



AMERICAN BAPTIST
SEMINARY
OF THE WEST

DOCTOR OF MINISTRY
PROGRAM MANUAL

2019

2606 Dwight Way
Berkeley, CA 94704

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I. HISTORY AND MISSION STATEMENT

A charter member of the Graduate Theological Union (1962), American Baptist Seminary of the West (ABSW) was founded in 1871 and is the center of Baptist ecumenical theological education in the far western United States. The seminary is affiliated denominationally with the American Baptist Churches USA and the Progressive National Baptist Convention. ABSW admits students from a variety of denominational traditions and unites national and international relationships with over a century of theological education.

ABSW traces its lineage to the 1871 Charter of California College. As one of California's earliest colleges, the school was first located in Vacaville and then moved to Oakland in 1887. In 1912 California College relocated in Berkeley, changing its name to Berkeley Baptist Divinity School. Three years later this school merged with the Pacific Coast Baptist Theological Seminary, which had begun instruction in 1890 at the First Baptist Church of Oakland and had moved to Berkeley in 1904.

From 1915 to 1968 the school carried the name Berkeley Baptist Divinity School. In 1968 the Berkeley Baptist Divinity School joined with California Baptist Theological Seminary, which had been founded in 1944 at Temple Baptist Church in Los Angeles and was moved to Covina in 1951. The new two-campus institution was renamed American Baptist Seminary of the West. In 1974 the Covina faculty joined the faculty in Berkeley, where together they could share in the resources of the Graduate Theological Union (GTU).

Today, as a member of the GTU, ABSW offers its students a myriad of resources through the largest partnership of seminaries and graduate schools in the United States. ABSW students may take advantage of the strength of the Baptist tradition as well as ecumenical and interdisciplinary religious thought, study, and practice through registration at ABSW and cross-registration at other GTU seminaries. In addition, ABSW students have access to one of the finest theological libraries in the world, an uncommonly large faculty of distinguished scholars, and the resources of the University of California, Berkeley. At ABSW students can pursue the MDiv, MCL, MA, and DMin degrees, and through the GTU the PhD and ThD degrees.

ABSW trains men and women for leadership in the church of the twenty-first century who are:

- Prepared to minister in a multicultural and multiracial world
- Rooted in an evangelical heritage and tradition
- Equipped for ecumenical partnership in ministry
- Biblically and theologically literate
- Skilled in the practice of ministry for personal, ecclesial and social transformation
- Committed to the justice demands of the Gospel

II. PROGRAM DESCRIPTION

The Doctor of Ministry (DMin) is an interdisciplinary advanced professional degree for experienced men and women who desire to deepen and improve their ministries. Through systematic study and reflection on theories and practices of ministry in the contemporary multicultural, globalizing, and urbanizing world, the DMin has been designed to enhance the practice of ministry in each student's particular setting.

The primary objective of the DMin is to increase professional competencies in the student's chosen specified aspect of ministry. In the development of the final ministry project focus and its subsequent study, students are to take seriously their community and context of ministry as well as shape their leadership skills, leading to action and reflection.

Through this program students will become acquainted with a wealth of culturally-relevant resources as well as professors from the academy and the church that teach primarily for the American Baptist Seminary of the West (ABSW) and Graduate Theological Union (GTU).

The successful student will acquire the skills necessary to integrate theory and praxis essential for effective transformational leadership in the twenty-first century.

III. ADMISSION INFORMATION

A. Admission Requirements

The requirements for the Doctor of Ministry Program are:

- 1) successful completion of the Master of Divinity or its equivalent, with a 3.0 or above GPA*
- 2) three years of ministry experience post-MDiv
- 3) current engagement in ministry that can serve as the basis for action and reflection in the DMin Program.

* exceptions may be made for up to 20% of students in the DMin program

MDiv equivalency is defined as seventy-two (72) graduate semester hours or comparable graduate credits in other systems that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master's degree and significant ministerial leadership. Ministerial experience alone is not considered the equivalent of or a substitute for the master's degree.

B. Areas of Concentration

The DMin offers the opportunity to acquire the skills necessary to integrate theory and praxis essential for Transformational Leadership in the twenty-first century with concentrations in areas of student interest e.g., Prophetic

Preaching, Womanist Theology, Urban Ministry, Pastoral Care and Counseling, Social Justice and Action, Public Theology (and more), or a unique particular focus geared specifically to an individual interest.

Korean Language Program

For students whose primary language is Korean, applications, courses and theses may be completed in Korean.

C. Doctor of Ministry Curriculum

Category	Course Description	Units
Core Requirements		
	Critical Interpretation and Project Development I	3
	Critical Interpretation and Project Development II	3
	Leadership in Urban Communities	3
Advanced Electives		
	5 Courses based on student's specialization	15
DMin Project		
	Project Implementation; Writing, Oral Defense	6
Total Degree Requirements		30

Students are normally introduced to the DMin program through Critical Interpretation and Project Development I and the Leadership in Urban Communities courses. The full-time student should normally plan to take electives for the next year or two and culminate their coursework with Critical Interpretation and Project Development II. Once Critical Interpretation and Project Development II has been completed the student should be on their way to finalizing a DMin Project Proposal for submission to the DMin Academic Committee.

D. Application Process

Applicants should send the following documents to the attention of the ABSW Admissions Office:

1. Application Form.
2. Personal Statement providing (a) a brief account of the applicant's spiritual journey; (b) goals for studies at ABSW and how the DMin program at ABSW matches those goals; (c) understanding of one of today's most critical issues, reflected on from theological perspectives; (d) essay on how the applicant's preaching reflects global and theological perspectives; (e) the applicant's leadership experience and/or capacities for leadership; (f) a brief description of the applicant's proposed research project; (g) the applicant's reasons for applying to American Baptist Seminary of the West in particular.
3. Three references from (a) two persons who can attest to the applicant's academic ability (two professors or administrators; if the applicant has been out of graduate school for over five years, the applicant can substitute two working colleagues); (b) one ordained person who is a church official (pastor, denominational executive, etc.).
4. Official transcripts of all academic work beyond high school.
5. For applicants to the English-speaking DMin program whose native language is not English, a minimum TOEFL score of 550 (written) or 213 (computer) or 79 (internet based) from an exam taken within the last two years must be achieved before taking courses.
6. Non-refundable application fee.

All documents submitted become the property of ABSW and are subject to the rules of confidentiality and privacy outlined in the Buckley amendment passed by the U.S. Congress in 1987.

Application materials are available from the ABSW Admissions Office. They can also be downloaded online at www.absw.edu under the tab "Prospective Students." They may be submitted at any time. The application materials are reviewed by the ABSW Admissions Committee, which meets as needed.

E. Transfer of Credits

ABSW will consider granting credit for DMin course work completed at other accredited seminaries, divinity schools, or graduate schools of religion provided the work meets the test of equivalence for work in its Doctor of Ministry program. A maximum of fifteen (15) units, or half of the DMin degree requirements, may be transferred into the program. Only coursework with grades 'B' or higher will be considered for transfer. Academic work from institutions outside the US and Canada will be considered on a case-by-case basis. To request the transfer of coursework, please use the Credit Transfer Request Form (available from the Registrar). Official transcripts of previous academic work are required for any courses that are being put forward for transfer.

F. Health Insurance Plan

Any ABSW student enrolled for six (6) or more units is eligible to participate in the GTU Health Insurance Program for Students (HIPS). Any student enrolled for nine or more units in a semester *must* have health insurance, either the GTU HIPS or a plan of comparable benefits. For students not on the GTU plan, a HIPS Waiver Form must be filled out online or in person at general registration.

G. International Students

International students must have a valid passport and visa for the duration of their study at ABSW. Those for whom English is their second language need to present evidence of a TOEFL (Test of English as a Foreign Language) minimum score of 550 (written) or 213 (computer) or 79 (internet based) from an exam taken within the last two years. For registration information, visit www.toefl.org. For students desiring to do their work in Korean, ABSW offers numerous courses in Korean and an interpretation service for the classes taught in English.

International students that need an I-20 to study during the regular academic year must present a certification of finances that evidences sufficient funds for study. Contact the Admissions Office for details. International students are eligible for U.S. employment under strict guidelines. For specific questions regarding employment please consult with the ABSW Chief Financial Officer (CFO).

H. Financial Assistance

ABSW offers up to 40% scholarship aid based upon financial need. Because these scholarships are limited, DMin students are encouraged to explore other sources of assistance and support, including their respective congregations or organizations of ministry, their judicatories, foundations, and families. Government Student Loans are available to qualified students that are US citizens and Permanent Residents.

I. Student ID and Library Cards

ABSW DMin students will be issued a student photo ID when they begin their program. Once the card has been received, and upon paying all fees at the Business Office, the student will gain access to GTU Library privileges. The GTU Library will attach a barcode to the student's ID card that will give the student access to those privileges. Please contact the ABSW Registrar if you lose your student ID card. There is a fee for replacing lost ID cards.

IV. TUITION AND FEES

Tuition and fees are published annually and students are billed at the published rate each time they register for classes. The schedule for tuition and fees for the current academic year may be found in on the ABSW website.

A. Student Payment Policy

All tuition and fees (including health insurance when applicable) are due at the time of registration. Registration for future terms cannot be completed until all balances are paid in full.

A-1. In the event that a student is unable to pay all tuition and fees at the time of registration, the following policy shall apply. The student may request to be placed on a deferred payment plan. All requests must be made to the Business Office at the time of registration. If granted, the student will sign a deferred payment plan outlining the schedule of payments and policies pertaining to such plan. One-quarter of the charges are due at the time of registration.

A-2. Subsequent registration for a later term will not be allowed until all existing financial obligations have been fulfilled.

A-3. A student who has not met the obligations required under the deferred payment plan will not be eligible to participate in deferred payment in the next semester that the student enrolls.

A-4. Rent, utilities, and parking fees are due monthly.

Persons who ignore responsibility for keeping such charges current will be asked to vacate campus housing, and future lease agreements will not be offered.

A-5. Degrees will not be conferred, diplomas issued, grades or transcripts given to any student whose account is in arrears for any amount owed to ABSW.

A-6. All payments must be made directly to the ABSW Business Office.

B. Refund Policy

B-1. Student tuition and fees will be charged at the time of registration.

B-2. For fall or spring semester classes, no fee is charged if a student adds or drops a course *within the first two weeks of classes*. For summer and January intersession, the add or drop must occur prior to the second class session for a week-long course and prior to the third session for a two-week-long course.

B-3. There is a Change of Enrollment fee charged for each added or dropped course, requested unit change or grading option change *after the second week of classes* in fall or spring semester classes.

B-4. For any enrollment change, the student must file a Change of Enrollment form with the Registrar. To withdraw from all classes, the student must file a Request for Leave of Absence or Withdrawal with the Registrar. Forms are available in the Registrar's office, and must be signed by the Academic Dean and Director of Business Administration before filing. The date of filing with the Registrar is the effective date for tuition refund calculation.

B-5. A student who withdraws or drops classes within the first two weeks of classes is entitled to a full tuition refund.

B-6. A student who withdraws or drops classes by the end of the fourth week of classes is entitled to a refund of half the tuition paid.

B-7. After the fourth week of classes no tuition refunds are given.

C. Continuation Fees

Students who have completed thirty (30) units of coursework, but have not yet graduated, should register for DM6666 each semester until they graduate.

Students who register for DM6666 will be charged a continuation fee.

D. Satisfactory Academic Progress and Student Loans

Federal regulations require institutions of higher education to establish minimum standards of satisfactory academic progress for recipients of financial aid. These standards must equal or exceed the academic standards for students not receiving financial aid. In keeping with these regulations, ABSW has established the following policy governing Satisfactory Academic Progress.

Satisfactory Academic Progress is cumulative and made up of both a qualitative and Quantitative component. Students must meet both aspects of the standard in order to maintain their eligibility during all periods of enrolment, even those for which the student did not receive or request financial assistance.

The Higher Education Act and California state government require that in order to receive any Title IV Aid (Federal Direct Stafford Loan, Federal Direct Grad PLUS Loan), a student must maintain satisfactory academic progress towards a degree. All academic semesters are utilized to determine Satisfactory Academic Progress (SAP) eligibility regardless of whether federal financial aid was received. In addition, the Higher Education Act standards apply to *all* students, whether or not they have ever received any federal financial aid.

Full-time students are expected enroll in six (6) credit hours each semester. A full-time student will be allowed a maximum of six (6) years to complete a three-year program (DMin). The maximum time frame for this degree also applies to part-time students.

At the end of each academic semester, full-time students must have earned at least six (6) credit hours and part-time students must have earned at least three (3) credit hours or enough credits to progress toward the completion of the degree within the maximum time frame for the program. All students must complete the required number of hours with the cumulative GPA of 3.0.

Financial aid recipients must complete 2/3 (67%) of their attempted courses each semester to be eligible for financial aid. Satisfactory Academic Progress (SAP) is measured after each semester (January term will be paired with spring semester and summer term will be paired with fall semester). Only grades of A through B- or P (pass) or IP (in progress) count as completed credits. Courses with grades of I (incomplete), F (fail), NR (no report), NS (not satisfactory), NC (no credit), W/F (withdrawal fail), W/P (withdrawal pass), and W (withdrawal) are not completed credits.

The number of hours in which a student is enrolled on the day following the published last day to add or drop a class will be used as the official enrollment date for financial aid purposes.

All students are required to meet both cumulative grade point average (GPA) and cumulative hours earned to demonstrate satisfactory academic progress for financial aid. A review will be made at the end of each semester to determine if the student meets the criteria.

Students who do not register for two consecutive semesters will not make Satisfactory Academic Progress and may be withdrawn from the program unless they have filed the appropriate Leave of Absence forms.

V. ACADEMIC POLICIES

A. Academic Calendar

The majority of ABSW DMin courses will be taught as hybrids, which means 50% (or more) of the course hours will be spent in the classroom and up to 50% of the contact hours will be engaged online. Classes are typically held during fall semester (July through December) and spring semester (January through June).

Should students desire to take a course at the GTU or UC Berkeley they should consult the institutional academic calendar of each institution to determine start and end dates.

B. Registration

Along with the other schools of the GTU, ABSW's enrollment process is conducted through both Early Registration and General Registration. During the spring semester each year, ABSW has an academic advising and Early Registration period for the upcoming summer and fall; during the fall semester each year there is academic advising and Early Registration for the upcoming January intersession and spring courses. All students must participate in General Registration (to confirm or change their early registration and to pay tuition/fees) during the week before courses begin for the fall and spring semesters.

The ABSW Registrar distributes schedules, materials, and detailed instructions for Early and General Registration and special DMin course offerings via students' ABSW e-mail accounts. Students must obtain their academic advisor's approval before registering on-line.

The enrollment period for DMin students for January/February and July classes will be announced each semester by the registrar. Students are encouraged to register for their courses in advance, either by appointment or online. Registration materials are provided by e-mail for early registration. A fuller description of the registration process is found on the ABSW website.

Payment for the tuition and fees is due at or before the time of enrollment. However, a payment plan may be arranged (see Section IV for more information).

Students in the second, third, and continuing years of the program will not be allowed to register if an outstanding balance from the previous year exists. For additional information, please contact the Business Office.

C. Typical Program Sequence

There is a great deal of flexibility permitted in fulfilling the course work requirements. Although there is no fixed rule, students may take the required courses - Critical Interpretation and Project Development I and II and the Leadership in Urban Communities course - in Year One (note: the curriculum has been designed for a minimum one year gap between Critical Interpretation and Project Development I and II) along with other electives of their interest, so they can prepare themselves for the doctoral project.

Year Two involves completing the remaining electives and students' work with their Doctoral Project Committee on the doctoral project proposal. The doctoral project proposal should be approved by the student's committee by the end of the student's second year of matriculation.

Year Three (and beyond, if necessary) involves advisors and candidates only, for working toward completion of the doctoral project. Normally, the doctoral project work will be completed within a period of twelve to eighteen (12 to 18) months. An oral defense of the doctoral project will be required.

D. Definition for Full-time and Part-time status

Students enrolled in twelve (12) units per academic year (July 1 to June 30), six (6) units per semester (fall: July 1-December 31; spring: January 1-June 30) will be considered full-time. Students enrolled in fewer than six (6) units per semester will be considered part-time students.

E. Duration and Time Limits

The maximum time in which students are expected to finish the DMin degree is six (6) years. Extensions may be granted under exceptional circumstances and must be officially requested in writing.

Satisfactory academic progress towards the completion of the DMin degree within a period of six (6) years requires that the student complete a minimum of three (3) units of course work per semester for nine (9) semesters and six (6) units of dissertation work within three (3) semesters.

If, however, a student should encounter unavoidable obstacles that would impede their progress in the program, they can appeal to the academic dean for an exception/extension to the standards stated above so that they might still be eligible for financial aid.

F. Leave of Absence

Leaves of absence are granted for one semester. No more than two consecutive semesters of leave or a total of four semesters may be granted during the student's entire degree program.

Students with government loans can be given a leave not to exceed sixty days, or not to exceed six months if the school's next period of enrollment after the start of the leave of absence would begin more than sixty days after the first day of the leave of absence. If the leave of absence is requested for medical reasons, the student must provide the school with a written recommendation from a physician for a leave of absence longer than sixty days.

The student must meet with the Academic Dean and present a written petition as to why they are taking a leave of absence. Such a letter should be submitted to the Academic Dean prior to the start of the semester for which the leave of absence is requested. It should indicate the anticipated duration of the leave and the reasons for requesting the leave. A Leave of Absence fee per semester will be assessed.

G. Loss of Matriculated Status and Reinstatement

Students who fail to register for two consecutive semesters shall lose their matriculated status in the DMin program unless they are able to demonstrate, in writing, legitimate reasons for their failure to register. Students who lose their matriculated status may re-apply for admission.

H. Withdrawal from Program

In order for a student to withdraw from ABSW a Request for Withdrawal form, found on the ABSW website, needs to be completed and filed with the Registrar. Students who wish to re-enter ABSW (normally with a break not longer than one academic year) must re-apply. If any curriculum changes have occurred during the absence of a student who has withdrawn, it is the prerogative of the Academic Dean, in consultation with the faculty, to determine which curriculum requirements will apply in the case of the re-admitted student.

I. Faculty

Regular Faculty are those full-time and part-time professors who are members of the ABSW faculty.

Adjunct Faculty are instructors who are contracted to teach specific courses. They may also serve on students' doctoral project committees at the discretion of the Academic Dean and/or the Director of the DMin program. All adjunct faculty must submit CVs for approval by the Academic Dean.

Faculty Supervision: The Academic Dean is responsible for recruiting, orienting, equipping, supervising, and evaluating all faculty members who are teaching in their respective courses.

DMin Academic Committee: The Academic Committee for the Doctor of Ministry program consists of the Academic Dean, the Director of the DMin Program, the Registrar, and one to two faculty members. The committee oversees and evaluates the DMin-related academic programs of ABSW.

J. Course Formats

DMin courses are offered in the following formats: intensives, hybrid/intensives, hybrid/online, and regular semester courses.

Intensives with Hybrid/Online Component: Typical intensive courses are offered during five-day periods scheduled over one- or two-week periods, usually in February or July. Although classroom sessions are completed during these periods, students are expected to interact with their instructor via hybrid/online methods during an extended period of time. For instance, the February courses will be extended through the spring semester and the July courses will be extended through the fall semester.

Regular Semester Courses: Students have an option to take elective courses during the regular ABSW, GTU, and UC Berkeley fall and spring semesters to fulfill their course requirements. Since academic calendars between institutions do vary, students should consult the academic calendar for the institution of their choice to determine start and end dates for each semester.

Special Reading Courses (SRC) are normally taken with ABSW regular faculty. Required courses normally cannot be taken as an SRC. No more than a maximum of nine (9) units out of the total units taken to complete the DMin degree (thirty (30) units) may be taken as SRC courses. The SRC form is found on the ABSW website, and from the ABSW registrar. All SRC forms must be submitted **in hard copy**, with proper signatures, to the ABSW registrar by the close of registration.

K. Grades

Course grades provide the primary criteria by which ABSW evaluates a student's academic progress toward a degree.

Grades: A = 4 A- = 3.7 B+ = 3.3 B = 3

- A grade of lower than B will not receive course credit.
- Grades of "F" (Fail), "NC" (No Credit), "I" (Incomplete), and "W" (Withdraw) do not earn credits.
- A grade of "F" indicates that student has failed to adequately complete the required course work by the end of the semester and has not petitioned for an Incomplete.
- "NR" (No Report) indicates that the professor has not turned in a grade for the student.
- All courses for the DMin degree must be taken for a letter grade except for Critical Interpretation and Program Development I, which will be for "IP" (In Progress) or "F."

- Any student wishing to withdraw from a class after the official drop/add date will receive a W/P or W/F on their transcript. W/Ps and W/Fs will not be counted in the computation of the grade point average.

K-1. Incompletes

DMin students are responsible for completing their work within the semester or during the period specified by the instructor of each course. Under unusual circumstances, such as severe illness, students may petition for an Incomplete, but must do so no later than the last day of the semester. Forms for requesting an Incomplete are found on the ABSW website, and are available from the Registrar. Incomplete work is due to the faculty three weeks after the term. The faculty is required to submit a new grade by the sixth Friday after the end of the term. The incomplete grade becomes an "F" if no new grade is received by the end of the sixth week. The "F" becomes permanent on the transcript if the work is not completed by the end of the following semester.

K-2. Appeal of Grade

Students who wish to appeal a grade need to discuss this first with the faculty member involved. If a resolution is not reached, the student can then appeal to the ABSW Academic Dean. If there is still no resolution the student can appeal to the full faculty, and the faculty has the final decision.

K-3. GPA Requirements

DMin candidates are required to maintain a 3.0 or higher grade point average (GPA). A student whose GPA is less than 3.0 at the end of twenty-four (24) units may not advance to candidacy.

K-4. Academic Probation

Satisfactory progress is demonstrated by maintaining a cumulative GPA of at least 3.0. If the MDiv student's GPA falls below 3.0, the student will be notified that it must be brought back up by the end of the following semester. If the overall GPA has not been raised to a 3.0 by the end of the next semester, that student will be placed on academic, as well as financial aid, probation. After one semester, an evaluation of the student's progress will be made. Students on financial aid probation will receive one semester of continued student loan eligibility. If said student has demonstrated satisfactory progress, they will then be removed from academic and financial aid probation.

L. Course Work Requirements

The DMin degree requires a total of thirty (30) units, which can be divided into twenty-four (24) units of course work, and six (6) units of Doctoral Project and Thesis Writing. The degree program can be completed in a minimum of three (3) years and a maximum of six (6) years.

L-1. Required Courses

Regardless of the area of concentration, students must take the following core nine (9) units:

Seminar: Critical Interpretation & Project Development (I) (3 units)

Seminar: Critical Interpretation & Project Development (II) (3units)

Leadership in Urban Communities course (3 units)

L-2. Advanced Electives

Depending upon the student's interest and area of concentration, each student must take five (5) advanced-level elective courses (15 units).

L-3. Doctoral Project and Dissertation Writing

Once students have completed the above course work, they will begin work on their doctoral project and DMin in Thesis, DM 6015; six (6) units. The details of the doctoral project and dissertation are described in Section VI.

M. Course Descriptions (three required courses)

DM-6031: Critical Interpretation and Project Development I

This is Part I of a seminar-style, methods course intended to prepare for and assist in the DMin students' preparation of their final doctoral project. This course will include refresher sessions on biblical exegesis, hermeneutics, systematic theology, constructive theology, and contextual theology and introduce the student to the doctoral project proposal. Throughout this seminar the students will develop the first draft of the first part of their project proposal including: the problem statement, project background, projected outcomes, contribution to transformational leadership, context of ministry, biblical and theological basis, methods of research, and proposed outline. The remainder of the project components will be developed in Part II of this two-part methods seminar.

DM-6032: Critical Interpretation and Project Development II

This is Part II of a seminar-style, method course intended to prepare for and assist DMin students in the preparation of their final doctoral project. This course will include refresher sessions on biblical exegesis, hermeneutics, systematic theology, constructive theology, and contextual theology. Throughout this seminar the student will fine-tune and ready their doctoral project proposals to submit to their committee chair for approval before submission to the ABSW DMin Academic Committee.

DM-5050: Leadership in Urban Communities

The course is designed to acquaint participants with the socio-cultural dynamics that affect the quality of life, inform theology, and challenge the manner in which ministry is conducted in our urban world. Using an urban setting as a case study, an analysis of the urban context and of ministry strategies will be

examined through multi-disciplinary readings, discussions, and interviews with community leaders, as well as site visits.

For more information on additional ABSW/GTU courses, visit:
<http://gtu.edu/academics/course-schedule>.

N. Cross Registration at the University of California at Berkeley (UCB)

Through a cooperative agreement between UCB and the GTU, ABSW students may take courses at UCB. Cross Registration at UCB is open to ABSW students who:

1. Have an accredited B.A.
2. Are full-time students in a degree program.
3. Have the recommendation (approval) of the ABSW Academic Dean.

Consult the ABSW Academic Dean to assure that a UCB course will meet DMin degree requirements.

The ABSW Registrar's office and the reception office have the forms to be used in registering for UCB courses. The student must follow the directions exactly. Students should note that, while the agreement states, "no fees are charged," these classes are not free. Students must pay for classes at the per-unit rate charged by the school of affiliation and must list the UCB course on the Registration Statement. Because students do not pay fees directly to UCB they should not request transcripts from UCB. Instead, the UCB Registrar's office will send a copy of the student's grade to the GTU Common Registrar's office for recording and the GTU issues the transcript.

VI. DOCTORAL PROJECT

Once students have completed twenty-four (24) units of coursework they are ready to start the doctoral project during which the last six (6) units, DM-6015: DMin in Thesis, will apply.

The doctoral project is a research project related to the ministry of the student. It grows out of the research done during coursework with the faculty and includes plans, implementation, and evaluation of an action response.

A. Doctoral Project Committee

The student's Doctoral Project Committee supervises and plays a critical role in the program. It is essential, therefore, that members of the committee represent the special interests and academic areas of the ministry focus. The Doctoral Project Committee will consist of one Committee Chair approved by the ABSW dean (C.V. required) and one at-large committee member to be selected by the student in consultation with their ABSW advisor (note: the ABSW advisor and Committee Chair may be the same person, if appropriate). If necessary, to cover all aspects of the ministry focus adequately, more than two members may be

appointed in consultation with the student's advisor. The third member of the committee may be a non-faculty professional.

When a student enters the DMin program an academic advisor will be appointed for them. As the student nears completion of their coursework they should consult with their academic advisor about the development of their Doctoral Project Committee. The student's academic advisor need not continue as their project advisor for their Doctoral Project Committee. The student is free to request a new ABSW advisor who fits the ministry emphasis for their project. The key to creating an effective, supportive, and helpful committee is the development of professional and mentoring relationships that can inform and support one's project goals.

The student will need to maintain close contact with their project advisor and their Doctoral Project Committee regarding progress toward the completion of degree requirements. If it is necessary to change the Committee Chair, the student must petition the Director of the DMin Program.

B. Doctoral Project Proposal

The student's next step in the process is to finalize their project proposal in consultation with their Doctoral Project Committee, for submission to the ABSW DMin Academic Committee (see timeline found below, for submission dates).

Among other things, the seminar Critical Interpretation and Project Development II will help students to prepare their doctoral project proposals. That means that students will be refining an issue or a concern for the doctoral project from the beginning of their program. This issue or question should test an aspect of the primary ministry focus and arise from the student's ministry setting. For most students, this setting will also be the context for testing the issue.

Once an issue has been chosen, the Doctoral Project Proposal needs careful thought. **The proposal needs to strictly adhere to the Doctoral Project Proposal Format and Guidelines** (see Appendix A; project proposal exemplars are provided in Appendix I). Most DMin projects are research projects accompanied by an extensive dissertation. The DMin project must be engaged in and tested by the ministry community for which it is intended.

The following considerations are recommended: Part of choosing a format or medium for the issue is determining its feasibility. Does the student have access to the appropriate methodology and resources to carry out the project as envisioned? Included in the methodology is the choice of disciplines which could shed light on the issue. Can the project be accomplished expeditiously in the given ministry setting? Will it fit time limitations?

The choice of appropriate methodology and resources is very important, as is sufficient knowledge about both the methodology and the resources to formulate a sensible plan of research and a schedule of writing. Sketching out a preliminary time line is helpful, both in determining feasibility and in finding out whether the student has a good grasp of the proposed doctoral project. Designing an effective

plan also means resisting the temptation to read everything in the field. Resources should contribute substantially to the doctoral project and should be carefully chosen. Here the project advisor and Doctoral Project Committee members, as well as reference librarians and other specialists, can help the student save a lot of time.

The student should be able to say why this issue is significant to the ministry community in which it will be tested, as well as why it is important to the student. Might it also be relevant to other ministry settings? What are the strengths and weaknesses of the research plan? The answers to these questions will help shape the method of evaluating the project, of determining what kinds of information the project will provide, and the implications of those findings.

C. Submission of Doctoral Project Proposal

Proposals may be submitted at three points each year and will be reviewed by the ABSW DMin Committee. These due dates are **September 1, December 31, and April 15.**

Proposal due date:	Reviewed by:
September 1	October 1
December 31	February 15
April 15	May 15

The **Doctoral Project Proposal Submission Form** (see Appendix B), including the appropriate signatures, must be submitted along with each proposal.

D. Approval of Doctoral Project Proposal

The DMin Academic Committee will read and review each proposal and render the one of the following decisions:

1. Pass without revisions.
2. Pass with minor revisions.
3. Decline to pass and return it to the student for re-writing.

Upon final approval of the project proposal by the DMin Academic Committee, the student moves from matriculated status to candidacy for the Doctor of Ministry degree.

Normally a student will have a proposal accepted within two (2) years of completing course work. If a student is not able to have a proposal approved within two (2) years the DMin Academic Committee will review the student's situation to ascertain Satisfactory Academic Progress (SAP). If the DMin Academic Committee determines no SAP the student may be withdrawn from the program.

E. Fees for Doctoral Project Process

Once the student has completed all course work and had their doctoral project proposal accepted the following fees apply:

E-1. DMin in Thesis course

Six (6) units of the doctoral project (DM 6015, DMin in Thesis) will be charged at the regular DMin course fee rate; three (3) units per semester for two semesters, or as needed.

E-2. Continuation Fee

Should the student not complete the doctoral project within the first academic year following their course work, they will be required to pay a **continuation fee** (see Section IV. C.)

F. Doctoral Project and Dissertation Format

The written portion of the doctoral project is normally presented in dissertation form. The length of the dissertation may vary. The length is usually a minimum of 100 pages and a maximum of 200 pages.

See **Appendix C** for a sample **Doctoral Project Title Page Form**. A 250-word (maximum) abstract is to be included upon final approval of the doctoral project. The abstract states the purpose of the project, a description of the project's implementation, and conclusions about what was learned.

When the doctoral project is written in a language other than English, a fifteen (15) to twenty (20) page proofread English summary must be appended to the doctoral dissertation. Contact the DMin Director for guidelines.

In order for the doctoral candidate to graduate in May, a copy of the doctoral dissertation final draft (as sent to the Doctoral Project Committee) must be submitted to the DMin Director's office **by February 1** for approval. In no case will the deadline extend beyond February 1 without written approval by the Director of the DMin Program.

The doctoral dissertation must conform to the most current GTU "**Master's Thesis and Doctoral Dissertation Guidelines**," which can be found on the GTU website. The guide is based largely on the current edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press). **Submissions that do not conform to the GTU format and guidelines will not be accepted.**

G. Oral Defense of Doctoral Project and Dissertation

It is the doctoral candidate's responsibility to ensure that the oral defense takes place. The student must work with their Committee Chair to determine the focus, venue, date, and procedure of the defense.

By **February 1** of the year of anticipated graduation, the student submits a dissertation final draft and plans (date, venue) to the Director of the DMin

program. **The oral defense itself must be completed by April 1.** All costs associated with the oral defense will be the responsibility of the doctoral candidate. These costs are not included in the announced tuition and fees of the DMin program.

The student, the Committee Chair, and the Director of the DMin Program each have responsibilities in implementing the oral defense, but the initiative remains with the student. The student is responsible for contacting all committee members and checking with the Committee Chair and the director to set the date for the oral defense. It is usually the director who confirms the date and makes the logistical arrangements for the defense.

As soon as the oral defense date is set, the student provides each member of the Doctoral Project Committee, several weeks in advance, with a hard copy of the doctoral dissertation (including the bibliography). The committee will prepare questions that appropriately draw out significant aspects of the doctoral project, dependent upon the format and nature of the project.

The oral defense of the doctoral project may focus upon some critical aspect of the doctoral project or upon its entirety. In either case, the oral defense of the doctoral project should seek to extend the community of discourse normally involved in the issue/project; be clear and as comprehensive as possible within reason, given the nature and scope of the doctoral project; and elicit significant response from those who are exposed to it.

As with the doctoral project itself, the oral defense must exhibit concern for and mastery of both theory and practice as well as research and action. The weight given to each of these traditional aspects will be determined by the composition of the Doctoral Project Committee, in consultation with the doctoral candidate's Committee Chair.

In order to draw upon the best thinking of the doctoral candidate, the oral defense of the doctoral project and dissertation may be conducted in the primary language in which their doctoral project was carried out. Whenever a language other than English is utilized, English translation of the summary of the doctoral project must be made available in order to make the knowledge gained accessible to the widest possible audience. It is the responsibility of the doctoral candidate to provide such translation services.

G-1. Evaluative Decision on Doctoral Project and Dissertation

The Doctoral Project Committee makes four possible evaluative decisions on the dissertation:

1. Pass without revisions.
2. Pass with minor revisions.
3. Pass with major revisions.
4. Decline to pass and return it to the student for re-writing.

In all cases, the Committee Chair sees that the **Doctoral Project Oral Defense Report** (see Appendix E) is completed, signed by all committee members, and returned to DMin Director, who submits it to the ABSW Registrar.

G-2. Completing the Dissertation Manuscript

All revisions must be completed and submitted to the student's Committee Chair by **April 20** and, if deemed satisfactory, will lead to graduation in May. Major revisions may result in delay of graduation until the following year. **Deadline for final submission of the doctoral dissertation manuscript is April 30.** Extension of these deadlines may be granted, if justifiable cause is demonstrated, by writing to the Director of the DMin Program before the particular deadline for which the request is made.

The two doctoral dissertation manuscripts must be printed on acid-free paper (see GTU Library protocol for exact requirements). A signature page with original signatures of each Doctoral Project Committee member must be included. A fee for binding the two copies of the manuscript is to be paid (see DMin graduation fees list on ABSW website).

G-3. Graduation Procedures and Fees

Once all requirements are fulfilled and the doctoral dissertation is filed, the student must pay the graduation fee to the Business Office during the enrollment period of their final semester, and complete the **Intent to Graduate form** (see **Appendix G**) and other required approval forms as provided by the ABSW Registrar. Please note that ABSW tuition and all other GTU-related bills must be paid current. Once these obligations are fulfilled, the student's name will be added to the ABSW intended graduates list.

G-4. Commencement Ceremonies

ABSW graduation is held the third Saturday of May each year. It is traditional for the Committee Chairs, if they are available, to hood their students at graduation. If their Committee Chair cannot attend the commencement ceremony, the graduate needs to inform the ABSW Registrar in advance. The cap and gown for the ABSW ceremony may be purchased or rented through the ABSW Registrar. The deadline for renting a cap and gown is normally in March; the exact deadline will be announced by the ABSW Registrar in the graduation materials sent to students' current and official ABSW e-mail addresses.

G-5. Deadlines for Completion of Doctoral Dissertation and Degree (for May graduation)

Final draft copies of dissertation to DMin Director and Doctoral Project Committee	by February 1
Oral defense plan submitted to DMin Director	

Completion of oral defense	by April 1
Doctoral Project Oral Defense Report submitted to DMin Director by Committee Chair	by April 15
Revisions to dissertation completed and approved by Committee Chair	by April 20
Submission of final manuscript (two copies, including abstract) to DMin Director (for GTU Library binding)	by April 30 (USA students) by third Friday in May (international students)
Graduation	Held the third Saturday in May

For completion of the program by December 31 (graduation exercises are held in May only): the final draft of the doctoral project must be submitted to the student's committee by September 15 and an oral defense should be completed by November 15. Final revisions must be completed and the manuscript copy of the doctoral dissertation filed with the GTU Library by December 15.

VII. WRITTEN ASSIGNMENT AND REFERENCE GUIDELINES

ABSW courses require a variety of kinds of written assignments. Among the most common written assignments are two kinds of papers - the working/reflection paper and the research paper. Additional written assignments may be required in ABSW courses at the discretion of the instructors. Be sure to consult the syllabus in all of your courses for specific requirements.

A. Working/Reflection Papers

Many ABSW courses require students to write one or more working and/or reflection papers. These essays may vary in form and in length from one or two pages to ten or more pages (always double spaced). The assignment asks students to integrate the material of the course (lectures, discussions, readings) into their own thinking and life experiences. The following elements characterize this paper:

It is not meant to be a finished product, but rather more like a "progress report" of thinking through issues raised by the course. Therefore, proper academic format, such as footnotes or bibliography, may not be required. However, the paper is to be well organized, clearly written, and grammatically correct. Use of required Turabian format for footnotes or endnotes is expected (see Item D, below).

It is not meant to be primarily a research paper requiring library research, although it might involve this. It is meant to be more of a reflection on ideas and

factual data as these relate to students' concerns, commitments, and interests. This is an opportunity to be creative and to engage in exploratory thinking. This paper is about what the student thinks, understands, or does not understand, in dialogue with what the professor and/or other scholars are saying.

B. Research Papers

Some ABSW courses require students to write papers involving original research related to the course subject and the interests of the student. The following elements characterize this project:

Structure and Format

A research paper is meant to be more carefully prepared than the working and/or reflection paper. Therefore, proper academic formatting, including footnotes and bibliography, is required. This does not mean that students are not to be thoughtful and creative, but they are to do so within a particular, formal structure and protocol. Proper research methodology should be followed: proper and consistent citation of references— using footnoting, within-text references, or end-noting— and proper bibliographic style. Students should be careful to avoid plagiarism. The research paper should be well organized and the agenda proposed in the beginning of the paper should be followed. The conclusion of the paper should refer to the research question and explain how it and the subsidiary questions have been addressed, resolved, or left unanswered.

Choosing and Defining a Topic

In choosing a topic for a research paper, students are encouraged to consult their professors. Students are also advised to consider the topic in terms of its interest to the student, the topic's appropriateness given the student's range of competence, and the student's facility with the chosen research method. The topic should be manageable: appropriately narrow given the available library resources and the assigned length of the paper.

Conducting the Research

The research should begin with the establishment of a working bibliography based upon the initial research questions and hypotheses. The creation of this bibliography ensures that the student has discovered the scope and relevance of materials available for the project. At this stage it is recommended that students consult professors and librarians, as well as the GTU Library for reference materials (e.g., Old Testament Abstracts and New Testament Abstracts, GTU's GRACE and CD ROM, and the Papers and Thesis Help Program [PATH]). Library research will be focused and circumscribed by the length of the paper and the time the student has to devote to it.

Most research papers written at ABSW will engage relevant research and theory or they will be inductive studies of particular texts, concepts, or terms using the appropriate collection of references. All research papers should include an integrated statement explaining why the resources used were considered to be

the important ones for addressing the research question. Additionally, the paper should include an evaluation of the relevant literature in general terms.

When comparing points of view, students must read and use primary sources when referring to studies and theories. Students should not rely on secondary sources that paraphrase primary source studies or theories.

C. Book Reviews

In order to expose students to alternative viewpoints and foster critical thinking, ABSW instructors often assign book reviews, ordinarily five to seven pages in length. Reviews normally should develop along two avenues. First, the review should indicate a thorough knowledge of the book as a whole, read on its own terms. What is the author's fundamental aim? Central themes? Presuppositions? Method? Second, the review should engage the book critically and personally. Does the book accomplish its aim? How has reading this book shaped you? In what way, if at all, do you regard this as an important book? Whenever possible, the student should set their critique of the book within the larger discussion of the subject. As with any written assignment, book reviews should include proper referencing of direct citations.

D. Documentation of Sources, Notes, and Bibliography

Citations from other sources should always be given with complete accuracy, within quotation marks, and properly noted. Material borrowed from another person, including class lectures, even when not cited directly, must also be documented.

When are quotations appropriate? Cite another person's work when this seems the best way to represent accurately their position. Use quotations when another person says something in a particularly memorable way. Sometimes another source may be cited for psychological impact, in order to show support from a well-known authority. One should not assume one's point has been made when an "expert" has been cited, however.

Notes are used to document sources from which one has borrowed in the text of a paper. Other uses of notes include the following: (1) to list additional bibliographical material; (2) to develop technical or peripheral issues inappropriate for treatment in the body of the paper; (3) to compare alternative opinions; and (4) to refer to another section of the paper.

Instructors at ABSW are more concerned that a style of documentation be consistently applied in a paper than that a particular style be employed. In-text, footnote, and endnote referencing are all acceptable.

Every paper that refers to other sources must include a bibliography, but the bibliography includes only those materials actually employed as sources in the paper.

On other matters of format and style, see the most current edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, (University of Chicago Press).

VIII. INSTITUTIONAL POLICIES AND SERVICES

A. Accessibility Policy

ABSW wants to assist all students. Please let the seminary know if you have any special needs as defined in the Americans with Disabilities Act, Section 504. Students should contact the GTU Dean of Students to begin the process of assessment.

The GTU participates in a consortium-wide “Students with Disabilities” policy that benefits from a collaborative arrangement with the University of California at Berkeley (*effective, Fall, 2006*). The policy strives for consistent and equitable student access to educational opportunities throughout the GTU. In particular, it addresses a differently abled student’s ability to fulfill degree and certificate course and program requirements. The policy does cover GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.).

The GTU Dean of Students serves as the Disabilities Resource Officer (DRO) for the consortium. The DRO serves as a consortium-wide resource to develop expertise, provide information and consultation, and answer questions. The DRO works with Students with Disabilities Program staff at UCB who verifies accommodation eligibility and recommends accommodation options. While eligibility verification and recommendations for accommodations are centralized, implementation of accommodations reflects individual institutional resources and cultures.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The differently abled student who wishes to request accommodations with their academic work submits a request form to the GTU DRO (the form is available on the GTU website). The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student’s condition (a form for this step is available on the GTU website). The student is responsible for incurring any cost associated with the documentation. The DRO informs the student’s institutional contact that a request has been made and forwards the form and supporting documentation to the UCB Students with Disabilities Program office for review. The UCB office judges whether or not the student’s disability is eligible for accommodation and recommends a variety of possible accommodations.

Accommodations are not intended to give differently abled students an unfair advantage, but to remove barriers that prevent differently abled students from learning and from demonstrating what they have learned, in the context of their formal degree or certificate program.

The Timing of a Student Request: The differently abled student should request accommodations in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional. Students need to appreciate that the DRO and institutional contact person have other responsibilities and require a reasonable amount of time to integrate student requests within their workload. Students also need to appreciate the time required for GTU to collaborate with UCB on the verification and recommended accommodations process.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than three weeks after submitting the request.

Decision: The DRO works with the institutional contact to consider UCB's decision. This gives individual GTU institutions the opportunity to participate in the decision-making process, particularly if UCB rejects a student request. If UCB recommends approval, the DRO works with the institutional contact to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity across the consortium. An accommodation is not "reasonable" if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

Next, the institutional contact works with the student and appropriate faculty to make sure recommended accommodations can be implemented and do not compromise the academic integrity of the educational opportunity (a form for this step in the process is available on the GTU website).

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by e-mail, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations.

Implementation: Accommodations will apply to all educational events described in the DRO's e-mail for up to three years. Students should use the DRO's e-mail to work with faculty and staff to arrange accommodations as needed.

Appeal: The differently abled student and/or faculty involved with the student may not agree with the DRO's decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO and institutional contact should work with the faculty member to resolve their concerns. The DRO can consult with UCB's Students with Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the differently abled student can seek remedy from the faculty member's school's academic grievance policy.

If a student disagrees with the DRO's decision and/or recommended accommodations, they can appeal the decision through their own school's

academic grievance policy. Again, the DRO and institutional contact should work with the student first to find ways to resolve their concerns.

More details regarding this policy, including appropriate forms, can be found at <http://www.gtu.edu/admissions/life-at-gtu/students-with-disabilities>.

B. Disciplinary Action and Grievance Procedures

B-1. Procedure for Disciplinary Action and/or Dismissal of a Student

Upon enrollment, students assume an obligation to conduct themselves in a manner compatible with ABSW's mission as a Christian educational institution preparing persons for ministry. Students must exemplify the character, personality, spirituality, and leadership ability essential to serving effectively in the Christian ministry. Any student who, in the judgment of any faculty member or administrative officer, violates this standard will be subject to such disciplinary action as may be determined by the faculty, including dismissal.

In any proposed discipline or dismissal for non-academic reasons, the student shall first meet with the Academic Dean. If resolution is not reached, the student shall be provided an opportunity for a hearing with the faculty. The student shall have the right to present evidence, confront adverse witnesses, and be represented by counsel. A record of such hearing shall be made and kept by the faculty, and shall be available for inspection by the student.

The student shall furthermore have the right to appeal any committee decision to the whole faculty by written petition within ten (10) days after the committee decision. The full faculty shall have authority to confirm, reverse, or modify the decision upon a review of the record of the hearing before the faculty, such review to be no later than thirty (30) days after the filing of the petition for appeal. During this appeal procedure the student shall retain all rights and privileges as a student unless the faculty determines that immediate dismissal of the student is in the best interests of the Seminary. The decision of the faculty in regard to the appeal is final.

All transactions and decisions of the institution, whether administrative or by the ABSW Board of Trustees, are of public record. They are available for review upon written request and by appointment.

B-2. Grievance Procedure

(Grievance procedures in the event of alleged discrimination under Title IX, Section 504)

When a student feels they have a grievance, they shall within thirty (30) days of the occurrence first attempt to resolve it by either or both of the following actions: a) confer with the person against whom they have the grievance; b) confer with the Academic Dean.

If resolution is not reached in the above manner, then the student shall be provided the opportunity for a hearing with the Grievance Committee. The Grievance Committee shall be composed of: a) two students selected by the

student council; b) two faculty members selected by the Academic Dean; and c) one person selected by the President of ABSW. (Committee members shall select one of their own members as chairperson.)

Within thirty days of the aggrieved student's request a Grievance Committee shall be constituted and shall meet. The student who brings the grievance shall have the right to present evidence, confront adverse witnesses, and be represented by counsel. A record of such hearing shall be made and kept by the Seminary and shall be available for inspection by the student.

The committee shall inform the student in writing of their decision within seven (7) days from the date of the hearing, and the student shall have the right to appeal any committee decision to the Academic Dean by written petition within ten (10) days after the committee's decision. The Academic Dean may dismiss the charge, reduce the committee's sanctions, or act on the committee's recommendations.

C. Sexual Harassment Policy

The American Baptist Seminary of the West is committed to creating and maintaining a community in which students, faculty and administrative and academic staff can work together in an atmosphere free of all forms of harassment, exploitation or intimidation, including sexual. Specifically, every member of the seminary community should be aware that the seminary is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by seminary policy. It is the intention of ABSW to take whatever action may be needed to prevent, correct, and, if necessary, discipline behavior that violates this policy.

It is the policy of the American Baptist Seminary of the West not to discriminate on the basis of race, color, sex, gender, gender identification or expression, creed, marital status, age, sexual orientation, religion, national origin or ancestry, disability, medical condition, veteran status, or any other consideration made unlawful by federal, state, or local laws in its educational programs, student activities, employment or admission policies, in the administration of its grant and loan programs, or in any other school-administered programs. This policy complies with requirements of the Internal Revenue Service Procedure 321-1, Title VI of the Civil Rights Act, and Title IX of the 1972 Educational Amendments as amended.

Students who believe they have been discriminated against because of race, color, national origin, gender, sexual orientation, age, or disability should contact the Academic Dean.

General Policy

American Baptist Seminary of the West is committed to creating and maintaining a community in which students, faculty, administration, and staff can work together free of all forms of sexual harassment, exploitation or intimidation. Sexual harassment negatively affects morale, motivation, and job or academic

performance. It is inappropriate, offensive, illegal, and will not be tolerated at ABSW.

Definitions

Sexual harassment is a form of sex discrimination and is an “unlawful act” under Title VII of the 1964 Civil Rights Act. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, and other verbal or physical conduct of a sexual nature, which may come from supervisors, co-workers, subordinates, or anyone in the community, when a) submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or personnel decisions affecting an individual; or b) submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or c) such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive environment.

Examples of conduct which constitute sexual harassment or which create a hostile environment include: a) sexually suggestive, obscene, or lewd language or questions about sexual habits; b) sexual advances, physical touching, sexual innuendo or jokes, comments on sexual appearance or conduct, suggestive looks or leering; c) use of slang, names, or labels that others find offensive; d) continuation of certain behavior after a co-worker has objected to that behavior; and e) ignoring, not taking seriously, or laughing at an employee who experiences sexual harassment.

Reprisals

Reprisal is any action intended to intimidate, retaliate against, harass, or disadvantage any person because the person has opposed sexual harassment, reported or complained of sexual harassment, or testified, assisted or participated in any investigation, proceeding, or hearing, under this policy or otherwise, regarding sexual harassment.

Reprisal includes, but is not limited to, the following actions: a) refusal to hire a person; b) departure from any customary academic or employment practice; c) transferring or assigning the person to a lesser position in terms of wages, hours, job classification, job security, or other employment status; d) informing another person or organization external to ABSW that the person engaged in an activity specified in the last half of the first sentence of paragraph c.1) above; e) attempting to discourage any person from engaging in an activity specified in the last half of the first sentence of paragraph c.1) above or to attempt to tamper with a witness or a complainant in any proceeding under this policy.

Duty

Each supervisor and member of the faculty has an affirmative duty to maintain their workplace free of sexual harassment. This duty includes discussing this policy with all employees and students and assuring them that they are not required to endure insulting or exploitive sexual treatment.

Action

Any employee who believes they have been the subject of sexual harassment should report the alleged act immediately to their own supervisor or to any other supervisor or the personnel officer or the president. The personnel officer will investigate the alleged harassment immediately and proceed to do whatever is necessary to resolve the complaint. Any student who believes he or she has been the subject of sexual harassment should report the alleged act immediately through established grievance procedures. All information, to the degree possible, will be considered confidential.

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incident occurred. Any employee found to have sexually harassed another may be subject to sanctions, including termination of employment. Any student or member of the faculty found to have sexually harassed another may be subject to sanctions, including dismissal from the school or termination of employment. If the complaint is not resolved by the personnel officer or through established student grievance procedures to the satisfaction of all parties, recourse may be made to due process procedures.

Policy Dissemination and Affirmation

All ABSW faculty, administration, staff, and students, who will be provided a copy, will read this Policy Statement. Each employee or student will acknowledge reading, understanding, and receiving a copy of this Policy Statement, and such acknowledgement will become a part of the permanent personnel or student's file of each person. Any questions, suggestions, or recommendations concerning this policy may be made to the personnel officer, the president, or to any member of faculty or administration.

D. Use of Technology & Electronic Communication Policy

Statement of Policy

ABSW is committed to providing an environment that encourages the use of computers and electronic communications as essential tools to support the instructional, research, administrative, and other work or mission related activities of the Seminary. In utilizing the Seminary's computers and electronic communications systems, such as electronic mail and access to the Internet, it is important for all users to be aware of the Seminary's policy regarding responsible use (see below). It is the responsibility of each user to ensure that this technology is used for proper and lawful purposes and in a manner that is responsible and does not compromise the confidentiality of sensitive information, the security of the Seminary's systems, or the reputation, policies, or mission of the seminary.

The Need for Computer and Internet Access as a Seminary Student

Students enrolling in a seminary degree program should consider that obtaining a computer and reliable, high-speed-internet access as an integral part of their

education expenses. Seminary education increasingly relies on and draws from the use of computers and the internet in the classroom and beyond. ABSW and the GTU provide limited access to computers in the student lounge at ABSW and in the library of the GTU. Students who face unique challenges in accessing computers and/or the internet should contact student services for assistance.

Responsible Use of Electronic Communication

(Includes, but not limited to e-mail, instant messaging, chat, and threaded discussions)

Students are responsible for regularly checking e-mail

Upon enrollment at ABSW, students will be assigned an ABSW e-mail address (name@ses.absw.edu). ***Students are responsible for checking this e-mail address daily*** for official correspondence from the school, faculty, or from the Graduate Theological Union. Increasingly e-mail is the only means of communication used by ABSW and GTU faculty and staff. Students will be held responsible for being aware in a timely manner of any and all correspondence sent via e-mail. Students are able to set up their ses.absw.edu e-mail addresses so that they will automatically forward all your e-mail to the e-mail address you use most frequently. For instructions on how to do this, contact the ABSW Director of Student Services.

Electronic communications should be used for school-related purposes

The principal purpose of electronic communication is to facilitate instructional, research, and other work- or mission-related communications by and among Seminary employees and students. While the Seminary permits reasonable personal use of electronic communication, such use must not disrupt the work of other users. Users should not use their student ABSW e-mail addresses to widely broadcast chain letters, bulk e-mail (or "spam"), or other non-seminary related messages.

Standards of confidentiality and security must be observed

Communication that contains confidential information must be treated as confidential. Users may not share WebAdvisor or Moodle passwords, provide e-mail access to an unauthorized person, or access another user's account without authorization.

Offensive, demeaning, harassing, defamatory or disruptive communications are prohibited

Electronic communications, including on social networking sites associated with ABSW, such as Facebook, Twitter, and the ABSW Blog, should conform to the same standards of propriety and respect as any other verbal or written communication at the Seminary. Offensive, demeaning, harassing, defamatory or disruptive messages are prohibited. This includes, but is not limited to, messages that are inconsistent with the Seminary's Student Handbook guidelines and "Sexual Harassment Policy." Users who become aware of or receive prohibited messages should notify Computer Services.

Inappropriate use of electronic communications may be grounds for discipline, up to and including dismissal from the Seminary.

Anti-virus software must be installed and up-to-date

To prevent computer viruses from spreading within the ABSW network, all computers connected to the Network are required to have a current, up-to-date anti-virus application installed. It is the responsibility of the person owning the system to purchase and maintain this software.

Printing

Standard printing is available from computers in the ABSW Computer Lab and in the GTU Library. The ABSW printers are made available as a convenience for students and are intended for reasonable printing projects for academic papers and assignments. These printers are not intended for personal use. Nor are they intended for large printing projects (for example, more than twenty-page readings posted to Moodle). In this latter case, students need to save a copy of the readings and have them printed at a local copy shop or at home.

Moodle

Moodle is an online course management system used by ABSW and all the schools of the Graduate Theological Union. Students who enroll in courses that use Moodle are responsible for enrolling in the electronic portion of the class within the first two days of the course (in the case of summer or January intensives), or the first two weeks of the course (in the case of fall or spring semester course), or prior to the first assignment due on Moodle, whichever comes first. Instructions for enrolling in the online portion of the course will be given the first night of class. Help is available to students on the GTU website: <http://www.gtu.edu/library/students/moodle-help>

When Moodle is employed in a course, it is considered to be an extension of the classroom. Students are expected to engage one another's work with respect and professionalism. Postings and responses to Moodle forums should conform to the same standards of propriety and respect as any other verbal or written communication at the Seminary. Offensive, demeaning, harassing, defamatory or disruptive messages are prohibited. This includes, but is not limited to, messages that are inconsistent with the Seminary's Student Handbook guidelines and "Sexual Harassment Policy."

Students should understand that anything they post to Moodle Forums would be visible to other students in the class. Students should consider one another's work confidential, but should not have an unreasonable expectation of privacy. Assignments uploaded to Moodle (but not posted to forums) are visible only to professors or other instructors for the course.

E. Confidentiality

While ABSW encourages the practice of Christian reflection within a community context, it also respects individual achievement. Hence, unless prior permission

is granted by the student, papers other than the doctoral project and papers prepared for seminars submitted to instructors at ABSW will not be photocopied and will be available for review only by the course instructor(s). On occasion, however, when issues of academic evaluation are in question, student materials may be shared anonymously with the Academic Dean or other members of the ABSW faculty.

F. Inclusive Language

ABSW encourages inclusive language, rather than language that arbitrarily assigns roles or characteristics to people on the basis of gender, racial ethnicity, etc.

G. Academic Integrity (including Plagiarism)

Maintaining a high standard of personal and academic integrity is central to academic and professional education for ministry in the twenty-first century. For this reason, students are expected to comport themselves with a sense of professionalism in the classroom, at their ministry settings, and in their academic writing.

All academic writing by students is expected to be a true and accurate representation of students' own thinking. Where students draw on the ideas and writing of others, proper citation must be used. (See Section VII above, "Written Assignment and Reference Guidelines")

Plagiarism is the attempt to pass off someone else's work as your own. At its most flagrant, plagiarism is an expression of deliberate dishonesty - copying another person's material word for word (including from the internet), then submitting it as your own work without the use of quotation marks and formal documentation in the notes to the paper. In other cases, plagiarism is less explicit and involves unacknowledged borrowing from other sources without quoting them directly yet without moving away from your sources sufficiently to indicate your own mastery of the material. Organization of material, ideas, and words taken from or inspired by another person's work should always be acknowledged.

Failure to properly cite one's sources leaves the student liable to one or more of the following actions, based on the discretion of the faculty: (1) the student's work may be returned to be rewritten. A failing grade will be kept on record until the rewritten paper is submitted. A student may not receive full credit for the rewritten assignment; (2) a failing grade on the assignment without an opportunity to rewrite; (3) a failing grade for the course in question; (4) academic and financial aid probation for disciplinary reasons; (5) suspension or dismissal by the Academic Dean from the academic program of the seminary.

Students who have committed plagiarism two or more times in any or all coursework may be placed on academic probation for one semester. Students placed on academic probation due to plagiarism will be required to complete a noncredit course "How to Avoid Plagiarism." After completion of this course, the student must meet with their advisor to review definitions and types of

plagiarism. After these requirements are met, and upon recommendation of the student's advisor and the faculty, the student will be removed from academic probation. Students facing disciplinary action for academic reasons a second time may face academic suspension or dismissal.

H. Smoke-Free and Drug-Free Policy

American Baptist Seminary of the West is committed to maintaining a campus and workplace in which students, faculty, administration, staff, residents and tenants live and work together in an atmosphere free from drugs and alcohol. The Drug Free Schools and Communities Act Amendments of 1989 (PL101-226) requires all schools which receive federal funds of any kind, including federally guaranteed student loans, to certify to the U.S. Government that the campus and workplace is in compliance with the law. This policy statement implements ABSW's commitment and the federal law within the ABSW community.

Unlawful possession, manufacture, use, dispensation, or distribution of illicit drugs and alcohol or abuse of drugs or alcohol by students, faculty, administration, staff, residents, and tenants is prohibited on any ABSW or GTU member properties or anywhere as any part of any ABSW or GTU member school activities. As a condition of enrollment in ABSW or employment by ABSW, a member of the student body, faculty, administration, or staff will notify the institution of any criminal drug statute conviction occurring in ABSW no later than five days after such conviction. Any member of the student body, faculty, administration, staff, resident, or tenant who engages in conduct prohibited by this policy may be subject to immediate dismissal from the student's program of study, termination of employment, or cancellation of lease or other rental agreements as applicable.

The personnel officer will, in cooperation with the GTU and member schools, inform each member of the ABSW community of the legal sanctions which may be imposed upon violators of drug and alcohol laws under local, state, and federal laws; of the descriptions of the health risks associated with drug or alcohol abuse; and of the availability of drug and alcohol counseling, treatment and rehabilitation programs.

I. Policy Statement on Use of Copyrighted Material

American Baptist Seminary of the West is committed to full compliance with all pertinent laws and regulations pertaining to the use of copyrighted material. Sources for ABSW's commitment are as follows:

Isaiah 65:21-22

Luke 10:7

Constitution of the United States of America, Article I, Section 8

Copyright Act of 1978

Berne Convention Implementation Act of 1988

Copyrighted materials include, but may not be limited to, the following:

1. Printed material, including books, magazines and included articles, newspapers and included articles, musical scores and librettos, and so forth.
2. Material recorded on magnetic, optical, or other media, including works on analog disks, digital ("compact") disks, magnetic tape cassettes and microcassettes, magnetic disks ("floppy disks"), videotape, and so forth. (Note: Prohibitions and restriction prescribed herein also apply to video tapes which are licensed only for private, "in-home" viewing.)
3. Computer software and accompanying documentation.

Faculty, students, administration, and staff of ABSW will comply with the procedures contained in ABSW's Guidelines for Use of Copyrighted Material. Because of the complexity of the laws, situations not covered in the Guidelines will be referred to the Business Office for resolution. Willful infringement of copyrights using ABSW equipment, or on behalf of ABSW using other equipment can be cause for termination of employment or expulsion from the student body.

ABSW Guidelines for Use of Copyright Material

Introduction

A complex U.S. Copyright law went into effect on January 1, 1978. On March 1, 1989, the United States became a party to the "Berne Convention." which further tightened the restrictions on the use of copyrighted material. These policy and procedures guidelines are written to furnish help in applying copyright laws in ABSW, primarily to cover the photocopying of printed material. All prohibitions and restrictions contained herein, however, apply to the copying by any means of any copyrighted material on any media. Faculty, administration, staff, and students will be guided accordingly. The basic rule which must always be followed is: If in doubt, do not copy the material.

Photocopying which is completely unrestricted:

1. **Published works that were never copyrighted:** Anyone may reproduce without restriction works that were never copyrighted. To determine if an item has been copyrighted, look at the front pages of the item for a copyright notice, which consists of the letter "c" in a circle, the word "copyright", or the abbreviation "copr.", plus the year of first publication and the name of the owner of the copyright. Writings published before January 1, 1978 without copyright notices generally are not protected. Works first published between January 1, 1978 and February 28, 1989 without a valid copyright notice generally lost copyright protection unless they were registered with the U.S. Copyright Office within five years of first publication and a valid notice was added to all copies distributed after discovery of the omission. Mandatory notice of copyright was abolished for works published for the first time on or after March 1, 1989. Failure to place a copyright notice on copies of works that are publicly distributed can no longer

result in the loss of copyright. In summary, one cannot assume that a work is in the public domain merely because it does not contain a valid copyright notice.

2. **Published works whose copyrights have expired:** Anyone may reproduce without restriction published works whose copyrights have expired. All copyrights dated earlier than 1906 have expired. Copyrights dated 1906 or later may have expired because the initial period of copyright protection is 28 years. Copyrights can be renewed, however. One cannot easily discern whether or not a copyright dated after 1906 has expired or been renewed. Copiers must either assume that copyright protection is still in effect for copyrights dated after 1906 or ask the owner of the copyright or the U.S. Copyright Office whether or not the item is still protected by a copyright.
3. **U.S. Government publications:** U.S. government publications may be copied freely because such publications cannot be copyrighted. This rule applied to publications prepared by officers of the U.S. Government as part of those officers' duties. This rule does not extend to publications made by others with the support of U.S. government grants or contracts. Such publications may or may not be copyrighted, and it is incumbent upon those who wish to copy such publications to determine if copyright protection exists.

Photocopying which is partially restricted

Teachers may photocopy copyrighted works for classroom use and for research without paying royalties when the circumstances amount to what the law call "fair use." It is generally fair use for teachers to photocopy supplementary items for such purposes as filling in missing information or for bring material up to date. Fair use is a complex issue, however, and in order to have benefit of fair use, copiers should observe both the spirit and the letter of the following guidelines:

1. **Single copies:** For teaching, including preparation and for scholarly research, a teacher may make, or have made, a single copy of a) a chapter from a book; b) an article from a journal, periodical, or newspaper; c) a short story, essay, or poem; and d) a diagram or picture in any of those works.
2. **Multiple copies:** For one-time distribution in class to students, a teacher may make, or have made, multiple copies if he or she a) makes no more than one copy for each student; and b) includes the notice of copyright (writes it on the first sheet or copies the page on which it appears); and c) is selective and sparing in choosing poetry, prose, and illustrations, taking no more than one of two excerpts from the same author nor three from the same volume during the class term; and d) makes no charge to the student beyond the actual cost of the photocopying.

The right to make copies is strengthened if the copying will not have a significant effect upon the potential market for the work (probably the most important factor) or if there is insufficient time to seek permission from the owner of the copyright. Please note that this provision is for *one time* only and does not include the right to make multiple copies in subsequent class terms without permission from the copyright owner.

3. **Definitions:** Excerpts should be confined to 1,000 words or 10 percent of the entire work, whichever is fewer. Short poems are defined as having fewer than 250 words and 1 or 2 pages; excerpts of longer poems should meet the same limits. Short prose is 2,500 words or fewer.

Photocopying for which permission should be obtained

1. **Repetitive copying:** Teachers who wish to make multiple copies for more than one class term must obtain permission from the copyright owner.
2. **Copying for profit:** Teachers should not charge students more than the actual cost of photocopying and should not make copies for students who are not in their own classes without obtaining permission from the copyright owner.
3. **Unpublished works:** One should obtain permission from owners of unpublished works to copy such works since the "fair use" doctrine has only limited application to such works. The law gives automatic copyright protection to unpublished works from the time they are created until they are published. Subject to some qualifications, at the time of publication owners must assert their copyrights through notice or they may lose them. "Publication" typically occurs when copies are distributed to the public by sale; free distribution may or may not constitute publication. Public performance or display of a work does not, of itself, constitute publication.
4. **Consumable works:** Teachers need to obtain permission before making multiple copies of copyrighted works which are intended to be consumed in classroom activities, such as workbooks, exercises, and standardized tests and their answers.
5. **Copying according to an overall plan:** Teachers may make fair use of copyrighted material if they photocopy on their own initiative. It is not fair use to copy according to a plan designed by others, including academic superiors or administrators.

How to obtain permission

The office of the Academic Dean and the Business Office have information available for the use of anyone who wishes to use copyrighted materials for which permission is required. Such requests must be for the use of specific material for a specific project. Blanket permission cannot be obtained.

Infringement

Because of the vagueness of the “fair use” provisions in the law, teachers may innocently infringe upon copyrights. If copying is held to be infringement, the law exempts such teachers from statutory damages and limits their exposure to actual damages if the teachers believed their copying was fair use and they had reasonable grounds for their belief. Adhering to the guidelines herein should afford reasonable grounds for believing one is engaging in fair use. Infringement as a result of copying without compliance with these guidelines can be found to be willful and can subject the individual involved to damages which can range up to \$100,000 and to termination of employment or expulsion from the student body. Any unauthorized use of copyright materials within ABSW is at the individual’s own initiative and will not be permitted or condoned by the seminary.

Photocopy warnings

The following notice will be posted on all copying machines in ABSW:

NOTICE: THE MAKING OF A COPY MAY BE SUBJECT TO THE COPYRIGHT LAW.
REFER TO THE ABSW POLICY STATEMENT ON USE OF COPYRIGHTED MATERIAL.

J. The Family Educational Rights and Privacy Act

For purposes of this statement, “students” will include only those individuals who are or have been enrolled in the DMin degree program.

The term “student” includes an individual who has been admitted to and has enrolled in or registered with, an academic program at ABSW, as defined above. The term “student” does not include an individual who has not been in attendance at ABSW. An individual who is or has been enrolled in one program of an institution, who applies for admission to a second program, has no right to inspect the records accumulated for the second program until enrolled therein.

The Family Educational Rights and Privacy Act of 1974, as amended, is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

ABSW accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students’ education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within the ABSW community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Academic Dean's office (including the Registrar/Admissions/Financial Aid Offices) and the Business Office, and academic personnel within the limitations of their need to know. Educational records are available in the Registrar's office.

At its discretion the institution may provide public information in accordance with the provisions of the Act to include: student name, address, telephone number, date of birth and place of birth, year in school, dates of attendance, degree program(s), religious affiliation, scholarships and honors, most recent previous degree and school, country of citizenship, school/schools of affiliations. Students may withhold public information by indicating it on the Student Information Form completed upon matriculation.

Request for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold public information must be filed annually in the Registrar's office. **Exception:** *if during the senior or last year of attendance, the student requests on the Non-disclosure Form that certain information not be given out, that information cannot be disclosed thereafter to anyone, including prospective employers, other schools, persons wishing to award scholarships, etc. The school's alumni office would also not be allowed to give any information. ABSW response to all inquiries would be that we have no information. Non-disclosure is in effect until the student rescinds the request.*

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they are dissatisfied with the outcome of the challenge, and to submit explanatory statements for inclusion in their files if they are dissatisfied with decisions of the hearing panels. The ABSW Registrar has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial and placement records. Students wishing to review their education records must make written requests to the head of the appropriate office as listed in the Directory of Student Educational Records, listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere). Student education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute for the person who made the record; do not include employment records; and do not include alumni/ae records.

Students may not inspect and review the following as outlined by the Act: confidential letters and recommendations associated with admissions,

employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Dean. If the staff decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Dean of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Dean, who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearings. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels, which will adjudicate such challenges, will be appointed by and chaired by the Dean. The hearing panel will consult with legal counsel as appropriate.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decision of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in questions are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the institution to aid them in filing complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

K. Policies for Students Eligible for V.A. Benefits

The GTU Common Registrar is the certifying official for Veterans Benefits. Students with previous graduate level course work/training in the program to be pursued will be evaluated upon enrollment and given appropriate credit. Evaluation will be based upon review of academic transcripts. Credit allowed will

be recorded in enrollment records, and the length of the program shortened proportionately. In addition, the student and the Department of Veterans Affairs shall be notified. (Note: all prior graduate level course work and training not used to satisfy another degree will be evaluated.) Upon completion of the course of study a degree will be conferred.

Conditions for Resuming Benefits: After the VA has discontinued education benefits because of a student's unsatisfactory attendance, progress or conduct, education benefits may be resumed under the following conditions:

1. Payment of educational assistance allowance to a student terminated for unsatisfactory progress may be resumed if the student re-enrolls in the *same* school and in the *same* program. The V.A. will resume benefits without further documentation or development relating to the student's new enrollment. The school's certification of the student's enrollment on V.A. Form 22-1999, by VaCert or VaNetCert (when available) is sufficient for resuming benefits.
2. If a student is reenrolling in a *different* program or at a *different* school, after unsatisfactory progress, the V.A. **must** find that the cause of the unsatisfactory attendance, progress, or conduct has been removed. The program of education or training to be pursued must be found suitable to the student's aptitudes, interest and abilities. The **student must request** that the benefits be resumed, preferably by submitting VAF 22-1995 or 22-2495 as appropriate. The school should submit a statement in "Remarks" on VA Form 22-1999, Enrollment Certification: "Student has been counseled concerning consequences of further violations of the school's attendance or progress policy.

Doctor of Ministry Program Manual 2015
Revisions and clarifications will be published as experience warrants.
Any updates to the ABSW Policy and Procedure Manual
are distributed annually to all students.

Appendix A

Doctor of Ministry Program Dissertation Proposal Guidelines

Before you can begin your DMin project and dissertation you will need to write a dissertation proposal. The two methods courses: Critical Interpretation and Project Development I & II will prepare you to complete your dissertation proposal. Your completed proposal will be only 5 or 6 pages, but your preliminary work will involve much more writing.

- I. Problem Statement
 - a. Your problem statement should be no more than two sentences.
 - b. You may provide a couple paragraphs of supporting material.

- II. The Background of the Project
 - a. Provide a brief description of the background from which your project comes.
 - b. For example: if you are working in a church setting and developing a new program, describe the church setting and how this program flows from and is supported by that setting.

- III. Project Outcome
 - a. Provide a brief description of the expected outcome.
 - b. What do you expect or desire to happen with this project? Explain your hopes and vision for this project.

- IV. Contribution of the Project to Transformational Leadership
 - a. Provide a brief description of the contribution this project will make to transformational leadership.
 - b. How does this project provide new information, or new skill development, or new techniques/programming? What about your project is innovative?

- V. Context of Ministry
 - a. Describe the context for the ministry you are proposing.
 - b. This should include a brief description of the historical background, worldview descriptions, demographic statistics, identification of major stakeholders, and current issues that shed light on the context for ministry.

- VI. Biblical and Theological Basis
 - a. This section should state your biblical and theological basis for the project at hand.
 - b. Explain in detail which biblical texts support your theological undergirding of this project. Explain what your theological presuppositions are using the categories: God, human being, sin and evil, Jesus Christ, Church, and Spirit.

- VII. Methods of Research
 - a. Provide a general discussion of the research methods you will use and why you have chosen this method.
 - b. This description should include the ways that you will obtain data and manner of implementation.

- VIII. Proposed Outline
 - a. Provide a preliminary working outline of your dissertation.
 - b. Under each major heading provide a few sentences that describe the content under this heading.

- IX. Action Plan
 - a. Provide an action plan for the research and writing of your project.
 - b. Create specific measurable goals, i.e., describe aspects that will be achieved and when you will have them done.

- X. Bibliography
 - a. Provide a working bibliography for your project
 - b. Your bibliography should be no more than five pages long.

Appendix B

American Baptist Seminary of the West
DOCTORAL PROJECT PROPOSAL FORM

Students must submit this completed form and a copy of the proposal, selected bibliography, and outside reader's C.V. (if necessary) to the Director of Doctor of Ministry Program. Students must obtain all signatures from the members of the Committee prior to submitting the proposal.

Tentative Dissertation Title:

Submitted By: _____

Student's Name

Proposed Dissertation Committee:

Coordinator (Please print or type) Signature

Member (Please print or type) Signature

Member (Please print or type) Signature

Email

Mailing Address

Daytime Phone for each Outside Reader (this information is required)

Please attach a CV for each non-ABSW outside reader.

Projected Date for Oral Dissertation Defense: _____

Approvals:

Director of DMin Program Date Academic Dean Date

Appendix C

Title

(ex: Conflict and Reconciliation: Dynamics of the Korean Community in the USA)

A dissertation by

Student Name
(ex: Edward Kim)

presented to

The Faculty of the
American Baptist Seminary of the West

in partial fulfillment of the
requirements for the degree of

Doctor of Ministry

Berkeley, California

Month, Year
(ex: May, 2014)

Committee Signatures

Name, Coordinator Month Date, Year

Name, Member Month Date, Year

Appendix D

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Appendix E

**AMERICAN BAPTIST SEMINARY OF THE WEST
DOCTORAL PROJECT ORAL DEFENSE FORM**

This is to certify that we have examined (student name) _____

On a dissertation entitled: _____

And the result of the oral dissertation examination is as follows:

_____ Pass, no revisions necessary

_____ Pass, minor revisions necessary

_____ Pass, major revisions necessary (All committee members must read final draft, but **no second oral is required**)

_____ Fail, major revisions necessary (All committee members must read final draft, and **a second oral is required**)

Comments:

(Coordinator) Signature

(Member) Signature

(Member) Signature

(Member) Signature

Date _____

Appendix F

ABSW Dissertation Check List

Once the dissertation is ready for submission with all the necessary revisions after the oral defense, each DMin student must submit 3 copies of dissertation to the director of DMin program with filing fees. The director will check the physical format of the dissertation based on the following check list.

1. Paper: 20 lb, acid-free 100% cotton paper (acid-free 24lb, 25% Cotton with Watermark) with proof ()
2. Printing: dark black characters. Every page of the dissertation must be printed single-sided. ()
3. Order of Materials: Title Page (not numbered); Abstract, Preface, Dedication, (English Summary when written in other languages), Contents (Numbered in Roman (i,ii, iii) at the bottom middle of the page ()
4. Page Numbers: with Arabic numerals at the bottom middle of the page, 1/2 inch from the edge ()
5. Spacing: Double spacing for the main body; single spacing for footnotes, indented quotations, tables, etc. ()
6. Font: 12 point for the main body. 10 point for charts, drawings, graphs, tables, footnotes, etc. ()
7. Margins: Left: 1 1/2 inches; Top, right, and bottom: 1 inch ()
8. Footnotes ()
9. Bibliography ()

Signature: _____ date: _____

Appendix G

American Baptist Seminary of the West DMin Intent to Graduate Form

The Office of Student Affairs is responsible for providing you with important information about graduation, ordering diplomas, planning the ceremony and all of the final details to celebrate your accomplishments. We will need the following information to facilitate the process.

Please complete this form when you are anticipating graduation. ABSW graduation ceremony is held on the third Saturday of May each year. For graduation, please complete this form by _____.

For details please contact the Registrar (email and phone number) with any questions.

The Name on my diploma should read as follows: _____

Updated Mailing Address: City, State, Zip Code

Daytime Phone:

Preferred email address:

Dissertation Title:

Dissertation Coordinator's Name:

Coordinator's Email:

Appendix H

Be sure to remove the shaded instructions on this form before you use it.

CONSENT FORM (sample)

You are invited to take part in a research study of ____ **Insert brief description of the study without using jargon.** The researcher is inviting ____ **Describe who meets the inclusion criteria. (example: "divorced adults who are undertaking a career change")** to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named ____ **Insert researcher's name**, who is a ____ **Insert role such as doctoral student or faculty member** at the American Baptist Seminary of the West. **If recruiting participants within the researcher's own workplace, an additional statement is required: You may already know the researcher as a ____**, but this study is separate from that role.

Background Information:

The purpose of this study is to ____ **Insert simple description of study purpose without using any technical terms or jargon.**

Procedures:

If you agree to be in this study, you will be asked to:

____ **Insert study procedures and how many minutes/hours each will take, preferably as a bulleted list. Be clear about how many times data will be collected.**

Here are some sample questions:

____ **For questionnaire/interview research, provide a few sample questions.**

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at ____ **Insert all relevant institutions or agencies** will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as ____ **Insert any relevant minor risks, such as fatigue, stress or becoming upset.** Being in this study would not pose risk to your safety or wellbeing. **If the study possibly involves more than minimal risk of**

harms that go beyond normal daily experiences, the preceding two sentences should be replaced with a tailored description of the potential harms of the study. If possible, describe "risks" in terms of both the estimated likelihood of harm and estimated magnitude of harm.

Describe the study's potential benefits without overstating the benefit to the individual.

Payment:

Describe in detail any payment, thank you gifts, or reimbursements that you are providing to participants, or state that there is none. Extravagant payment is discouraged but if there is a thank you gift, explain when/how the participant will receive it.

Privacy:

Any information you provide will be kept ____ Insert either the word confidential or anonymous (note that while anonymity is preferred, it only applies in studies in which no one, not even you as the researcher knows who participated, i.e. a survey with consent implied through completion of that survey). The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by ____ Briefly describe security measures. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via ____ Insert researcher's phone number and/or email address. If you want to talk privately about your rights as a participant, you can call the Academic Dean or the Director of the DMin Program at the American Baptist Seminary of the West.

Insert the phrase that matches the format of the study:

The researcher will give you a copy of this form to keep. (for face-to-face research)

Please keep this consent form for your records. (for anonymous paper-based research)

Please print or save this consent form for your records. (for online research)

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By ____ Insert the phrase that matches the format of the study: signing below, clicking the link below, returning a completed survey, replying to this email with the words, "I consent" , I understand that I am agreeing to the terms described above.

Only include the signature section below if using paper consent forms.

Printed Name of Participant

Date of consent

Participant's Signature

Researcher's Signature

Appendix I

AMERICAN BAPTIST SEMINARY OF THE WEST
DISSERTATION PROJECT PROPOSAL
(Your completed proposal should be no more than 6 pages)
EXEMPLAR 4/2012

STUDENT Name:

DATE:

D/P TITLE: Developing a Change Agent Ministry in an Urban Landscape of Hopelessness

I. PROBLEM STATEMENT: What is the PROBLEM in the area of study you wish to explore?

Your problem statement should be no more than two sentences.

You may provide a couple of paragraphs of supporting material to verify or validate the problem, but do not state a solution in this section.

The threat of nihilism stems from a lack of hope or purpose in lives demoralized by societal challenges such as poverty, racial disparity, homelessness, drug addiction, and violence. Despite increasingly complex socio-cultural needs in the urban cities, a disconnect exists between the urgency of the need and the capacity of the church. The level of congregant preparation and leadership commitment to engage in outreach ministry of social reform is insufficient to sustain an active role of the church as 'change agent,' thereby falling short of civic and community expectations as more intervention is requested of the church.

II. PURPOSE: Given the problem, what is your purpose or motivation, i.e., what do you want to change?

I want to address the frequent theological separation of discipleship as a faith construct from commitment to social reform because the latter is misperceived as a secular endeavor. Rather, I would argue for historical and biblical precedent in prophetic and gospel traditions that link faith commitment to a faith ethic of discipleship enacted in praxis models of social reform. Methods are applicable to any church size to equip members.

III. BACKGROUND of the project: What is the SCOPE of study?

Provide a brief description of the background from which your project comes. For example: if you are working in a church setting and developing a new program, describe the church setting and how this project flows from and is affected or supported by that setting.

Describe the scope of your study (specify the parameters of your focus and limitations).

a. The background for my project is the City of Oakland where urban ministry is confronted with the needs and challenges of disenfranchised people and weakened systems of support. Oakland has approximately 650 churches averaging 100 members. My focus also is centered in the work of predominately African American congregations to outreach to marginalized neighborhoods that are most often comprised of predominately African American families. However, the insights and recommendations may be adaptable to other contexts. I want to select mid-sized churches as a point of study, since national attention is often on the mega-church with member and financial capacity for outreach strategies (that many chose not to engage in). Two Oakland churches will be used in my case study; both have urban challenges of nihilism confronting their particular ministry in marginalized communities.

b. The scope of study is solely to develop, from readings, interviews, and profiles, a relevant framework to help 21st century urban churches make theological connection of social reform ministry as discipleship; to assess target community needs; to theologically equip its members and take steps to network cross-culturally on issues. The study does not implement an outreach project, rather identifies the strategic steps to prepare the congregants for such a ministry. Therefore, the scope will include:

Selection of two churches from different denominations for an ecumenical perspective of outreach ministry.

Interview at least five (5) people at each case study church, including the Pastor, staff minister or lay coordinator of outreach ministry, and three (3) members of the laity.

Transcribe and examine the interviews (and conduct later feedback session as needed) to learn how each church merges theology of praxis and social reform; to learn what steps are taken to equip people for outreach and what changes occurred in the church culture, organizational structure, and theological connection of social reform ministry to discipleship.

Input from the case churches and readings will be used to develop suggested methodology to encourage urban churches to recognize the threat of nihilism in poor inner cities and to engage in proactive praxis of faith and social reform to effect positive social change. Social change is defined as **

IV. PROJECT OUTCOME / GOALS: What will you do?

Provide a brief description of the desired outcome, i.e. what you hope to accomplish. Who will be involved in bringing about the desired outcome?

a. In an African American church context and multicultural urban setting, I propose to utilize a contextual theological model of praxis to study ways to equip people of faith for 21st century ministry in a role of spiritual 'change agent.' I will interview the Pastor, staff minister, and lay leadership of two churches in the city of Oakland. Both churches embrace liberation theology and are at different stages of equipping for social reform ministry. I also will profile three other churches in the United States that are involved as 'change agent' churches defined from research. The outcome of the interview and research process will be an articulation of real life ministry praxis developed as a manual of guidelines to encourage more mid-size churches to social reform ministry.

How do you expect will bring about the desired change, stated as goals.

b. First, I will provide a historical and biblical context for a spiritual 'change agent' role in social reform and examine contextual theology of praxis as an epistemological framework. Second, using case study method, I will personally interview Pastor, staff minister or outreach staff, and a sampling of 2-3 lay leaders in two urban churches of different sizes and sections of Oakland - a United Methodist Church and a Baptist Church. Third, I will profile three larger churches in US inner cities that have long standing involvement in social reform ministry to learn from their challenges and perspectives on spiritual preparation and training of members for ministry, and adapt these into the suggested methodology. Fourth, I will formulate insights from the interviews / profiles into a suggested methodology to encourage other urban black churches to integrate theology and praxis; develop own contextual model and equip leaders for social reform outreach among 'at risk' or disenfranchised communities. Fifth, I will meet to review methodology with each case study church for mutual feedback on outreach process.

V. CONTRIBUTION of the project TO TRANSFORMATIONAL LEADERSHIP:

Provide a brief description of the contribution this project will make to transformational leadership and how will your role as a leader bring about transformation?

a. I expect that the staff that the staff and lay leaders interviewed at the two case study churches will be able to assess their personal ministry understanding of outreach ministry and empower their voices. I expect to gain feedback from the two case study churches and profiles to integrate for suggested methodologies contextual to the need in black urban churches to equip members to be proactively engaged in transformative ministry praxis in a changing multicultural community environment.

How does this project provide new information, or new skill development, or new techniques/programming? What about your project is innovative?

b. Interviews and feedback help to distinguish between social reform ministry outreach and outreach ministry as charity. While there is a need and use for both types of outreach, emphasis is on the long-term benefit of social reform to church and community. From suggested methods, other churches can develop their own models.

VI. CONTEXT OF MINISTRY:

How does your experiences or involvement qualify you to do this project and how is it related to your ministry context that made it a practical and academic concern?

a. My role as Assistant Minister at a Baptist Church in team ministry has primary focus in Management and Mission Outreach. A previous internship in community organizing (OCO-PICO model) helped me develop an increased awareness of social reform activism. Prior non-profit consulting and advocacy, a commitment to preach and teach contextual theology informs my ministry. I began assisting churches and non-profits in strategic planning and leadership development in the Bay Areas because these were needs. Church outreach is limited when people aren't equipped. My womanist theology as an ordained African American minister moves me to be active in community as passionate advocate for the underserved including women, at risk youth, and poor families. The topic is closely related to a current need in our church to develop 'next level' strategies to systemize operations and equip leaders for effective outreach per our strategic plan.

Social analysis - describe briefly the historical background, worldview descriptions, socio-cultural context, demographic statistics, identification of major stakeholders, and current issues that shed light on the context for ministry.

b. Use of historical contextual perspective of post emancipation and segregationist climates provides a socio-cultural backdrop and impetus for black churches to respond to current challenges of nihilism and survival by expanding its spiritual role beyond Sunday worship. Comparative use of community organizing principles, advocacy for faith-based initiatives, specific needs of urban social ministry will be explored as means to equip members. To assess current need for merging faith based initiatives with socio-cultural reform beyond charity, I will interface writings of Gayraud Wilmore (church historian); Cornel West, cultural analyst) Andrew Billingsley (early surveyor of church charity) with Rinku Sen (community organizer and activist), Carl Dudley and Gilbert Rendle, (Alban Institute congregation development /community ministry) and others. Interviews primarily will be done at the two case study churches with staff / pastoral leaders: Rev. Bruce Willis and Dr. Michael Potter. I will access female clergy, Rev. Dr. Mary Thomas or Rev. Dr. Susan King (DMin grads in urban ministry) for added womanist leadership perspective and Oakland Community Organizations (OCO) for a social activist perspective, to augment readings and interviews.

VII. BIBLICAL and THEOLOGICAL Basis:

This section should state your biblical and theological basis for the project at hand - what is the 'biblical heart' of your concern? State in detail which biblical texts support your theological premise undergirding this project.

a. The biblical basis for my dissertation project is Matthew 25:31-46 where Jesus Christ talks about his return and how humankind will be judged - by the Son of Man separating the sheep from the goats - those who faithfully served other from those who did not. The distinction was not because of adherence to doctrinal rituals, but by the nature and process of compassion and authenticity to outreach to others that were least in social stature and had greatest need.

What theological lens will you use to examine the problem? (Identify 3-5 theological writers who deal with this problem) Also explain what your theological presuppositions are using the categories: God, Human Being, Sin and Evil, Jesus Christ, Church, and Spirit. (Also provide supporting biblical / theological analysis sources in the bibliography)

b. In the African American church, prophetic and Gospel writings about the ministry of Jesus Christ are foundational to theologically integrated praxis method of social reform outreach. Biblical scripture, works of liberation / womanist theologians and ethicists contribute to a contextual theological discourse of praxis. Applicability to present day context and challenges is integral for the black church to help members connect social reform's call to action with discipleship. Contextual / liberation theology central to my research include: James Cone (developed systematic liberation theology of praxis); Steven Bevans, Models of Contextual Theology; Cheryl Sanders, womanist ethicist; Fernando Segovia, Latin / liberation / urban minority studies; Dwight Hopkins, contextual education.

VIII. METHODS OF RESEARCH:

Provide a general discussion of the research methods you will use to design and implement the project and why you have chosen this method.

This description should include the ways that you will obtain data and the manner of implementation of the project. Finally, how will you evaluate the writing progress?

a) I will review theological and sociocultural literature, incorporate theories and contextualize to present challenges confronting poor people of color in Oakland, that are also found in other urban inner cities.

b) Design interview tool (six questions) for in-person interviews at church setting. Interviewees can freely share thoughts / experiences. I will obtain permission to record interviews for later transcription. (Interview tool will be in Addendum). Questions will invite reflection in areas of:

- 1) church culture/ethos in urban ministry context - how is church organized for outreach ministry?
- 2) spiritual/theological guidelines for discipleship - how discipleship is understood as faith mandate
- 3) contextual bridge to social reform outreach ministry - how is (church) discipleship enacted?
- 4) steps for spiritual preparation and equipping of members - do members make the connection?
- 5) personal insights / lessons of past challenges and accomplishments - what worked or did not?
- 6) opinion on organizational needs / changes to meet future goals - what can improve; how?

c) I will consult with Advisor on interview tool and ways to incorporate findings into dissertation.

d) I will conduct interviews with persons from each church and review method findings with each church.

e) I will write dissertation (with Advisor input) using readings, interview findings and case study churches' feedback on suggested methodologies.

f) To evaluate at stages in my writing, I will seek input from Advisor, case study churches and collegial contacts listed in #3,4 to obtain feedback on theories, interview tool, findings summary and methodology formulation. I will report to and rely on valuable ongoing feedback of needs and experiences from two case study groups on the usefulness of suggested methodologies for black churches ministering in multicultural urban settings.

IX. PROPOSED OUTLINE:

Provide a preliminary working outline of your dissertation, i.e., how will you integrate in writing your problem /need statement, social analysis, contextual reflections on your experience, and biblical/theological review of literature.

Under each major heading, provide a few sentences that describe the content under this heading.

The first section provides my contextual perspective of socio-cultural challenges confronting the urban black church, a rationale for social reform rather than charity and rationale for a praxis model to serve the marginalized. The second

section provides a historical perspective of black church roles in advocacy related to needs of their community that I call 'change agent' role. A look at the evolution away from a clarion call of social reform outreach ministry, also considers contemporary contextual perspectives and challenges of nihilism in urbanization or 'ghetto-ization' for urban church ministry. Third section provides biblical and womanist contextual perspectives to develop a theological rationale that differentiates social reform from charity. Gospels and prophetic writing ground discipleship emphasis for member preparation. Collegial discourse / reflection will be incorporated for multiple perspectives on challenges and possibilities. In the fourth section, case study interviews and profiles will be summarized to assess use of praxis model in each church and suggest (biblically and theologically grounded) methodologies helpful for 21st century urban church to equip members and develop its own 'change agent' social reform ministry outreach.

X. ACTION PLAN / SCHEDULE:

- a. Provide an action plan for the research and writing of your project.
- b. Along with measurable objectives that describe what aspects will be achieved, provide the timeline (specific dates) when you expect to have them done.

Submit project design, interview tool and schedule interviews with identified people (July - August 2010)

Conduct interviews with two case study churches; obtain feedback from each (August - October 2010)

Read literature. Utilize perspectives to analyze current contextual issues and models (Aug - Dec 2010)

Write dissertation (August 2010 until completion on or before October 2011)

XI. BIBLIOGRAPHY: Provide a working bibliography for your dissertation project. Your bibliography should be no more than 5 pages long (approx. 50) and should be resources that you will cite in your writing. (You will be held accountable). Please Attach to this form.

HAS ADVISOR APPROVED PROPOSAL AND BIBLIOGRAPHY? Yes ____ No ____

ADVISOR'S SIGNATURE:

_____ Date: _____

ADVISOR'S Email:

_____ Phone: _____

AMERICAN BAPTIST SEMINARY OF THE WEST

DISSERTATION PROJECT PROPOSAL

(Your completed proposal should be no more than 6 pages)

EXEMPLAR 4/2012

STUDENT Name:

DATE:

D/P TITLE: The Canticle of Re-Creating: Developing a Franciscan eco-spirituality retreat

- I. **PROBLEM STATEMENT:** What is the PROBLEM in the area of study you wish to explore?
- a. Your problem statement should be no more than two sentences.

 - b. You may provide a couple of paragraphs of supporting material to verify or validate the problem, but do not state a solution in this section.

Creation is groaning today under the weight of human over-consumption. Unfortunately in the environmental movement, Christians have historically failed to lead and to live out the Creator's call to care for the Earth. Though an ecological consciousness has emerged in the San Francisco Bay Area, there are no local outdoor ecumenical resources, which empower Christian leaders to nurture ecological spirituality in their ministry contexts.

- II. **The PURPOSE:** Given the problem, what is your purpose or motivation, i.e., what do you want to change?

Through this project, I want to challenge traditional Western Christian understandings of nature by offering a theological and spiritual approach to the environment, which honors the Creator, respects the inherent value in creation, and leads to more sustainable lifestyle choices. I desire to connect people with the planet and re-create our Earth relationship through eco-spirituality.

- III. **The BACKGROUND of the project: What is the SCOPE of study?**
- a. Provide a brief description of the background from which your project comes. For example: if you are working in a church setting and developing a new program, describe the church setting and how this project flows from and is affected or supported by that setting.

 - b. Describe the scope of your study (specify the parameters of your focus and limitations).

In Lynn White, Jr.'s infamous 1967 article in *Science* magazine, Christianity in "its Western form" was indicted as the cause of the ecological crisis because of its anthropocentrism, dualism, and

domination over nature. Such principles are manifest in contemporary American culture as the United States, as a “Christian nation,” was founded on human progress, built through industrialization, and grounded in consumerism. Such national priorities marginalize creation, her natural resources, and those who advocate on behalf of the environment. With globalization, American values of prosperity, of “more is better” have put the entire planet at risk.

Though there is an emerging ecological voice within the church in the new millennium, the protection of creation is still not recognized as a priority. Most Christians in America are still socialized in the dominant culture of affluence. While denominational statements, “care for creation” curriculum, and “go green” books are being published, most focus on changing assumptions of humanity’s relationship with Mother Earth. Experiential outdoor retreats are proving to be effective in raising ecological consciousness and nurturing eco-spirituality, but unfortunately, most are sponsored by religious communities of Catholic sisters on the East Coast and in the mid-West. Because of his humility and kinship with creation, Saint Francis of Assisi is commonly identified as the exception to traditional Western humanity-centered dominance over nature. Through his *Canticle of Creatures*, the Patron Saint of Ecologists praises the Lord through the cosmic elements, which he calls “Brother” and “Sister.” While much has been written on Franciscan theology, which celebrates a cosmic fraternitas, equality, and the incarnational unity of all creation, no resources have been developed that use Francis’ *Canticle* to teach the theological underpinnings of a “deep green” ecological spirituality.

IV. PROJECT OUTCOME / GOALS: What will you do?

- a. Provide a brief description of the desired outcome, i.e. what you hope to accomplish. Who will be involved in bringing about the desired outcome?
- b. How do you expect will bring about the desired change, stated as goals.

For my project, I will create an eco-spirituality resource, which will be rooted in Franciscan theology. My intent is to raise ecological consciousness and to inspire more compassionate planetary living. This resource will feature “Canticle of Re-creation” encounters, inviting Christians to commune with the Creator through the cosmic elements in Francis of Assisi’s *Canticle of Creatures*. Theological reflections, environmental realities, and personal outdoor meditative activities will be incorporated into the experiences. Each of the encounters will be self-contained, scripted, and designed as a 90-minute module, which can be used separately or as a series, on retreat or in other settings. This flexibility allows ecological ministry leaders to reproduce and ecumenically adapt the encounters for their ministry contexts.

To develop these encounters, I will invite on retreat 12 ecological Christian leaders from the San Francisco Bay Area, who represent an ecumenical mix of Protestants and Catholics. This retreat will feature each of the Canticle of Re-Creation encounters. Following each session, retreatants will be asked to provide written feedback to reflect on and evaluate the experience. Small group discussions will also be used to debrief. Based on the comments received, the preliminary write-ups will be fine-tuned, with the final products printed and made accessible on-line. A “Canticle of Re-creation” website will be established so that this emerging community of Bay Area eco-leaders may download sessions and feedback forms, build community, and share ideas as they facilitate

sessions, practice greater ecological consciousness, and allow others to experience a renewed relationship with creation.

Effectiveness of this project will be measured by (1) the number of retreatants who facilitate Canticle of Re-creation encounters in their ministry contexts within 6 months of the initial retreat, and (2) the participation and feedback from these re-created sessions.

V. CONTRIBUTION of the project TO TRANSFORMATIONAL LEADERSHIP:

- a. Provide a brief description of the contribution this project will make to transformational leadership and how will your role as a leader bring about transformation?
- b. How does this project provide new information, or new skill development, or new techniques/programming? What about your project is innovative?

Because of the lack of eco-spirituality resources, this project contributes to transformational leadership by providing a practical ministry tool which re-creates how humanity relates to nature. According to Thomas Berry, we are “the universe become conscious of itself.” When we take the time to stop and listen, the Earth, enslaved by human over-consumption, speaks of her abuse and pain. Hearing her groans should change us, as we as Christians have a moral and spiritual obligation to act. Through each Canticle of Re-creation encounter, I plan to bridge this “communication gap” by giving voice to the cries of the Earth and by equipping God’s people with the skills and materials they need to go outside, listen to the cosmos as it speaks, and then teach others in their ministries to take an environmental stance, speak up , and care for creation.

VI. CONTEXT OF MINISTRY:

- a. How does your experiences or involvement qualify you to do this project and how is it related to your ministry context that made it a practical and academic concern?
- b. Social analysis – describe briefly the historical background, worldview descriptions, socio-cultural context, demographic statistics, identification of major stakeholders, and current issues that shed light on the context for ministry.

My earliest and most profound experiences with God are associated with nature. Years of camping, seminary, and decades of professional ministry left me with only a vague idea of how we as humans are called to relate to the natural world. Creation for me was merely a stage -- a setting for the unfolding of human history -- where the drama of my spiritual commitments to God was played out. I had been led to believe that creation was made for humanity; and humanity was made to have dominion over the world. In spite of such human-centered perspectives, through the writings of Saint Francis of Assisi, I discovered a creation-centered spirituality growing in me, and my life was changed.

Though I minister today at a Christian camp and conference center in the Santa Cruz mountains, before moving to the redwood forests 5 years ago, I served American Baptist congregations for 12 years in the concrete jungle of San Francisco. I am an ordained American Baptist pastor, yet I

received my Master of Divinity from Golden Gate Baptist Theological Seminary (Southern Baptist) and recently completed a Master of Theological Studies from the Franciscan School of Theology (Roman Catholic). I have swum in diverse theological waters and know the spiritual “sharks” in each. Like Francis, who is recognized for his environmental attitude within Catholic, Protestant, and even non-Christian circles, my ecumenical background and contacts, along with my ministry experience in both the City and the forest, create a unique niche for me to bring Franciscan eco-spirituality to the church. As I desire through my project to bridge people with the planet, my background and ministry context at camp allow me to invite to the ecological table, Catholics and Protestants, lay and clergy, liberals and conservatives, as we untie around a common commitment to care for creation.

VII. **BIBLICAL and THEOLOGICAL Basis:**

- a. This section should state your biblical and theological basis for the project at hand – what is the ‘biblical heart’ of your concern? State in detail which biblical texts support your theological premise undergirding this project.
- b. What theological lens will you use to examine the problem? (Identify 3-5 theological writers who deal with this problem). Also explain what your theological presuppositions are using the categories: God, Human Being, Sin and Evil, Jesus Christ, Church, and Spirit. (Also provide supporting biblical / theological analysis sources in the bibliography)

Undergirding this project is the theological task of challenging the anthropocentrism that characterizes the contemporary Western Christian understanding of creation. Franciscan theology is being used for it is an intellectual tradition that values cosmic kinship, incarnational unity, and creation care, and directly challenges the dominance, dualism, and ecological degradation that has characterized modern American attitudes towards nature. This outlook is embodied in the life of Saint Francis of Assisi, developed in the writings of Saint Bonaventure and Blessed John Duns Scotus, and is today reflected in the works of Franciscan authors like Zachary Hayes, Ilia Delio, and Keith Warner; Catholic thinkers like Thomas Berry, Elizabeth Johnson, and Denis Edwards; Protestant theologians like H. Paul Santmire and Sallie McFague; and former Catholic writers like Matthew Fox and Leonard Boff. Biblically, creation care in the Franciscan tradition is rooted in its Christology, which is reflected in Colossians 1:15-20, as Christ is the image of God, the exemplar, the fullness of creation. Through Christ, the world is brought into divine union, made sacred, and should thus be treated with holy reverence.

VIII. **METHODS OF RESEARCH:**

- a. Provide a general discussion of the research methods you will use to design and implement the project and why you have chosen this method.
- b. This description should include the ways that you will obtain data and the manner of implementation of the project. Finally, how will you evaluate the writing progress?

Removed from the familiarity of home as one goes on retreat, out of the chaos of discomfort, God will often re-create. Because of this transformative power, a three-day retreat in the mountains will

be the primary research method for this creation-connecting project. Written feedback forms will also be used to measure the effectiveness of each encounter in fulfilling the purposes of the project as a reproducible resource for eco-leaders that connects people with the planet and re-creates our relationship with the Earth.

IX. PROPOSED OUTLINE:

- a. Provide a preliminary working outline of your dissertation, i.e., how will you integrate in writing your problem /need statement, social analysis, contextual reflections on your experience, and biblical/theological review of literature.
- b. Under each major heading, provide a few sentences that describe the content under this heading.

The *first section* of this dissertation will be an introduction that defines the problem, sets the context, and explains terms in this emerging field of study (i.e. difference between “ecology” and “the environment”). The *second section* will offer a historical overview of the ecological crisis and the Christian response. The *third section* will establish Franciscan theology as a hermeneutic for ecological spirituality and highlight the biblical and theological foundations of this project. The *fourth section* will describe the project, highlight the “Canticle of Re-creation” retreat, report on its results, and provide a final evaluation and summary.

X. ACTION PLAN / SCHEDULE:

- a. Provide an action plan for the research and writing of your project.
- b. Along with measurable objectives that describe what aspects will be achieved, provide the timeline (specific dates) when you expect to have them done.

Submit Dissertation Project Proposal and begin background research (Fall 2011-Spring 2012)

Invite participants to the retreat and prepare retreat sessions (Spring 2012 –Fall 2012)

Conduct retreat, finalize reproducible encounters, and gather results (Fall 2012-Spring 2013)

Write dissertation (Summer 2013-Spring 2014, with anticipated graduation in May 2014)

XI. BIBLIOGRAPHY: Provide a working bibliography for your dissertation project.

Your bibliography should be no more than 5 pages long (approx. 50) and should be resources that you will cite in your writing. (You will be held accountable).

See Attached.

HAS ADVISOR APPROVED PROPOSAL AND BIBLIOGRAPHY? Yes ____ No ____

ADVISOR'S SIGNATURE: _____ Date: _____

ADVISOR'S Email: _____ Phone: _____

(PARTIAL)

XI. BIBLIOGRAPHY

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AMERICAN BAPTIST SEMINARY OF THE WEST

DISSERTATION PROJECT PROPOSAL

(Your completed proposal should be no more than 6 pages)

EXEMPLAR 4/2012

STUDENT Name:

DATE:

D/P TITLE: Toward a Model of Pastoral Care for Elder Korean Immigrants in San Francisco Bay Area

- I. **PROBLEM STATEMENT:** What is the PROBLEM in the area of study you wish to explore?
 - c. Your problem statement should be no more than two sentences.
 - d. You may provide a couple of paragraphs of supporting material to verify or validate the problem, but do not state a solution in this section.

Since the mid-20th century, thousands of immigrants from Korea arrive annually. Many of these are Korean seniors who immigrated to join their children's families. Many of the seniors who left their familiar environment could not speak or understand English. They could not talk to people when they went out. They could not read English, so they couldn't read signage. They couldn't drive and were afraid to go out. The elders begin to feel like someone who lost his/her identity and worth, and as a people with "no eyes, no ears, no mouth, and no feet" as one elder described the isolation. With this situation, Korean Churches face a significant challenge, trying to address how to care for their new elder congregants that non-English speaking. While some efforts have been made, especially in helping immigrants learn English, it is obvious that the Korean Churches still lack a holistic pastoral care program for their elder congregants' needs. Their programs and ministries do not attend to the psychological and spiritual needs of the new immigrant elders.

- II. **The PURPOSE:** Given the problem, what is your purpose or motivation, i.e., what do you want to change?

I want to encourage Bay Area Korean Churches to make more effort to improve their pastoral care for senior Korean immigrants. I want to help the ministries to change the situation of alienation that senior Korean immigrants experience by assisting them to step out and participate in the new immigrant society. I want to help them to develop their spiritual and social relationship in a cross-cultural context, thus providing new strength and hope for this new stage of life.

- III. **The BACKGROUND of the project: What is the SCOPE of study?**
 - c. Provide a brief description of the background from which your project comes. For example: if you are working in a church setting and developing a new program,

describe the church setting and how this project flows from and is affected or supported by that setting.

- d. Describe the scope of your study (specify the parameters of your focus and limitations).

I will ask the pastors of at least four Korean Baptist or Methodist churches to participate in a discussion group about the needs of elder immigrants and share their ideas for how to address the identified problems. I will invite my colleagues to join my research by setting up interviews with elders in their church setting to learn more about elder needs and to create a pilot set of two cultural immersion days including time for bible study and English lesson related to the cultural event or location the group will attend. With these pastors, I will collect feedback and develop a resource tool for other churches.

IV. PROJECT OUTCOME / GOALS: What will you do?

- c. Provide a brief description of the desired outcome, i.e. what you hope to accomplish. Who will be involved in bringing about the desired outcome?
- d. How do you expect will bring about the desired change, stated as goals.

First I will gather the local Korean pastors to discuss the problems of senior members. I think that these collegial groups will reveal some information and a large desire to change the current situation. Second, I shall design a questionnaire for senior members and administrate this questionnaire to get information about their real needs and problems. Third, I will compile the responses and information in a summary format. Fourth, based on what I learn about the topic, I will develop recommendations for a pastoral care of elder spirituality and other pastoral care needs that impact a ministry of pastoral care of aging. Fifth, I will work with the pastors and staff to conduct the special event immersion days for feedback from members and pastors. Sixth, I will provide a summary of findings to the pastors for adaptation in their congregation.

V. CONTRIBUTION of the project TO TRANSFORMATIONAL LEADERSHIP:

- c. Provide a brief description of the contribution this project will make to transformational leadership and how will your role as a leader bring about transformation?
- d. How does this project provide new information, or new skill development, or new techniques/programming? What about your project is innovative?

Examining the psychology of loss and grief contributes to transformational leadership because the tools will equip pastors to be more effective with relating to the needs of immigrant elders, speaking to their needs, and providing spiritual and psychological support by increasing a sense of belonging and orientation to a strange cultural environment.

VI. CONTEXT OF MINISTRY:

- c. How does your experiences or involvement qualify you to do this project and how is it related to your ministry context that made it a practical and academic concern?
- d. Social analysis – describe briefly the historical background, worldview descriptions, socio-cultural context, demographic statistics, identification of major stakeholders, and current issues that shed light on the context for ministry.

I have two masters degrees in theology and pastoral counseling and have served as a chaplain in a Christian hospital for 6 years. I see and hear the needs and isolation of elders. I also taught the spiritual life formation classes at our church. Currently, I help in pastoral care at my church. This project would enrich my experience to teach multigenerational and cross-cultural context on the needs of Korean elders and other immigrants trying to adjust.

VII. BIBLICAL and THEOLOGICAL Basis:

- c. This section should state your biblical and theological basis for the project at hand – what is the 'biblical heart' of your concern? State in detail which biblical texts support your theological premise undergirding this project.
- d. What theological lens will you use to examine the problem? (Identify 3-5 theological writers who deal with this problem). Also explain what your theological presuppositions are using the categories: God, Human Being, Sin and Evil, Jesus Christ, Church, and Spirit. (Also provide supporting biblical / theological analysis sources in the bibliography)

I will examine the theology of aging as presented in the Bible about responsibility to care for the widow, the alien, and adapt to care for elderly members. I will be reviewing the works of theologians and pastoral care authors such as David Augsburger, Howard Clinebell, Harold Koenig, and Richard Gentzler to help me frame my research. I will discuss the theological problem with my colleagues in the church and in the chaplaincy setting to focus my research.

VIII. METHODS OF RESEARCH:

- c. Provide a general discussion of the research methods you will use to design and implement the project and why you have chosen this method.
- d. This description should include the ways that you will obtain data and the manner of implementation of the project. Finally, how will you evaluate the writing progress?

I will use an interview method of open questions to guide the discussion among the pastors. I also will use a qualitative method of interviews with the elder immigrants to understand their historical stories and cultural traditions. I will develop a series of questions to provide them a framework to share and

I will record their responses. I will provide evaluation forms for the pastors to obtain elder feedback after each immersion activity. I will evaluate by inviting the pastor who serve in the participating churches to evaluate my project. I will report my project progress to my advisor.

IX. PROPOSED OUTLINE:

- c. Provide a preliminary working outline of your dissertation, i.e., how will you integrate in writing your problem /need statement, social analysis, contextual reflections on your experience, and biblical/theological review of literature.
- d. Under each major heading, provide a few sentences that describe the content under this heading.

In the first section, I will explore aspects of bible and theology about aging. In the section two, I will present research on the cross-culture issues in light of the dynamics of loss and grief. In section three, I will summarize the survey results to reflect on the expressed ministry needs of aging immigrants. In the final section, I will contribute the details of the immersion events at each church and provide recommendations for a pattern of cross-cultural pastoral care for again immigrants.

X. ACTION PLAN / SCHEDULE:

- c. Provide an action plan for the research and writing of your project.
- d. Along with measurable objectives that describe what aspects will be achieve, provide the timeline (specific dates) when you expect to have them done.

Identify and invite the participating pastors / churches (Fall 2010)

Conduct pastor roundtable to assess issues; schedule interviews of elder members (Winter 2010-2011)

Gather data and begin recording (2011); follow-up with pastors on immersion schedule at each church (2011-2012) – attend and evaluate at each church site.

Research and begin writing (2012); Complete dissertation (2012-2013)

XI. BIBLIOGRAPHY: Provide a working bibliography for your dissertation project.

Your bibliography should be no more than 5 pages long (approx. 50) and should be resources that you will cite in your writing. (You will be held accountable).

Attached.

HAS ADVISOR APPROVED PROPOSAL AND BIBLIOGRAPHY? Yes ____ No ____

ADVISOR'S SIGNATURE: _____ Date: _____

ADVISOR'S Email: _____ Phone: _____

XI. BIBLIOGRAPHY (Partial)

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