant's course work include an array of courses covering the span of theological disciplines?

If the applicant's previous studies meet these criteria, she or he will be granted M.Div. equivalency for purposes of application to the Doctor of Ministry program.

#### Ordination Equivalency

San Francisco Theological Seminary recognizes that some faith groups do not ordain persons for leadership, and/or that in some faith traditions certain persons, because of their gender, race, or sexual orientation, are prohibited from ordination. If an applicant to the Doctor of Ministry program is not ordained in the usual sense of the word, they must submit documentation testifying to their status as a professional religious leader, however so considered in their faith tradition. We accept as equally valid such terms as licensing, consecration, commissioning or endorsement, as so denominated by the applicant's faith tradition.

#### Professional Experience

The nature of the Doctor of Ministry as a professional degree assumes that a student is returning to school after years of experience as a religious professional, thus bringing that maturity and experience to the educational process. The requirement of three years of experience in ministry normally refers to full time, post-M.Div. professional ministry. The Association of Theological Schools (ATS) allows an exception to this provision for up to 15% of entering students in a given year. (*Effective: June 2012*)

**An active ministry context is required to complete the DMin degree.**



### Provisional Admission

Students who are not eligible for admission to the D Min program because they do not have an M.Div. degree, and have been denied equivalency based on the regular criteria, may be granted provisional admission while they take the additional graduate level theological courses necessary to meet the equivalency requirement. In order to be admitted provisionally to the D Min program, an applicant must have, at the time of admission, at least 48 graduate theological units. He or she must then secure up to an additional 24 units. These additional units will focus on subject areas felt to be deficient in the student's array of earlier course work, as determined by the APS committee.

Such students are eligible to take some or all of these additional courses at the D Min or M.Div. course level at SFTS or other GTU schools. Such students may also secure the necessary course work at any other accredited university or seminary approved by the APS Director. Upon satisfactory completion of these units, the student will be advanced to full admission by the APS committee, and then continue taking the normal sequence of seminars in the program.

Students so admitted must meet all of the other requirements for admission (three or more years of experience in ministry, 3.0 GPA, ordination or its equivalent, writing sample, and sufficient references).

### Scholarly Writing

As part of the application for the D Min, potential students must submit a sample of scholarly writing in English that includes the use of research, footnotes and scholarly analysis.

### TOEFL

Applicants for whom English is a second language must include in their application evidence of a TOEFL score of at least 550 (paper-based test) or at least 80 (internet-based test). Those students who take the paper-based exam must also demonstrate that their oral communication skills are adequate for full participation in all seminars. Therefore the internet-based test is preferable.

If an applicant has also earned an appropriate theological degree from an English-speaking university or seminary, this requirement is waived.

## **ADVANCED STANDING/TRANSFER OF COURSE WORK**

### Cooperative Agreement with SFTS Diploma in the Art of Spiritual Direction Program

Students who have received a Diploma in the Art of Spiritual Direction (DASD) from SFTS **after June 2016** are eligible, if otherwise admissible, to enter the D.Min. with advanced placement equal to six semester units. Such students enter the multi-disciplinary D.Min. program, completing four additional seminars—another 12 units—before advancing to candidacy and the D/P. (*updated October 11, 2017*)

Students who have received a Diploma in the Art of Spiritual Direction (DASD) from SFTS **before June 2016** are eligible, if otherwise admissible, to enter the D.Min. with advanced placement equal to nine semester units. Such students enter the multi-disciplinary D.Min. program, completing three additional seminars—another nine units—before advancing to candidacy and the D/P. These seminars are selected in consultation with the student's advisor.

### Cooperative Agreement with Seattle University School of Theology and Ministry

A cooperative agreement with Seattle University allows students completing Seattle's one-year Program in Pastoral Leadership to enter the DMin Program at SFTS, if approved for admission, with advanced placement equivalent to nine semester units. Such students would need to complete three tuition-bearing seminars (another nine units) before advancing to candidacy and the D/P. These seminars are selected in consultation with the student's advisor.

### Cooperative Agreement with McCormick Theological Seminary

A cooperative agreement with McCormick Theological Seminary allows students who are approved for admission and who have completed McCormick's one-year Certificate in Pastoral Leadership followed by the one-year SFTS Diploma in Executive Leadership to begin SFTS DMin studies with advanced placement equivalent to three courses—nine units. Such students would need to complete three tuition-bearing seminars (another nine units) before advancing to candidacy for the Dissertation/Project phase of their studies. These seminars are selected in consultation with the student's advisor. *(Effective: December 2014)*

### New Students and Transfer of Course Credit

Students who have begun Doctor of Ministry studies in a program of another accredited theological institution may apply and, if admitted, request transfer credit up to half the number of required APS seminars for work completed at that institution. Transferable work will be approved/accepted by the APS committee in consultation with the Director of Advanced Pastoral Studies on a case-by-case basis. *(Effective: June 1, 2015, updated 2019)*

### Continuing Students and Course Credit from Other Theological Institutions

An experimental cross-registration agreement allows students from the following theological institutions of the Presbyterian Church (USA) to enroll in courses offered by these institutions for transferable credit: Austin Presbyterian Theological Seminary, Columbia Theological Seminary, Louisville McCormick Theological Seminary, McCormick Theological Seminary, Pittsburgh Theological Seminary, and San Francisco Theological Seminary. Ordinarily, students would not satisfy core or foundational course requirements through this arrangement. Exceptions may be allowed by mutual agreement of each program's directors, respectively. *(Effective: Summer 2015)*

## **ADVANCED PASTORAL STUDIES (APS) COMMITTEE**

The Advanced Pastoral Studies (APS) committee is the official governing body for the Doctor of Ministry program. Annually, the Dean appoints the chair and selects the members of this committee. In addition to its faculty members, the APS committee comprises a student representative and a representative from the church at large. The members of the APS committee normally serve renewable one-year terms.

The committee may organize itself in any way it deems efficient to accomplish its tasks. Typically, the APS committee divides into two subcommittees: an admission/ graduation subcommittee and a dissertation/project subcommittee.

The duties of the admissions/graduation subcommittee are to review the applications to the DMin program, then recommending them to the entire committee for action; and to evaluate dissertation/project manuscripts for graduation, based on the readers' critiques. This subcommittee also considers student petitions and other student-related issues.

The duties of the D/P subcommittee are to review students' D/P topic and design proposals, making recommendations to the entire committee for action.

#### Student Representation on the APS Committee

Student representatives serve on the D/P subcommittee only. When a student representative's own topic or design is before the committee, the student must be excused from the proceedings.

#### APS Staff

The Director serves in an ex-officio capacity on both subcommittees, but does not vote unless they are also a faculty member appointed to the APS committee by the Dean.

#### Petitions to the APS Committee

All petitions to the APS committee must be presented in writing and will receive a written response, a copy of which will be kept in the student's file.

## **CURRICULUM**

The curriculum for all concentrations and tracks within the Doctor of Ministry program consists of 6 courses (foundational seminars and elective seminars) plus both sections of the Dissertation/Project Seminar (Part I which is focused on the D/P Topic is taken with the first one or two courses at the beginning of the program. Part II which is focused on the D/P Design is taken at the end of coursework). Students may repeat this seminar as needed or directed by the Advance Pastoral Studies Committee without payment of additional tuition. (*Effective June 2015*)

#### Curricular Concentrations, and Tracks

In planning their program of study, students may opt for programs involving a "concentration" or "track" within the multidisciplinary DMin. A "concentration" indicates that, among the various elective courses offered, the student has chosen a coursework program with a specific focus of study—either in a particular field of ministry practice (e.g., pastoral leadership, pastoral counseling, spiritual direction) or a particular subject or issue in ministry (e.g., trauma, domestic violence).

A "track" of study is a program of coursework in which all 6 required courses relate to a particular focus (e.g., pastoral counseling, executive leadership). Students opting for "tracks" are advised to work with the Advanced Pastoral Studies staff to ensure adequate attention to the formational, theological, and context-attentive practice issues presented in the three foundational seminars.

Program concentrations guide student course selections by identifying core courses for the specific field of study. In some instances, these core courses have a recommended or required sequence, and/or specific prerequisites. The current program concentrations include:

- Interdisciplinary Studies in Ministry
- Pastoral Care and Counseling
- Pastor as Spiritual Leader
- Executive Leadership
- Chaplaincy/Spiritual Care Research Literacy

In addition to the regular DMin program described in the SFTS catalog, the APS office occasionally recruits students for a collegium group with an emphasis in a particular area of emphasis or concentration. Thus far, such collegium groups have pursued emphases in international feminist theologies, pastoral care and counseling, African American/urban ministry, and Spirituality and Pastoral Leadership.

### Curriculum Substitutions

Ordinarily, students may not substitute a course or courses for any required component of the program. Extraordinary circumstances may be brought to the attention of the Director of Advanced Pastoral Studies for consideration by the APS Committee.

### Exceptions

As delineated above, coursework completed for the SFTS Diploma in the Art of Spiritual Direction, Seattle University Certificate Program in Pastoral Leadership, DMin courses offered by other Presbyterian Church (USA) seminaries, and courses completed by transfer students from accredited theological institutions approved by the APS Committee in consultation with the Dean of the Seminary. (*Effective June 2015*)

Students in the Executive Leadership Concentration may request completion of the four seminars in the SFTS Diploma in Executive Leadership program to be credited as the equivalent of two DMin seminars. (*Effective Fall 2014*)

## **COURSEWORK**

### Teaching Format

The courses in the Doctor of Ministry are taught in a doctoral seminar format. Students carry major responsibility to fully engage in their learning experience by presenting on the readings and engaging in critical theological reflection through class discussions, written assignments, and participation in online forum exchanges via the Moodle system.

### Faculty

Teaching responsibility for the summer and January terms is shared equally on a rotating basis by all members of the SFTS faculty, deployed by discipline in consultation with the Director of APS, providing a balanced curriculum within each summer term and over the years.

After SFTS faculty members have been deployed, the APS Director recruits and contracts with affiliate and adjunct faculty as needed to teach the remaining seminars. Adjunct faculty must be vetted by the APS committee and approved by the faculty of the Seminary.

## International Collegium Group Faculty

Collegium groups meeting in other countries may be taught only by faculty who have first taught at SFTS during a summer session.

## Course Syllabi

Each instructor in the DMin program is required to develop and submit the following to the APS Office:

- a course description no later than 6 months prior to the start of class.
- a list of required texts/other readings no later than 3 months prior to the start of class
- a course syllabus no later than 2 months prior to the start of class. The APS Director must review and approve each syllabus. The APS office keeps file copies of all course syllabi.

## Plagiarism

The various human cultures have differing customs about the use of the words and ideas of others in formal writing. In English-speaking countries, and especially in academic institutions, the use of materials from other authors in one's own work without proper credit is considered plagiarism, a form of stealing. One honors those whose ideas and language one uses by indicating the source. This means, briefly, that direct quotations are placed in quotation marks with a citation of the source by author, title, and page number. Paraphrases (which means following the ideas of a passage without using the same words) must also be credited to the source. And finally, major ideas, if you know where they come from, ought to be credited, too.

It is the policy of SFTS to identify and to penalize acts of plagiarism. The Seminary's definition of plagiarism and its policies on plagiarism are described in the *Dissertation/Project Guide*. Students guilty of plagiarizing material in seminar papers or in the D/P are subject to disciplinary procedures, including possible suspension or permanent dismissal from the program.

## Grading

Grading options in the APS program are:

- Pass/Fail (indicated by a "P" or an "F" in the grade report)
- In-Progress
- Incomplete (indicated by an "I").

An "in-progress" grade may be given when a student is engaged in a multi-part course (e.g., the Dissertation/Project Seminar or DMin Supervision) which may require more than one semester or one summer session to complete.

Notations of "Incomplete" that are not replaced by a grade will be converted to an "F" at the end of the next grading period.

In addition to issuing a grade, instructors will provide a narrative summary of the student's performance in class, indicating strengths, weaknesses, and areas for future growth and improvement. This narrative is shared with each student and a copy is placed in the student's file in the APS office for use in Candidacy Interview discussion. If a student disagrees with the instructor's evaluation, he or she may write a response to the APS Committee, which will also be noted and placed in their student file. In accordance with SFTS Policy, students may appeal a grade with the Dean of the Seminary.

### Evaluation of Courses by Students

Each SFTS student is asked to complete an electronic course evaluation at the end of each seminar. These evaluations are completely anonymous, but a student must file an evaluation before their grade can be released. Faculty members do not see course evaluations until they have submitted their own evaluations and grades.

### Extensions

Course extensions: All students are expected to complete their work on time. Each class syllabus should indicate the deadline for submitting each piece of assigned written work. If a student is not able to complete all the requirements for a course by the instructor's stated deadline or by the last day of the class, the student may request an extension of up to three weeks. This request must be made on or before the last day of the class, and the instructor is not obligated to grant the extension. Extension of the deadline beyond the three-week limit may be granted only with the approval of the Dean as well as the instructor. If the instructor does not receive the overdue work by the new deadline, and in the absence of sufficient work of passing quality, the grade will be changed to an "F." Notations of "Incomplete" that are not replaced by a grade will be converted to an "F" at the end of the next grading period.

### Advancement to Candidacy

Advancement: Upon the completion of the DMin coursework requirement<sup>6</sup>, usually 18 units (ordinarily, 6 tuition-bearing seminars), each student meets with two members of the faculty in a "candidacy interview" to review their academic progress to date. The interview includes:

- a) continued self-assessment by the student of their proficiency in the three DMin Program Learning Objectives
- b) discussion of the D/P phase implications of their proficiency and needs (e.g., further coursework, advisor assistance, supplementary resources) in the areas of:
  - i) independent and critical reflection
  - ii) written communication and organization
  - iii) research skills in ministry innovation through project development and implementation. (*Effective May 2015*)
- c) discussion of the ministry context for the dissertation project.

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<sup>6</sup> Course requirements for students admitted with advanced standing are noted on page 20.

If the student's academic progress is satisfactory, the interview team will invite the student to submit a Dissertation/Project topic proposal.<sup>7</sup> Upon approval of the proposal by the APS Committee, she or he will automatically be advanced to candidacy for the Doctor of Ministry degree. If the student's academic progress is not satisfactory, the APS Committee may require the student to complete additional coursework to improve their academic performance.

Completion of Studies: Based upon the joint review of coursework and assessment of capacity for Dissertation/Project research and writing, in lieu of proceeding to the D/P phase of DMin work, a student may choose to complete their studies and request a Diploma in Advanced Pastoral Studies. **See below.**

Termination of Studies: In some cases, a student may be dismissed from the program if coursework quality warrants such action.

#### Auditors

After a student has been advanced to candidacy, he or she may voluntarily attend additional resource seminars directly related to their area of D/P research. Auditors are expected to do the readings and in-class assignments in order to actively participate in class.

D/P candidates may audit a D/P Proposal Seminar (DM6001) without charge.

#### Continuing Education

From time to time, qualified non-degree students may take a DMin seminar for continuing education. Non-degree students are expected to do the readings and in-class assignments in order to actively participate in class.

### **DIPLOMA IN ADVANCED PASTORAL STUDIES (DAPS) (*effective Summer 2016*)**

All DMin students, upon having completed the seminar requirements may choose, in lieu of pursuing the D/P requirement and completing the doctorate degree, to request a Diploma in Advanced Pastoral Studies. This option may be chosen for any reason, such as complete satisfaction with the coursework completed, change in personal circumstances, or change in career interests.

Students who have completed all coursework but make no visible progress on the D/P within two years may be invited to submit a request to graduate with a Diploma in Advanced Pastoral Studies in lieu of the DMin degree. The APS Committee may also determine, based on written work, teachers' evaluations and in consultation with the student's D/P advisor, that a student does not have the skills to complete an acceptable D/P. In such cases, upon withdrawal from the program, the student will receive the Diploma in Advanced Pastoral Studies in lieu of the Doctor of Ministry degree.

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<sup>7</sup> Students are permitted to submit a topic proposal prior to a scheduled interview if they have the approval of the APS Director who serves as their academic advisor during the coursework phase.

In all such cases, UoR will charge the student a processing fee equivalent to the current graduation fee and present them with a certificate. Students in good standing withdraw with the understanding that they can re-activate their studies in the DMin program within five years by requesting readmission.

Students in good standing withdraw with the understanding that they can re-activate their studies in the DMin program within five years.<sup>8</sup>

## **CONCURRENT PROGRAMS**

Any student who finds it necessary to enter another degree program while studying for the DMin degree should explore the relationship between the two programs with the APS committee. Ordinarily the committee discourages simultaneous participation in two programs.

## **DISSERTATION/PROJECTS**

### D/P Manuscripts and Media Other than Print

The Learning Objectives<sup>9</sup> for the Doctor of Ministry degree adopted by the Faculty in November, 2010 include item C: “Use interdisciplinary and research skills to develop innovative approaches to ministry and pastoral work” with a signature assignment of “the completed Dissertation/Project, with particular chapters on project development, implementation, and evaluation.”

In overseeing the fulfillment of this Learning Objective, the APS Committee seeks to preserve expectations regarding substantial and rigorous research to be reflected in the Dissertation part of the final manuscript while encouraging innovation by allowing reporting and presenting of innovative Projects in demonstrable formats which reflect the medium utilized, including other-than-print media. (*Effective: Summer 2014*)

### Dissertation/Project Design Changes

When a student proposes and receives Advisor approval of significant changes to their APS Committee-approved Design Proposal, a copy of the updated proposal must be sent to the APS Director, who will determine if the changes are substantive enough to require APS Committee review. If APS Committee review is required, the APS Director will submit the updated proposal to them for consideration.

### Editors for D/Ps

The dissertation manuscript should be presented as a professional document that adequately represents the accomplishments of the student. Therefore, it is strongly recommended that the services of a qualified English-speaking proofreader/editor is enlisted prior to the submission of

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<sup>8</sup> The DAPS recipient must make a written request to the APS program office that includes a statement that summarizes their current ministerial context and motivation to complete the D/P. The diploma must be surrendered upon continuation in the program. The previously approved topic/design proposal is subject to review and may be rejected or require updating before proceeding to work on the D/P. It is the student's responsibility to communicate with their previously approved Advisor to assure their availability.

<sup>9</sup> For more details on Learning Objectives, please see the D/P Guide.



the D/P for reader evaluation, especially for those who have difficulty with English and/or challenges with academic writing at the doctoral level. The editor must sign the relevant form included in the D/P guide, and it must be added to the D/P as Appendix A.

Since **it is not the job of the advisor or readers to be copy editors**, manuscripts that are difficult to read, may be returned without formal critique of their content.

### Length

Ordinarily, the average length of the D/P is 150 to 200 pages, plus appendices. With appendices, the entire document should not exceed 300 pages. However, when appropriate, since Projects involving digital and other media may be better demonstrated in non-print forms such as CDs and DVDs, the length of the manuscript may be less than 150 pages. When appropriate, with the approval of the D/P Advisor and the APS Committee, the Project may be presented in an alternative demonstrable format accompanying/enclosed with the D/P manuscript such as CDs, DVDs, and USB storage devices showing social media sites. The D/P Design proposal should include an estimate of the page length when using alternative media to document the project.

### **DUAL RELATIONSHIPS BETWEEN STUDENTS AND ADVISORS OR READERS**

When in the judgment of the APS committee a student and a potential advisor or reader have a close personal or professional relationship which may affect the advisor's evaluation of the quality of the student's work, the committee will not approve the potential advisor or reader.

The APS Director should be a reader only in extraordinary situations and with the concurrence of the APS committee.

### **EVALUATION OF STUDENT WORK BY APS COMMITTEE**

When the APS committee offers its critique of a student's D/P proposal or manuscript, the APS Director summarizes the critique for the student on behalf of the entire APS committee. The comments of individual committee members are to be kept confidential. Critiques and evaluations of dissertation/project manuscripts shall not be released to students prior to final action by the committee.

### **FINANCIAL AID**

SFTS financial aid is not available to DMin students.

### **FINANCIAL RESPONSIBILITY**

#### Tuition

Tuition is charged to the student's account on a per-course basis following the beginning of each seminar. The tuition for that seminar is due and payable on the first week of class.

If a student is not able to pay the entire tuition at the due date, they may ask the SFTS business office for a payment plan, and must fulfill the terms of any such plan. If a student does not pay all of their tuition for any seminar in a timely manner, they cannot register for the next seminar or segment of the program.

All students are charged a diploma and binding fee before graduation.

The degree will be awarded at Commencement only if the student's financial account is clear and final copies of the dissertation/project have been filed with the APS office.

## **GRADUATION**

The APS committee will not evaluate D/P manuscripts for May graduation later than the March committee meeting or revised D/P manuscripts later than the April committee meeting each year.

Official diplomas will not be released until the APS office has received two copies of the final D/P manuscript in accordance with the instructions in the D/P Guide.

## **LANGUAGE REQUIREMENTS (See Admission)**

### **LEAVE OF ABSENCE**

In the course of completing their DMin studies, a student may encounter a situation necessitating temporary suspension of work toward the degree. APS policies allow for leaves of absence for medical, family, change in ministry context, and other reasons. In consultation with the APS Director or Program Manager, a student may request such a leave by petitioning the APS Committee. Students with F-1 visas should note the limits on such leaves. (*Effective Fall 2013*)

A leave of absence requires a break in all academic work including library privileges, coursework, and conferences with faculty. It is not appropriate to take a leave of absence to work on a dissertation/project. Students on leave are not eligible for seminary housing. Any exceptions for extraordinary circumstances must be approved by the Housing Committee. **See Forms: Leave of Absence**

### **PROGRAM EXTENSIONS**

Unless they have received one or more Leaves of Absence approved by the APS Committee, students who do not complete the program in four years from the time of their first seminar (or two years after the completion of the required 18 units of course work) may be granted a yearly extension for up to four years. Students should request an extension in writing and describe their timeline for the completion of the program. In each year of extension beyond completion of required coursework, students will pay a continuation fee on a semester-by-semester basis equal to the per-semester tuition rate for D/P phase studies (*Effective Spring Semester, 2013*).

Students who fail to show satisfactory academic progress (SAP) after four years of extension (eight years after their first seminar) may be required to withdraw from the program. Thereafter the policies regarding administrative withdrawal apply. **See below: Withdrawal, Administrative; Forms-Satisfactory Academic Progress**

## **READMISSION**

Within five years, a person who has been withdrawn from the program may request readmission by writing to the APS committee, provided that their financial account is clear. In all cases, the student must submit an updated or new D/P topic or design proposal, if they were formerly at the D/P stage of the program.

## **SATISFACTORY ACADEMIC PROGRESS (SAP)**

In response to reporting requirements for educational institutions with students receiving government loans and international students on F-1 visas, the APS Program will need to determine Satisfactory Academic Progress by each student engaging in DMin studies. During the coursework phase of study, course load per semester and course evaluations will be used to make such determination. During the Dissertation/Project phase of study, an annual SAP Form completed by the student will be used. (*Effective Spring 2014*). **See Forms-Satisfactory Academic Progress.**

## **STUDENT RECORDS**

The files of those who have withdrawn or been dropped from the program are stored in the APS office, along with the ledger cards of all who have graduated or withdrawn since 1977. The files of graduates are stored in Geneva attic. These files will be migrated to the Registrar's office on the main campus of University of Redlands.

## **WITHDRAWAL, ADMINISTRATIVE**

Students may be dismissed by the APS committee at any stage in the program due to tuition debt or lack of academic progress.

## **WITHDRAWAL, VOLUNTARY**

A student may voluntarily withdraw from the program at any time, for any reason. If the student wishes to be readmitted to the program, they may petition to do so within five years, if their financial account is clear.

# FORMS

Leave of Absence

Satisfactory Academic Progress

Request to Graduate: DAPS

**San Francisco Theological Seminary  
Doctor of Ministry Program**

**REQUEST FOR LEAVE OF ABSENCE (2 pages)**

**POLICIES ON LEAVES:**

A student who is temporarily unable to continue academic work must submit a Leave of Absence form to the Director of Advanced Pastoral Studies specifying grounds (see below) so that it may determine if the leave is warranted. The Director of Advanced Pastoral Studies will present the request to the Advanced Pastoral Studies Committee who will grant or deny the request. If the request is granted, the Director signs the form and forwards it to the Program Manager for Advanced Pastoral Studies for filing, and posting in the student's record. The Program Manager for Advanced Pastoral Studies will communicate the decision in writing to the student. A leave of absence requires a break in all academic work including library privileges, coursework, and conferences with faculty. It is not appropriate to take a leave of absence to work on a dissertation/project. Students on leave are not eligible for seminary housing. Any exceptions for extraordinary circumstances must be approved by the Housing Committee.

**LIMITS ON LEAVES:**

A leave of absence may vary in length from one summer, one semester or an academic year. It may be renewed for up to an additional year upon petition to the Director. Due to federal regulations, international students should consult with the Director of Student Services/ International Student Support before requesting a leave of absence regarding possible visa issues.

**THOSE WHO RECEIVE FINANCIAL AID:**

Students are advised to consult with the Director of Student Services/International Student Support about whether a leave is the best financial decision. Students with educational loans cannot be certified as enrolled in school and need to check carefully that a leave will not jeopardize their deferment of payment. Payments on all state and federal loans may go into repayment within six months. Students who are granted a leave of absence will not be billed for tuition during the period of the leave.

**STUDENT NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**EMAIL ADDRESS:** \_\_\_\_\_

**LEAVE REQUESTED FOR [semester/year]** \_\_\_\_\_

**DATE YOU PLAN TO RESUME STUDIES:** \_\_\_\_\_

**REASONS FOR REQUEST (You may attach a letter if you wish):**

**Health:**\_\_\_ **Financial:**\_\_\_ **Professional demands:**\_\_\_ **Change in ministry:**\_\_\_

**Family:**\_\_\_ **Other (specify):**\_\_\_

**Please explain briefly:**

**Student Signature:**

**Date:** \_\_\_\_\_

**For office use only below this line:**

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<input type="checkbox"/> <b>Leave Granted and Dates Effective from:</b> _____ <b>until:</b> _____
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**Signature of Advanced Pastoral Studies Director**

**Date**

**San Francisco Theological Seminary  
Doctor of Ministry Program**

**REQUEST FOR LEAVE OF ABSENCE FOR STUDENTS ON AN F-1 VISA (2 pages)**

**CONSULTATION WITH THE DIRECTOR OF STUDENT SERVICES/  
INTERNATIONAL STUDENT SUPPORT:**

Before requesting a leave of absence, students are advised to consult with the Director of Student Services/International Student Support about whether a leave is the best option for their situation. Students who are granted a leave of absence will not be billed for tuition during the period of the leave. However, leaves for F-1 students cannot be based on financial need.

**POLICIES ON LEAVES:**

A student who is temporarily unable to continue academic work must submit a Leave of Absence form to the Director of Advanced Pastoral Studies specifying grounds (see below) so that it may determine if the leave is warranted and if it is acceptable for a student holding an F-1 visa. The Director of Advanced Pastoral Studies will present the request to the Advanced Pastoral Studies Committee who will grant or deny the request. If the request is granted, the Director signs the form and forwards it to the Program Manager for Advanced Pastoral Studies for filing, and posting in the student's record. The Program Manager for Advanced Pastoral Studies will communicate the decision in writing to the student. A leave of absence requires a break in all academic work including library privileges, coursework, and conferences with faculty. It is not appropriate to take a leave of absence to work on a dissertation/project. Students on leave are not eligible for seminary housing. Any exceptions for extraordinary circumstances must be approved by the Housing Committee.

**STUDENT NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**EMAIL ADDRESS:** \_\_\_\_\_

**LEAVE REQUESTED FOR [semester/year]** \_\_\_\_\_

**DATE YOU PLAN TO RESUME STUDIES:** \_\_\_\_\_

**REASON FOR REQUEST:**

**Health: \_\_\_\_ [limited to 12 months]-attach a doctor's note supporting your request to this form**

**Academic difficulty \_\_\_\_ [limited to one semester]-attach a note from your academic advisor to this form**

**Final semester of study if you have completed all other degree requirements:**

**Please explain briefly:**

**Student Signature:**

**Date:** \_\_\_\_\_

<input type="radio"/> <b>Leave Granted and Dates Effective from:</b> _____ <b>until:</b> _____
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\_\_\_\_\_  
**Signature of Advanced Pastoral Studies Director**

\_\_\_\_\_  
**Date**



**San Francisco Theological Seminary DMin  
Satisfactory Academic Progress (SAP) Survey  
Dissertation/Project Phase (2 pages)**

**STUDENT INFORMATION:**

**Name:**

**E-Mail:**

**Address:**

**Phone Number:**

**D/P INFORMATION:**

**Advisor's Name:**

**E-Mail:**

**D/P Title:**

**Date Topic Approved:**

**Date Design Approved:**

**IN THE PAST YEAR (2017), DESCRIBE YOUR PROGRESS**

*(Please respond to all of the questions.)*

**Contacts with your advisor**

**Number of meetings, phone conversations or email exchanges with your advisor:**

**Progress on your D/P:**

**Number of books and articles read:**

**Number of interviews or visits to sites:**

**Number of pages you have written:**

**Describe the progress you have made on your project (please be as specific as possible-what have you done, what have you completed):**

**Where are you in terms of following your design (what sections of your design have been completed):**

**Describe any challenges you are experiencing and what you are doing to resolve them:**

**Please note below any other information that will help to evaluate your progress.**

**Attach three to five (3-5) sample pages that you have written in the past year.**

**Please mail with the completed form to:**

Advanced Pastoral Studies

San Francisco Theological Seminary

105 Seminary Rd., San Anselmo, CA 94960

**Or email to [marin-aps@redlands.edu](mailto:marin-aps@redlands.edu) using the file naming convention: (for example) **lastname.firstname.SAPform.2017**. (Use the correct year the form represents.)**

**I affirm that the above responses accurately reflect the progress I have made on my D/P in the last year:**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Graduation Request  
Doctor of Ministry (DMin) Program  
Diploma in Advanced Pastoral Studies  
San Francisco Theological Seminary**

Student Name (please print): \_\_\_\_\_

Mailing Address (please print): \_\_\_\_\_

Email Address/phone number (please print): \_\_\_\_\_

Advisor Name and email address: \_\_\_\_\_

Date entered the DMin Program: \_\_\_\_\_

Semester last course was taken: January   Spring   Summer   Fall   Year \_\_\_\_\_  
Circle one

All students, upon having completed the seminar may choose, in lieu of pursuing the Dissertation Project (D/P) requirement and completing the degree, to request a Diploma in Advanced Pastoral Studies. DMin students may choose this option for any reason, such as complete satisfaction with the course work completed, change in personal circumstances, or change in career interests.

Recipients of the Diploma in Advanced Pastoral Studies in good standing can reapply to resume their studies in the DMin program within five years of the graduation date and must surrender the diploma upon approval of readmission. Corresponding tuition or other fees will apply. Please note: The previously approved topic/design proposal is subject to review and may be rejected or require updating before proceeding to work on the D/P. Also, the previously approved Advisor may not be available to continue to work with the re-admitted student.

Commencement takes place each year in May. The Registrar's office will notify pending graduates via email by mid-Spring of procedures and instructions regarding participation in the ceremony. Student accounts must be clear of outstanding balances, overdue library resources or any other blocks before a diploma will be released.

The graduation fee is \$100 and must be paid to the business office after APS Committee approval of this request and before commencement. The APS Committee usually meets the first week of every month, September through April.

I have read, understand and agree to the statements above. I hereby request to graduate with a Diploma in Advanced Pastoral Studies.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*candidacy interview may be waived