



ST. MARY'S SEMINARY & UNIVERSITY

Founded 1791

Office of the President-Rector

April 1, 2019

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder,

St. Mary's Seminary and University is seeking approval for a new Doctor of Ministry degree. The degree is to be offered in our Ecumenical Institute division, where it will build on existing success in ecumenical graduate ministerial education.

This proposal was endorsed by the faculty, by appropriate administrative committees, and by the Executive Board of St. Mary's Seminary and University (on March 19, 2019). It is an important component of our strategic plan for the Ecumenical Institute, and is fully aligned with the identity and mission of St. Mary's Seminary and University.

The enclosed proposal details the new program fully. A check for \$850 for the review of this proposal is being delivered to MHEC today. If you have questions or need additional information, please contact me or the Associate Dean of the Ecumenical Institute, Dr. Pat Fosarelli (at pfosarelli@stmarys.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Phillip J. Brown".

Rev. Phillip J. Brown, PSS
President-Rector
St. Mary's Seminary & University



Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

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| Institution Submitting Proposal | St. Mary's Seminary & University |
|---------------------------------|----------------------------------|

Each action below requires a separate proposal and cover sheet.

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| <input checked="" type="radio"/> New Academic Program <input type="radio"/> New Area of Concentration <input type="radio"/> New Degree Level Approval <input type="radio"/> New Stand-Alone Certificate <input type="radio"/> Off Campus Program | <input type="radio"/> Substantial Change to a Degree Program <input type="radio"/> Substantial Change to an Area of Concentration <input type="radio"/> Substantial Change to a Certificate Program <input type="radio"/> Cooperative Degree Program <input type="radio"/> Offer Program at Regional Higher Education Center |
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| Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No | Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check | Payment Amount: \$850.00 | Date Submitted: 04/05/19 |
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| Department Proposing Program | St. Mary's Ecumenical Institute | | |
| Degree Level and Degree Type | Doctorate ministry; Doctor in Ministry | | |
| Title of Proposed Program | Doctor in Ministry | | |
| Total Number of Credits | 30 | | |
| Suggested Codes | HEGIS: 230101.00 | CIP: 39.0601 | |
| Program Modality | <input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) | | |
| Program Resources | <input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources | | |
| Projected Implementation Date | <input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: | | |
| Provide Link to Most Recent Academic Catalog | URL: http://www.stmarys.edu/ecumenical-institute/academics/academic-catalog/ | | |
| Preferred Contact for this Proposal | Name: Dr. Pat Fosarelli | | |
| | Title: Associate Dean, St. Mary's Ecumenical Institute | | |
| | Phone: 410-864-4204 | | |
| | Email: pfosarelli@stmarys.edu | | |
| President/Chief Executive | Type Name: Fr. Phillip Brown | | |
| | Signature: | Date: 04/04/2019 | |
| | Date of Approval/Endorsement by Governing Board: 03/19/2019 | | |

Revised 3/2019

St. Mary's Seminary and University
Ecumenical Institute division
Doctorate in Ministry Proposal

St. Mary's Seminary & University (SMSU) proposes to offer a new degree entitled "**Doctor in Ministry**" through its Ecumenical Institute division.

A. Centrality to Institutional Mission and Planning Priorities

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

SMSU is pleased to submit this proposal for a new Doctor of Ministry (DMin) to be offered in its Ecumenical Institute division. The DMin is an advanced program of study in ministerial leadership for persons who hold the Master of Divinity (or its educational equivalent) and who have substantial ministry experience. This program is an outgrowth of the established master's and post-master's ecumenical ministry education already offered in SMSU's Ecumenical Institute, and has been developed in response to the ongoing needs of that division's constituents.

This Doctor of Ministry program is designed in conformity with the Association of Theological Schools' degree standard for the DMin. This DMin is specifically designed and structured to serve the need for advanced ministerial education in Maryland that is ecumenical, adaptable, and integrative. This DMin program is ecumenical, intentionally designed for the broad spectrum of church traditions in Maryland (Catholic, Protestant, and non-denominational), a spectrum the SMSU's Ecumenical Institute is already educating effectively at the master's and post-master's level. This DMin program is adaptable for each student's ministry setting and focus, whether a traditional church-based ministry or an emerging non-profit or bi-vocational model. This DMin is integrative, with a curriculum offering interdisciplinary courses and a faculty embodying the integration of theory and practice.

Though the primary mission of SMSU is forming men for the Roman Catholic priesthood, that commitment provides the context of the University's ecumenical graduate and professional programs in theology and ministry within the Ecumenical Institute. Specifically, St. Mary's Ecumenical Institute is to offer accredited ecumenical theological education at the master's and post-master's level to qualified men and women in the greater Baltimore area. The proposed Doctor of Ministry program aligns with both the University and divisional missions. The DMin will expand mission fulfillment at the post-master's level for men and women of all church traditions in central Maryland.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional policy.

As part of the strategic plan of St. Mary's Seminary & University, a priority within the Ecumenical Institute has been placed on developing "excellent, ecumenical, engaged programs of study." That strategic goal has, as its first objective, to "develop and implement an accredited Doctor of Ministry degree" (adopted May 1, 2018). Thus the

DMin program was developed as a result of the development and implementation of the current strategic plan. The strategic planning process developed this objective through self-assessment, focus groups with alums and other constituents, and market analysis.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

The D.Min program will be funded adequately using tuition revenue. As explained below (section L), the program has low expenses because it utilizes latent staff and administrative capacity, existing institutional resources, and limited allocation of instructional cost. Some discretionary funds are also being held in reserve if there should be a shortfall during program startup.

4. Provide a description of the institution's commitment to:

a. ongoing administrative, financial, and technical support of the proposed program

SMSU is fully committed to providing the administrative, financial, and technical support needed for program success. The proposed program will be supported with the same high standards as the current certificates, master's, and post-master's programs are. In addition to utilizing existing staff and structures, the program will be supported by the addition of a part-time program Director, and by direct program involvement by the Ecumenical Institute Dean. (See the letter from the President Rector for a statement of institutional commitment.)

b. continuation of the program for a period of time sufficient to allow enrolled students to complete the program

SMSU anticipates that the proposed DMin program will succeed, and will therefore continue for decades. If it would become necessary to discontinue the program, SMSU is fully committed to sustaining the program for a time sufficient for all currently enrolled students to complete in a reasonable timeframe. (Given program structure, that timeframe would be approximately three years from announced program termination.)

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and State in general based on:

a. The need for advancement and evolution of knowledge

Christian ministry, like other service professions, needs excellent practitioners with advanced understanding and contextualized knowledge. The Association of Theological School's (ATS) accreditation standard for the Doctor of Ministry requires that a primary

goal of the program be “new knowledge about the practice of ministry.” This new knowledge about ministerial practice is developed in students’ capstone doctoral projects, a central feature of the proposed SMSU DMin program. Students’ new ministerial knowledge is developed and applied in their current ministry setting, with immediate benefit to the recipients of their ministry and the institutions that they lead.

Doctor of Ministry programs also focus on developing advanced contextual knowledge in students, another central focus of the proposed SMSU DMin. Advanced ministry in Maryland requires understanding the state’s ecumenical context, with over two million Christian adherents distributed nearly evenly among Catholic, evangelical, and mainline Protestant (Association of Religious Data Archives, 2010 data for Maryland). Advanced ecumenical knowledge and understanding work to transform this religious diversity into a resource for cooperation rather than a source of competition or conflict. This need is directly addressed in the ecumenical nature of the proposed DMin, which builds on the existing strength in ecumenical theological education which St. Mary’s Ecumenical Institute has developed through its existing graduate programs over the last fifty years.

A significant need exists for advanced ministerial education for bi-vocational ministers. (Bi-vocational ministers are persons who have non-ministry employment in addition to their ministry, often working full-time in a secular job.) The In Trust Center for Theological Schools has noted a rising national trend in bi-vocational ministry (Spring 2018 article), pointing to the need to advance knowledge about bi-vocational ministry and to provide access to theological education for bi-vocational ministers. St. Mary’s Ecumenical Institute has a long history of successfully educating bi-vocational ministers at the master’s level, and has used that understanding to design the proposed DMin for maximum accessibility and educational effectiveness for bi-vocational ministers in Maryland. In addition to program structure, the location of SMSU in Baltimore meets the bi-vocational minister’s need for local education (given the difficulties of securing adequate time off work to travel to out of state DMin programs). The curricular content of the proposed DMin also maximizes adaptability for bi-vocational ministers and for non-traditional ministries (such as non-profits).

b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

Given Maryland’s more than two million Christian adherents and nearly 5,000 congregations (according to 2010 data compiled at the Association of Religious Data Archives), there exists a significant social need in the state for competent ministry and ministerial leadership; that need is typically addressed with master’s level programs. The social need for the more advanced understanding and competency provided by the Doctor of Ministry stems from the need for expert leaders in churches, judicatories, and other church institutions, and the need for expertise in increasingly complex ministry settings. A significant number of denominations expect a DMin for placement in larger congregations or in judicatory hierarchy, recognizing that leadership expertise is essential to effectively serving their constituents’ needs. Many ministers recognize a particular

need in their ministry setting that requires advanced understanding to effectively serve. Whether those settings are traditional congregations or non-profit organizations, ministry typically includes—or even focuses on—one or more of the following societal challenges facing Maryland: educational inequality, food insecurity, HIV/AIDS needs, healthcare access, housing needs, addiction, sex trafficking, job training, and racism. It is critical that some of those leading such ministries develop advanced understanding of the problems their ministry addresses, and advanced practical skill in designing and leading ministries of amelioration. SMSU’s proposed DMin program develops skills in contextual research, so students ministering in an area of social need will understand and engage those needs more effectively. The DMin ministry project develops an advanced ministry intervention, so students ministering in an area of social need will engage it more effectively.

SMSU’s Ecumenical Institute has a demonstrated history of enrolling approximately 35% minority students. Market research has suggested that the proposed DMin will attract a similar or even higher percentage of minority students. St. Mary’s Ecumenical Institute has a demonstrated history of enrolling educationally disadvantaged students and supporting them to academic success. Because the Doctor of Ministry is an advanced degree requiring a professional master’s degree, the prospect of enrolling educationally disadvantaged students is less likely. (However, St. Mary’s Ecumenical Institute has found in its master’s programs that educational disadvantage—specifically around critical reading and effective writing—can exist in students with baccalaureate and even master’s degrees. Just as St. Mary’s Ecumenical Institute has supported those master’s students, so it will in the DMin, if needed.)

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education

The proposed Doctor of Ministry program is consistent with the 2017-2021 Maryland State Plan for Postsecondary Education. It is designed for access, structured for student success, and incorporates innovation.

Access. Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

The proposed DMin builds on St. Mary’s Ecumenical Institute’s history of equitable access and affordable quality. The Ecumenical Institute division was founded by SMSU to provide access to quality graduate theological education for all; in 1968 that meant that women of all traditions and Protestants of color in the greater Baltimore area gained significant access to graduate theological education for the first time. Equitable access for women and persons of color remains a hallmark of the division, and will be integral to the proposed DMin. Over the past two decades, St. Mary’s Ecumenical Institute has found innovative ways to ensure that theological education remains accessible and affordable to applicants of limited financial means. This has been done while eliminating any reliance on federal student loans, thus anticipating the state’s emphasis on “student success with less debt.” The proposed DMin will retain these institutional emphases on

equitable access in its recruiting strategies and admissions policies. The proposed program emphasizes affordable quality in its price point, with a cost well below most of the out of state programs that Marylanders currently enroll in. Because the proposed Doctor of Ministry is in state, it will increase access geographically; because it does not require applicants to subscribe to any particular faith statement, it will increase access ecumenically; because it does not stipulate a theology of gender hierarchy, it will increase access for women.

Success: Promote and implement practices and policies that will ensure student success.

The proposed DMin program serves the second goal in the State Plan, both with regard to Strategy 5's emphasis on student success generally, and on serving equally both traditional and non-traditional students. The proposed program includes components specifically focused on promoting the success of each student, including provision of an advisor who works closely with the student to guide toward success in the doctoral project phase, as well as structuring formational reflection (focused on vocational integrity) into each course. Both these components are integral to promoting success of DMin students, inasmuch as they typically pursue the degree while working fulltime. The schedule of DMin coursework has been structured to serve non-traditional students (bi-vocational ministers) just as well as traditional students (clergy). The proposed program has also incentivized on-time completion with a tuition price-lock for students who proceed through the program without interruption or delay.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

The proposed DMin program was developed with attention to pedagogical best-practices for advanced ministerial education. The program budget provides for initial and ongoing professional development for all faculty in the pedagogy of DMin education. Doctor of Ministry teaching and learning is inherently collaborative because of the accreditation requirement that the degree significantly utilize peer learning. The proposed program expands support for research (Strategy 10), in that each DMin student will complete a project/thesis that involves original research into some aspect of ministry. Results of that research will be published in the student's DMin thesis, and presented at an annual DMin colloquium, which will be open to the learning community and to the wider public. And the program encourages experimentation (Strategy 11) through its focus on developing new forms of ministry

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

1. Describe potential industry or industries, employment opportunities, and expected level of entry for graduates of the proposed program

Students enrolling in DMin programs must already hold ministry positions. Thus, they do not pursue the degree to enter ministry, but to perform better the ministries they already have, and to increase their vocational satisfaction. That said, some “industries” that can be positively impacted because of this degree include churches (both congregations and judicatories), retreat centers, parochial schools, non-profit ministries (including shelters, anti-sex trafficking, healthcare advocacy, anti-racism), and institutions served by chaplains (e.g., hospitals, the military).

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program

Market analysis began with a survey of SMSU Ecumenical Institute alumni, 75% of whom indicated an interest in pursuing a DMin. A market feasibility study (conducted June 2018) used Google AdWords to identify a steady, significant rate of Maryland-based interest in DMin degrees. Finally, during a recruiting partnership with Ashland Theological Seminary (Ashland, Ohio) from 2016-18, 28 Baltimore area students matriculated into Ashland’s DMin program.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Many DMin students are clergy, though not all serve in congregational ministry. The Bureau of Labor Statistic of the US Department of Labor projects a clergy growth rate of 8% over the period 2016-2026 (or nearly 20,000 new jobs nationally). Most DMin students pursue their degree with an expectation that following completion of the program they will continue in their current workplace for a time. In other words, they graduate with desirable employment in hand, rather than needing a job market with appropriate vacancies. Nonetheless, at some point after graduation most ministers with the DMin degree move at least once to a new ministry position in the same job market. For clergy who earn the DMin, such moves are often into senior denominational leadership or to larger and more challenging congregations, often moving into vacancies that have come through retirement. Market surveys on clergy retirement have proven difficult to acquire, but a variety of denominations have indicated that clergy will be retiring at a higher rate in the next decade.

4. Provide data showing the current and projected supply of prospective graduates.

The Ecumenical Institute projects about 7 to 8 graduates per year. As this will be a new program, there are no data on current graduates.

D. Reasonableness of Program Duplication

1. Identify similar programs in the State and/or same geographic area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

In Maryland, Faith Theological Seminary (hereafter FTS) was approved to offer a DMin last year (2018), so there is no quantitative data for that program on admissions or graduations. Based on publicly available information (the FTS website), the FTS DMin differs significantly from the proposed SMSU DMin in three ways. First, FTS requires that students meet a biblical language prerequisite; the SMSU DMin does not. The proposed SMSU DMin does not require biblical languages because many Christian denominations do not require them for ministry, nor is mastery of biblical languages intrinsic to the proposed DMin goals; the proposed SMSU DMin is therefore accessible to a fuller ecumenical range of Christian ministers. Second, FTS appears to require all students—including DMin students—to sign a statement of submission to biblical authority. While the proposed SMSU DMin will expect admitted students to be persons of faith, there are no stipulations about the shape or content of that faith. Thus the proposed SMSU DMin is accessible to a fuller ecumenical range of Christian ministers. Third, FTS states in its Student Handbook (p 35-36) that “the role of church pastor can be fulfilled only by a man.” The St. Mary’s Ecumenical Institute’s ecumenical student body has traditionally included students whose denominations agree with that statement as well as those whose denominations permit women to be pastors. Thus, the proposed SMSU DMin is accessible to a fuller ecumenical range of Christian ministers. These three differences between the existing program at FTS and the proposed SMSU DMin are significant; therefore, the proposed SMSU DMin is unlikely to recruit from the same pool of candidates as does FTS.

There are several theological schools in Pennsylvania and the District of Columbia that offer the DMin. Key differentiations between the proposed SMSU DMin program and those nearby are 1) accessibility of price and structure, and 2) program focus on the multiple forms and ecumenical varieties of advanced ministry. Maryland students have easier access to Baltimore than to Washington or Philadelphia, and many Marylanders would rather not pay higher tuition to attend out of state seminaries for their DMin. Most out-of-state DMin programs are narrowly focused on a particular form of ministry, often within one specific denomination. Unlike those programs, the proposed DMin will draw together a wide and diverse cross-section of Marylanders doing varied kinds of ministry.

2. Provide justification for the proposed program.

The Doctor of Ministry proposed by SMSU is unique in offering Marylanders advanced ministerial education that is ecumenical, adaptable to a wide variety of ministry settings, and accessible to traditional and non-traditional students. Building on its history as Maryland’s first theological school (founded in 1791), and the Ecumenical Institute’s fifty years of excellent, accessible, ecumenical education, the proposed DMin will fill a significant need in Maryland.

E. Relevance to High-Demand Programs at Historically Black Institutions

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBIs.

There is no Doctor of Ministry at any of Maryland's Historically Black Institutions. Therefore, the proposed program should have no impact on the state's HBIs.

F. Relevance to the Identity of Historically Black Institutions

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

Because the four HBIs do not offer a DMin degree nor other ministerial degrees, the proposed DMin program would not impact the identities or missions of the State's HBIs. St. Mary's Ecumenical Institute does have a proud tradition of providing master's level theological education to graduates of both Baltimore HBIs (Morgan State and Coppin State), and would expect to do the same with its DMin degree.

G. Adequacy of Curricular Design, Program Modality, and Related Learning Outcomes

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

In response to continued requests to develop a DMin from alums and area clergy, St. Mary's Ecumenical Institute conducted a market analysis (described above at C.2). Through a two year partnership with Ashland Theological Seminary, the Ecumenical Institute did professional development in the design, learning outcomes, and pedagogy of DMin degrees. That partnership was beneficial in developing faculty expertise with the DMin but proved not to be serving Maryland students adequately. The Ecumenical Institute Board therefore made development of a local DMin a strategic priority, which was adopted in the SMSU strategic plan. Dean Brent Laytham led a faculty development process which studied the relevant Educational and Degree standards of the Association of Theological Schools, drew on the resources of the Association for Doctor of Ministry Education, and consulted with various DMin directors. A group of faculty who will contribute directly to the DMin developed the curriculum, which was unanimously accepted by the full faculty (October 2018), by the Ecumenical Institute Board (October, 2018), and by the Executive Board of SMSU (on March 19, 2019). The Association of Theological Schools was petitioned to accredit the degree, and will act on a focused accreditation visit in June, 2019.

Ultimate oversight of the DMin program resides with the Dean of St. Mary's Ecumenical Institute, Dr. Brent Laytham. Operational oversight resides with the Director of the DMin, Dr. Jason Poling.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and modality of the program.

Because this DMin is a theological degree from a theological institution, degree goals and outcomes have been fashioned according to the Degree Program Standards of the

Association of Theological Schools (hereafter ATS). The ATS is one of SMSU's accreditors (along with Middle States Commission on Higher Education).

Goal 1. DMin graduates will develop gospel attentiveness that recognizes ministry contexts and practices in light of God's mission.

Outcome 1: Students will demonstrate advanced ability to recognize (by describing and interpreting) ministry contexts and practices in light of God's mission.

Goal 2. DMin graduates will develop ministerial wisdom that integrates deep understanding of Christian texts and traditions with practical reasoning about God's mission today.

Outcome 2: Students will demonstrate deep understanding of Christian texts and traditions integrated with practical reasoning about God's mission today.

Goal 3. DMin graduates will deepen vocational fidelity that unites their ministry competencies, experiences, and gifts in sustaining service to God's mission.

Outcome 3: Students will demonstrate a deeper confidence in the unity of their ministry competencies, experiences, and gifts in sustaining service to God's mission.

Goal 4. DMin graduates will enhance their missional impact through attentive, wise, faithful ministry.

Outcome 4: Students will demonstrate missional impact rooted in attentive, wise, and faithful ministry.

3. Explain how the institution will

a. provide for the assessment of student achievement of learning outcomes in the program

Instructors in the DMin develop course objectives and learning assignments that are linked to the degree program outcomes, and grade the assignments with the aid of the program outcomes assessment rubric.

b. document student achievement of learning outcomes in the program

Student achievement of course learning outcomes in the proposed DMin program will be documented in course grades. Student achievement of all program outcomes will be documented in the completion of the DMin ministry project and approval of the DMin thesis. All theses will be retained in print and/or electronic formats. (For program assessment, see section M below.)

4. Provide a list of courses with title, semester credit hours, and course descriptions, along with a description of program requirements.

The program requirements of the DMin are six 3-credit courses, three 2-credit research courses, and a doctoral project with thesis (6 credits). Thus the total credits required is 30.

Before detailing the particulars of each course, this proposal will address COMAR 13B.02.03.24K, which states that "An institution may award a Doctoral Degree for the

highest level of formal collegiate study in a field, typically requiring successful completion of at least 60 credit hours or the equivalent at the graduate level....” As indicated above (G.1), this degree program was developed utilizing the relevant Educational and Degree standards of the Association of Theological Schools in the United States and Canada (hereafter ATS). The ATS is recognized by the United States Department of Education and by the Council for Higher Education Accreditation for the accreditation of graduate, professional theological schools in the United States. The ATS has more than 270 graduate schools in the US and Canada as its membership.

The ATS standard for DMin programs stipulates that the DMin is an advanced degree in ministerial leadership requiring for admission a Master of Divinity degree (hereafter MDiv) or its equivalent, and at least three years of ministry subsequent to completion of the MDiv. The MDiv is often a 90 to 120 credit degree (requiring 3 to 4 years of fulltime study). The ATS DMin standard requires that the MDiv or its equivalent be at a minimum 72 graduate credit hours of theological and ministerial study. This means that while the DMin follows the pattern of other doctoral degrees in requiring an underlying master’s degree, that underlying degree is not the typical one year master’s (in the 30 credit range) but is rather a minimum of 72 credits (and often considerably more graduate credits). Moreover, because of the requirement of three years of ministry subsequent to completion of master’s work, the DMin curriculum builds on significant professional learning experience as well. If SMSU’s proposed DMin followed the pattern of some academic and professional doctorates of transferring a year of master’s credits into the doctoral program, the proposed DMin would clearly meet or exceed the 60 credit hours requirement. However, transferring in master’s credits is not the pattern followed by the more than 150 accredited DMin programs in the United States and Canada, so it was not incorporated into the proposed DMin program design. Nonetheless, the proposed DMin curriculum does ensure, given admissions requirements, that the total number of graduate credits completed before receiving the doctoral degree is a minimum of 102.

A second feature of the ATS standard for DMin programs is germane. The ATS stipulates that persons in DMin programs must be in ongoing ministry for the duration of their doctoral studies, which cannot be less than 3 years nor more than 6 years, and that self-directed learning be an expectation of the program. In combination, these features indicate that the numerical credit count accounts for less than the totality of the doctoral program. That logic is evident in the accredited DMin programs in the MidAtlantic region, where program credit requirements range from 24 to 42 (but average 33 credits).

We believe that either the total number of graduate credit hours or the three plus years of self-directed professional learning mitigate concern with COMAR 13B.02.03.24K. Both factors together suggest to us that SMSU’s proposed DMin of 30 doctoral credits is a robust advanced degree worthy of approval. That logic would appear to be at work in the 30 credit DMin program already approved by MHEC in 2018.

The required 3-credit courses in the DMin program are as follows:

BS862 Reading Scripture (3 credits)

An exploration of approaches to reading Scripture for Christian faith, formation, ministries, and mission. Special emphasis will be given to (1) selected parts of the canon (both Testaments, diverse genre); (2) various approaches to reading the Bible as Scripture, including the main Christian traditions and several different cultures; (3) recent developments in theological and missional hermeneutics; and (4) the connection between Scripture and the student's DMin project.

ST815 Living Doctrine (3 credits)

An exploration of how theology enlivens Christian understanding, formation, and ministry. Working through the full spectrum of Christian doctrines, the course will note how Christian doctrine serves as (1) lens for analyses of our current historical situation; (2) script for Christian speaking, living, and ministry; and (3) foundational component of the student's DMin project.

BS868 Embodying Scripture (3 credits)

An exploration of how Scripture finds embodiment in Christian thinking, feeling, and acting, in personal and communal/social dimensions. In other words, the course explores how the biblical text, engaged as Scripture, 1) frames how we see and engage the world; 2) forms our character and communities; and 3) patterns our performance of the gospel. Embodying Scripture integrates the traditional disciplines of Christian formation, spirituality, and ethics/moral theology, as well as theo-cultural hermeneutics.

PT815 Enculturating Ministry (3 credits)

Effective ministry incarnates the *Missio Dei* in the overall societal context and the specific cultures in which the minister serves. This course will attempt to equip the student to understand both the contemporary world view and the specific culture(s) in which the student is serving, so as to be able to sensitively and effectively embody the good news in that setting.

PT853 Healing Trauma (3 credits)

This course provides an immersion in understanding the spectrum and nature of trauma, along with its profound effects on the brain, psyche, and spirit. This course encourages each student to consider the traumas in his or her life and their contribution (positive or negative) to the way he or she does ministry. This course equips the minister or pastoral helper to be a non-anxious presence, providing accurate, unflinching empathic witness to suffering and to assess the need for other kinds of care, facilitating a useful referral when indicated.

Understanding trauma in depth requires theological reflection on its meaning and sources of authentic healing.

PT801 Leading Leaders (3 credits)

Most ministry involves the exercise of leadership in some capacity, but the types of ministry to which people are called later in their careers often involve leadership responsibilities relative to others exercising leadership. This course prepares students to meet the leadership

challenges that they are increasingly likely to encounter as their ministry matures. Instruction in this course will include extended times of interaction with senior leaders from diverse denominational and ministry contexts.

Concurrent with coursework, students complete DMin project methods modules, which are 2-credits each.

PT802 Researching Ministry (2 credits)

The first credit-bearing module will be entirely online and will explore qualitative research in general: 1) what it means to do a good literature review of similar projects/ministries as the one being proposed; 2) how human subjects (especially vulnerable populations) are protected in research and the role of an IRB; 3) how a research strategy is developed, including different types of data and how they are collected; and 4) how the population to be studied or ministered to is selected, the role of exclusion criteria, and the advisability for consent forms, at least for certain projects. This module will occur after the first year of study. The outcomes for this module will be demonstrating the ability to 1) develop a substantive, but doable, research question; 2) begin work on a project-specific bibliography; and 3) identify reputable resources, including but not limited to websites, models, journals, etc., that will be helpful in the development and execution of the project.

PT803 Creating Ministry (2 credits)

The second credit-bearing module will be entirely online and will explore what it means to carefully consider one's context in developing ministry: 1) why demographics and history of the proposed ministry context are important; 2) what a ministry intervention is and who should receive and provide it; 3) what ministry resource might be particularly useful (and why), given the context; 4) which questionnaires or surveys are needed; and 5) whether the student is in the position of making the ministry happen, which includes self-reflection. This module will occur prior to the final course. The outcomes for this module will be demonstrating the ability to 1) critically examine one's context, with an eye toward developing the intervention or resource that is most appropriate, and 2) reflect on one's own calling and the role this project plays in that calling.

PT804 Proposing Ministry (2 credits)

The third credit-bearing module will be a hybrid of on-line and in-person instruction. It will discuss: 1) writing and refining a proposal; 2) conducting research, including careful documentation of observation and responses; 3) making corrections along the way, including managing participant attrition, context change, data collection not yielding the information needed; and 4) soliciting participant evaluation of the ministry. This module will occur after the final course. The outcomes for this module will be the 1) submission of a feasible proposal, which includes all its required components (see below), and 2) response to a hypothetical situation in which the project/ research must be retooled because of context change.

The final component of the DMin is the 6-credit ministry project.

PT805 DMin project (6 credits)

The ministry project is undertaken with the assistance of a project advisor. It begins after students have completed an approved ministry project proposal in the “Proposing Ministry” module described above. Using that proposal, students implement the ministry intervention or develop the ministry resource they have designed. Students then document their ministry project in a major thesis with standardized structure. The thesis must be approved by the ministry project advisor and a second reader for successful completion of the degree. Finally, students present their ministry project to faculty and peers at an annual DMin colloquium.

5. Discuss how general education requirements will be met, if applicable.

Not applicable.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The DMin is accredited under Standard E of the degree program standards of the Association of Theological Schools (ATS). A petition to add accreditation for this degree has been accepted by ATS, with a focused accreditation visit scheduled for April, and a final decision by ATS expected in June.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/ student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

All course requirements are provided to students in the course syllabus. The DMin curriculum, degree requirements, modes of instruction (including ability to use the Canvas learning management system), and expectations about learning interactions will be published (after degree approval) on the school’s website (www.stmarys.edu) and in a DMin Handbook (updated annually). The availability of academic support services, financial aid resources, and tuition and payment policies are currently published on the school’s website, and in the Catalog (though DMin tuition costs will only be added after degree approval). The Student Handbook (updated annually) also provides information on student support and financial policies. Before they begin coursework, new students attend an in-person orientation which also covers expectations about faculty/student interaction, the use of the Canvas learning management system, program structure and requirements. In addition, paper copies of degree requirements and degree audit forms are available on student request. If any information is clarified or changed between the

annual updates to the Handbooks and Catalog, this information is pro-actively communicated to all students in the program using their Canvas account.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

All advertising, recruiting, and admission materials will clearly and accurately describe the DMin programs.

H. Adequacy of Articulation

Not applicable.

I. Adequacy of Faculty Resources

1. Provide a brief narrative demonstrating the quality of the program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status, and the course(s) each faculty member will teach in the proposed program.

By design, Doctor of Ministry programs offer an advanced practitioner degree rooted in current, real world practical experience. For this reason, DMin programs typically use practitioner adjuncts extensively. The proposed SMSU DMin has effectively balanced fulltime faculty and practitioner adjuncts for maximum program effectiveness. The fulltime faculty, who currently teach in the Ecumenical Institute's master's programs, will have their teaching load reallocated to include DMin courses. The practitioner adjuncts have a long history of successful teaching in Ecumenical Institute master's courses, and so have been identified as core practitioner adjunct. (The instructional balance of fulltime/practitioner is 50% fulltime faculty, 50% core adjunct practitioners.)

Because the DMin emphasizes practice of ministry, the faculty list below includes not only terminal degree, but also all relevant post-baccalaureate practical degrees.

Dr. Jeff Anderson Professor of Practical Theology (core practitioner adjunct)
M.A. (Music and Education); M.A. (Theology), St. Mary's Seminary & University;
Ed.D., Creighton University.
D.Min teaching: Researching Ministry.

Dr. Pat Fosarelli Professor of Spiritual and Practical Theology (full-time)
M.D., University of Maryland School of Medicine; M.A. (Theology), St. Mary's
Seminary & University; DMin (Spirituality), Wesley Theological Seminary.
DMin teaching: Healing Trauma, Creating Ministry, co-teach Proposing Ministry.

Dr. Mark Gorman Professor of Theology (core practitioner adjunct)
M.M. in Organ Performance; M.Div. and Th.D. Duke Divinity School.
DMin teaching: Embodying Scripture.

Dr. Michael Gorman Professor of Biblical Studies and Theology (full-time)
M.Div. and Ph.D., Princeton Theological Seminary.
DMin teaching: Reading Scripture.

Dr. Dave Greiser Professor of Practical Theology (core practitioner adjunct)
M.Div., Fuller Theological Seminary; DMin, (urban mission); Ph.D., (homiletics),
Southern Baptist Theological Seminary.
DMin teaching: Enculturating Ministry.

Dr. Rebecca Hancock Professor of Sacred Scripture (full-time)
M.Div., McCormick Theological Seminary; Ph.D., Harvard University.
DMin teaching: contributor to Reading Scripture, Embodying Scripture.

Dr. John Hayes Professor of Spiritual and Practical Theology (core practitioner adjunct)
M.A. (Psychology); MA (Theology), St. Mary's Seminary & University;
Ph.D. (Counseling), The Catholic University of America.
DMin teaching: contributor to Healing Trauma.

Dr. Tony Hunt Professor of Practical Theology (core practitioner adjunct)
M.Div., Wesley Theological Seminary; DMin and Ph.D., Graduate Theological
Foundation.
DMin teaching: Enculturating Ministry.

Dr. Brent Laytham Professor of Theology (full-time)
M.Div., Nazarene Theological Seminary; Ph.D., Duke University.
DMin teaching: Living Doctrine.

Dr. Jason Poling Director of the DMin program (core practitioner adjunct)
M.Div. Seminary of the East; M.A. (Theology) St. Mary's Seminary & University; DMin
(Missional Theology) Biblical Theological Seminary
DMin teaching: Leading Leaders, co-teach Proposing Ministry.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in

a. Pedagogy that meets the needs of students

St. Mary's Ecumenical Institute has provided professional development in the design, learning outcomes, and pedagogy of DMin degrees. It will continue to ask DMin faculty to participate in professional development around pedagogical best practices for adult learners in advanced ministry coursework,

b. The learning management system

St. Mary's Ecumenical Institute provides ongoing training in the effective use of its learning management system (Canvas), and it will continue to do so.

c. Evidenced-based best practices for distance education, if distance education is offered

Not applicable to this degree.

J. Adequacy of Library Resources

SMSU's Marion Burk Knott Library is fully adequate to support DMin studies in its staffing, holdings, and accessibility of e-resources. (This was verified in August 2018 by an American Theological Library Association consultant as part of a larger library consultation.) The Knott Library houses Baltimore's largest specialized theological library. The collection numbers 132,000 books. The library receives more than 400 periodicals and maintains a collection of 22,000 volumes of bound periodicals. The library catalog is electronic. Wireless Internet access is available. The Knott Library subscribes to a collection of databases that are particularly relevant for studies in ministry and theology, as well as additional general subject sites for supplemental sources. A growing number of journals are available in full text online format, and the Library's collection of e-books is growing.

K. Adequacy of Physical Facilities

1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The courses of the DMin program will be held in the classrooms of St. Mary's Seminary & University. Classrooms have electronic capability and Wi-Fi Internet access. Staff and fulltime faculty have on-campus office space, and practitioner adjunct faculty have a faculty office equipped with a computer, printer, and personal mailboxes.

2. Provide assurance and any appropriate evidence that the institution will ensure students are enrolled in and faculty teaching in distance education will have adequate access to

Not applicable to this degree program.

L. Adequacy of Financial Resources

The financial model for the proposed DMin was developed using conservative estimates of tuition revenue. Expenses are modest because existing institutional resources are utilized without any allocated charge (e.g., classrooms, library), and most of the administrative and student services support utilizes excess capacity of existing employees. Given the program's modest scale, a part time administrator (Director) has been added. Instructional expenses are

modest because SMSU budgeting within the Ecumenical Institute does not allocate salary and benefits for full-time faculty to the budget.

| | TABLE 1: PROGRAM RESOURCES | | | | |
|---|-----------------------------------|---------------|---------------|---------------|---------------|
| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Reallocated Funds | 0 | 0 | 0 | 0 | 0 |
| 2. Tuition/Fee Revenue (c + g below) | 37331 | 76762 | 124036 | 134090 | 137862 |
| a. Number of F/T Students | 7 | 14 | 22 | 23 | 23 |
| b. Annual Tuition/Fee Rate | 5333 | 5483 | 5638 | 5830 | 5994 |
| c. Total F/T Revenue (a x b) | 37331 | 76762 | 124036 | 134090 | 137862 |
| d. Number of P/T Students | 0 | 0 | 0 | 0 | 0 |
| e. Credit Hour Rate | 0 | 0 | 0 | 0 | 0 |
| f. Annual Credit Hour Rate | 0 | 0 | 0 | 0 | 0 |
| g. Total P/T Revenue (d x e x f) | 0 | 0 | 0 | 0 | 0 |
| 3. Grants, Contracts & Other External Sources | 0 | 0 | 0 | 0 | 0 |
| 4. Other Sources | 0 | 0 | 0 | 0 | 0 |
| TOTAL (Add 1-4) | 37331 | 76762 | 124036 | 134090 | 137862 |

Line 1. Not applicable.

Line 2. The primary source of revenue is tuition from students, which builds over the three years of the program into the low twenties.

Line 3. Not applicable.

Line 4. Not applicable

| | TABLE 2: PROGRAM EXPENDITURES | | | | |
|-------------------------------|--------------------------------------|---------------|---------------|---------------|---------------|
| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Faculty (b+c below) | 24500 | 41050 | 49932 | 53495 | 57093 |
| a. Number of FTE | 0.4 | 0.8 | 1 | 1 | 1 |
| b. Total Salary | 22500 | 37050 | 45932 | 49245 | 52593 |
| c. Total Benefits | 2000 | 4000 | 4000 | 4250 | 4500 |
| 2. Admin. Staff (b+c below) | 12000 | 14760 | 17603 | 18131 | 18675 |
| a. Number of FTE | 0.12 | 0.12 | 0.15 | 0.15 | 0.15 |
| b. Total Salary | 12000 | 14760 | 17603 | 18131 | 18675 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 3. Support Staff (b+c below) | 0 | 0 | 0 | 0 | 0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | 0 | 0 | 0 | 0 | 0 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 4. Tech Support and Equip | 0 | 0 | 0 | 0 | 0 |
| 5. Library | 0 | 0 | 0 | 0 | 0 |
| 6. New or Renovated Space | 0 | 0 | 0 | 0 | 0 |
| 7. Other Expenses | 5500 | 5665 | 5835 | 6010 | 6190 |
| TOTAL (Add 1-7) | 42000 | 61475 | 73370 | 77636 | 81958 |

Line 1: Instructional expenses are modest because SMSU budgeting within the Ecumenical Institute does not allocate salary and benefits for full-time faculty to the program budget.

Line 2: A part-time Director of the DMin program.

Line 3: Existing excess capacity in support staff is being retasked to the DMin program, with no allocation of cost.

Line 4: No additional tech support or equipment is required, and there is no cost allocation.

Line 5: St. Mary's collection development policy in the Library provides resources for the existing masters programs and faculty research that are more than adequate for the needs of the DMin program. No cost allocation is required from the new program.

Line 6: No new or renovated space is required.

Line 7: Other expenses include marketing and recruiting costs for the program.

M. Adequacy of Provisions for Program Evaluation

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

Prior to publication, all course syllabi will be reviewed (by the DMin Director and Associate Dean) to ensure alignment of student learning outcomes with program goals. All DMin courses will be evaluated by students using the standard institution evaluation forms at the end of each course. Each DMin instructor will also complete a self-evaluation at the end of each course. The Dean and DMin Director will analyze this data, along with the course syllabus, an in-class observation, and a mid-semester verbal check-in with each student. This analysis is communicated in a summary letter to the instructor after course grades are submitted. If the data indicate need for significant modification, the Dean also will schedule a face to face conversation with the instructor to develop an improvement plan.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Educational effectiveness is assessed annually using the DMin program assessment, supervised by the assessment coordinator (Associate Dean), which includes three direct and three indirect measures. An assessment report (including data, analysis, and interpretation) prepared jointly by the assessment coordinator and the DMin Director is shared with the faculty for evaluation of program effectiveness, and for recommendations for improved excellence. Such recommendations are implemented by the DMin Director under the supervision of the Dean; recommendations and implementation are tracked in the comprehensive improvement plan.

Three direct measures are scored utilizing an identical DMin assessment rubric:

DM1 - Final papers from one Interpretive Integration course and one Contextualizing Competency course. This assesses outcomes 1 and 2.

DM2 - DMin project thesis. This assesses all outcomes.

DM3 - Each DMin project presentation. This assesses all outcomes.

Three indirect measures will be assessed as follows:

IM1 - Vocational autobiography. Students submit a DMin vocational autobiography at admission, revise it at the end of year 1, and finalize it in their thesis. Longitudinal analysis (using a scoring guide) assesses growth in outcome 3.

IM2 - A DMin survey (with quantitative and qualitative components) completed at admission and again at graduation assesses all outcomes.

IM3 - Exit Interviews with DMin graduates (conducted by Director) are scored using a guide to assess all outcomes.

In addition to annual comprehensive faculty evaluation, individual faculty members are responsible for the original scoring/assessing of DM1 (2 selected faculty), DM2 (thesis advisor and 2nd reader), DM3 (all faculty attending presentation), IM1 (2 selected faculty), and IM3 (Director and 1 faculty member).

Student retention will be monitored by the Director, under the supervision of the Dean. Student satisfaction is tracked at mid-semester by the Associate Dean, who communicates directly with each student, and at the end of term using course evaluations. Faculty satisfaction is tracked by the Dean, through direct communication with each instructor, during the semester, and after submission of final grades. Cost effectiveness is tracked by the Dean, and reported quarterly to the Finance Committee.

N. Minority Student Achievement Goals

- 1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and objectives.**

In both of its academic divisions, St. Mary's Seminary & University demonstrates cultural diversity. In the Seminary, there are students who are diverse in race, country of origin, and age. The ecumenical nature of the Ecumenical Institute has always necessitated inclusion of all qualified individuals, "regardless of race, color, national or ethnic origin, or religious preference, without regard to age, sex, marital status, or disability." The racial demographics of the Ecumenical Institute nearly parallel those of Maryland—nearly two thirds Caucasian, one third African American, and 3% Asian American. In light of that existing diversity, the school has not created explicit cultural diversity goals or initiatives. Within the learning community, each member is expected to contribute to and learn from the cultural diversity of the student body. The DMin program will follow that same pattern, foregrounding peer learning even more explicitly than at the master's level.

Where minority student access depends on affordability (because of racialized poverty levels), the proposed DMin addresses that need with a low price point and a deferred payment program.

O. Low Productivity Programs

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources may be redistributed to this program.**

Not applicable to this degree program.

P. Distance Learning

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

Not applicable to this degree program.

- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Not applicable to this degree program.