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PREFACE

This handbook is a supplement to the official catalog of Shiloh University. It is subject to that catalog and is consistent with the policies contained therein. This document serves as a program guide to the stated goals, purposes, and policies of the Doctor of Ministry experience.
INTRODUCTION

We are pleased to welcome you to our Doctor of Ministry in Leadership for Spiritual Formation. You are a part of a growing number of Christian leaders and ministers who desire to deepen their education and formation by pursuing doctoral studies while remaining active in the ministry.

This generation needs the transformational ministry of Christ. The Church is in need of leaders who will nurture in believers the maturity, community, and effective witness that this world so desperately needs. The Doctor of Ministry program is designed to enhance competence in the practices of ministry, and at the same time provide opportunity for renewal in yourself and in those you lead. Our vision is to impact the Body of Christ through equipping fathering and mothering ministries who are personally experiencing deeper levels of God’s presence and power; and who will carry that anointing into their churches, their communities, and the world.

Unlike short-term continuing education seminars, which are traditionally directed to developing particular skills, tasks, or topics (and at far less expense of time, energy, and money), the Doctor of Ministry reaches straight down to the minister’s fundamental values and principles: Why do we do what we do in ministry? How does it all fit together? What does the concreteness of human experience have to say to theological reflection and vice versa? It is no easy task; done well, the Doctor of Ministry is a truly earned and well-named doctorate.¹

This Doctor of Ministry Handbook is designed to provide information about University policies, procedures, and services specifically related to the Doctor of Ministry program. We trust that this will answer many of your questions and help guide you through your degree. All participants are encouraged to read the handbook and retain a copy for their reference. If you have any questions regarding the handbook, or any other matter that may arise related to your program, please feel free to contact the University office or Dr. Wesley Pinkham.

We look forward to working together with you. It is our desire that your participation in this doctoral program will result in a process of growth and renewal, and open doors for effective ministry.

Sincerely,

Dr. Wesley M. Pinkham, Dean of Doctoral Studies

ABOUT US

Mission Statement

The purpose of Shiloh University is to provide high-quality, practical, and affordable online Christian higher education programs to a worldwide audience. Shiloh University seeks to nurture in its students a personal relationship with God, and a true knowledge of the Bible, His Word. The University is committed to teaching biblical principles and equipping men and women in the application of these principles in their lives and ministries.

Institutional Goals

To fulfill its mission, Shiloh University is committed to:

- Provide programs of study for training in Christian ministry as well as non-ministry programs from a Holy Spirit-filled Christian worldview.
- Foster spiritual growth in the Christian community by providing courses for personal development and enrichment.
- Facilitate a successful online learning experience for our students.
- Honor the Lordship of Jesus Christ in all of the affairs of the University.

Institutional Objectives

In support of its mission, Shiloh University is also committed to the following institutional objectives and core values:

- Conduct its operations and make public representations about the University in an ethical manner.
- Meet or exceed standards set by accrediting and regulatory agencies in all aspects of its educational services.
- Provide accessibility and flexibility in the delivery of its online programs and services.
- Evaluate and improve annually its services, instruction, and programs of study.
• Develop in its students the competencies necessary for effective Christian ministry and life skills.

• Foster university-level competencies for critical thinking, effective research, and communication.

• Promote the character and disciplines undergirding an effective Christian life and ministry.

• Promote a lifestyle of continual learning, growth, compassion, and ministry to others.

**Statement of Faith**

As a Christian institution our core beliefs include the following:

• The Bible is divinely inspired, infallible, uniquely authoritative, and free from error of any sort in all matters with which it deals.

• God is eternally manifested in three persons: Father, Son, and Holy Spirit.

• Mankind is lost and spiritually dead through the sin of Adam, but the Father so loved the world that He sent His Son to redeem mankind from sin and sickness and to grant eternal life through repentance and faith in Christ Jesus.

• Satan, the ruler of this present age, the tempter and accuser, has been defeated by Jesus Christ, and this victory over Satan and his hosts will, in this age, be manifested through the church.

• Jesus has sent the believers into the world just as the Father sent Him, and gave to them the great commission to make disciples of all nations.

• God has given His Holy Spirit to the believers as a down payment of their inheritance in Christ, to empower them in their witness and ministry, to teach them, and lead them in their daily lives.

• Jesus Christ is Lord and sovereign over the individual believer and the Church. He is seated at the right hand of the Father waiting for His enemies to be made the footstool of His feet. He ever lives to make intercession for the saints, and will return again to the earth to reign in His kingdom.
Accreditation, Licensure, & Recognitions

Accreditation Statement

Shiloh University and its degree programs are accredited by the Distance Education Accrediting Commission (DEAC). DEAC is recognized by the Council for Higher Education Accreditation (CHEA) and is listed by the U.S. Department of Education as a recognized accrediting agency.

Contact Information:

Distance Education Accrediting Commission (DEAC)
(Formerly the Distance Education and Training Council – DETC)
1601 18th Street NW, Suite 2
Washington, DC 20009
Phone: (202) 234-5100
Email: info@deac.org
Website: www.deac.org

State Licensure

Shiloh University is recognized and licensed by the State of Iowa as a post-secondary degree granting institution.

Contact Information:

Postsecondary Registration Administrator
Iowa College Student Aid Commission
430 East Grand Ave., Floor 3
Des Moines, IA 50309-1920
Phone: 515-725-3413

Shiloh University is also an approved State Authorization Reciprocity Agreement (SARA) institution, which enables it to admit students from any SARA participating state. For information on Shiloh University’s authority to operate in each state, refer to the University website.

Employment Licensure

University programs are designed to give students a broad and practical education in their field of choice. However, none of its educational programs are designed to prepare students to apply for or take any local, state, or federal license. Also, completion of a University ministry program is not a guarantee of ministerial employment or ordination.
Financial Aid

Shiloh University is eligible to offer a number of aid opportunities including Federal Student Aid, Veterans Assistance, and active military Tuition Assistance. For more information, see the Financial Aid section of this Catalog as well as the University website.
DOCTOR OF MINISTRY OVERVIEW

Program Description

The Doctor of Ministry in Relational Leadership is a practice-oriented professional degree for pastors and ministry leaders that cultivates a “way of being” for spiritual formation. The program’s emphasis is on relational ministry development. It is designed to facilitate spiritual renewal and to stimulate increasingly effective ministry in the Church and contemporary world.

Participants are challenged to refine and enhance their ministerial skills. Starting with a solid Theological foundation, participants build a relational approach to ministry leadership that focuses on being rather on doing. Practical applications of a relational paradigm to ministry and leadership are explored throughout the program and in the professional ministry research project.

In addition, participants analyze, reflect, discuss, and implement practical ministry initiatives through interaction with a cohort and faculty mentors.

Degree Aims

The Doctor of Ministry program seeks to provide its participants with:

- An opportunity for spiritual renewal and advancement.
- An advanced understanding and integration of ministry in relation to biblical, historical-theological, and pastoral disciplines.
- A relational view of ministry and undergirding theology and practice.
- Skills and competencies that are required for the practice of ministry at its most mature and effective level.

Degree Learning Outcomes

Upon successful completion of the Doctor of Ministry program, you will be able to:

- Formulate a philosophy of identity formation and renewal for ministry
- Formulate a practice and theology of ministry that focuses on being rather than on doing
- Develop a philosophy of leadership that informs the practice of ministry
- Develop an interpersonal approach to ministry through critical thinking, prayerful reflection, and application
- Utilize biblical and theological resources skillfully to inform their ministry practice.
• Conduct applied research of professional doctoral-level breadth and depth within their chosen area of ministry
• Make a professional, informed contribution to the understanding and practice of ministry through the completion of a doctoral level project

Units Needed

The Doctor of Ministry degree is a three-year program consisting of 36 units. It includes the completion of nine seminars (courses) and two research clinics to be completed in two academic years. In the third year, candidates specialize by designing, implementing, and writing a field-based ministry research project related to their current ministry.

All seminars are offered in an online format without residency requirements. The program is a minimum of three years in length and must be completed within five years. See Admissions section regarding transfer of credits toward degree requirements.

Graduation Requirements

To graduate with the Doctor of Ministry degree the participant will:

• Complete the minimum number of units required.
• Complete and pass all of the seminars in the degree program.
• Complete professional ministry research project and oral defense.
• Earn a minimum cumulative grade point average of 3.0.
• Fulfill any outstanding school financial obligations.

Program Philosophy

The Doctor of Ministry program is designed to facilitate the spiritual and professional growth of the participant. It is accepted that persons who are active and experienced in ministry, and committed to a degree program, are self-motivated in their pursuit of further professional development. Therefore, professors leading seminars serve as enablers who facilitate the educational experience and share in the dynamics of the learning process as participants and teachers interact with the curriculum.

The program experience is based upon a firm belief in the Holy Scriptures as a context for worldview. The truth contained in the Scriptures is applied to all aspects of the curriculum. Biblical, theological, historical, and pastoral themes of Christian ministry are re-examined for the purpose of evoking a refined personal theology of ministry that is relevant in the professional minister’s milieu of ministry.
The belief that continuing education can contribute to the increased effectiveness of the minister has resulted in a program that:

- provides an opportunity for growth in the knowledge of God, His church, and His world.
- builds upon the participant’s unique Spirit-gifted ministry and skills; that nurtures growth a personal walk with God.
- re-launches leaders/ministers (spiritual fathers and mothers) back into the church and the world.

**Program Distinctive**

A distinctive of the Doctor of Ministry program at Shiloh University is the emphasis on *leadership for spiritual formation*. The Apostle Paul expressed this distinctive in the following way: “But to each of us grace was given according to the measure of Christ’s gift ... for the equipping of the saints for the work of service, to the building up of the body of Christ; until we all attain to the unity of the faith, and of the knowledge of the Son of God, to a mature man, to the measure of the stature which belongs to the fullness of Christ” (Ephesians 4:7, 12–13; NASB95).

**An In-Service Degree**

Candidates in the Doctor of Ministry program remain in their fulltime ministries. As an in-service degree, it is closely integrated with the actual practice of ministry. This is evident in the nature of the seminars and research clinics. It is most evident, however, in the Professional Ministry Research Project in which most of the research, application, and writing is done at the place of ministry.
ADMISSIONS

There are two start dates available for Doctor of Ministry in Relational Leadership participants: the Fall trimester and the Spring trimester (please see Academic Calendar). Summer is not currently an available start term. See the Program Start Dates section for more information.

Program Prerequisites

The following prerequisites are required:

- First-professional theological degree (Master of Divinity or equivalent*)
- Grade point average (GPA) of 2.5 on all first-professional work
- Applicants who are not native English language speakers must demonstrate English proficiency
- Three years of ministry experience

*Master of Divinity Equivalency

Three years of graduate study comparable to the M.Div. degree which included: 1) an earned master's degree in Biblical and/or Ministerial studies or related field, 2) at least 72 semester units of study, and 3) a balance of Biblical, theological, and ministerial disciplines.

If applicant has an earned master’s degree in Biblical and/or ministerial studies but has not completed the minimum 72 units required, he or she may be admitted to the University as a Nondegree Graduate student in order to complete the remaining graduate units required before beginning the Doctor of Ministry program.

If applicant has completed at least 62 semester units, he or she may qualify to complete the remaining 10 graduate units concurrently with their doctoral coursework. Concurrent Enrollment requires approval from the program Dean.

Why would someone consider M.Div. equivalency instead of completing their M.Div.?

An applicant may consider applying to the Doctor of Ministry in Relational Leadership program without the required Master of Divinity degree under the following circumstances: 1) applicant completed a master’s degree that is similar in content 2) applicant earned a large number of units but had to relocate before being able to complete an M.Div. 3) applicant exceeded the maximum time frame allowed for M.Div. completion. Note that in all cases, applicants will still need to meet all criteria named above.
Program Requirements

Applicants must submit the following:

- Completed application form
- Two recommendations from:
  - Ministry supervisor or overseeing pastor (if applicant has one)
  - Ministry peer or knowledgeable lay leader
- Official transcripts for all graduate / seminary work to date
- A biographical statement (a minimum of 500 words) that includes the following:
  - Your name, mailing address, and email address
  - Your call to the ministry
  - How that call has been expressed to the present
  - Why you desire to pursue the Doctor of Ministry in Relational Leadership degree at Shiloh University
- Photocopy of a government issued identification card

If a person is admitted and decides not to attend, the file remains current for one year only. In the event the person does not enter the following year, the file is invalidated and the application process must be completely repeated.

Transcript Evaluation for Foreign Students

Students whose previous education did not take place in the United States will need to work with the WES (World Education Services) to have their educational experience evaluated. For information on the evaluation process refer to the World Education Services website at.

Transfer of Credit

Because of the comprehensiveness and sequencing of the program, there will be no transfer of credit for individual doctoral seminars completed in other seminaries.

If, in the opinion of the admissions committee, academic work at a doctoral level has been completed which is equivalent to the first year of study in Shiloh University’s program, a chaplain may be allowed transfer credit of up to two seminars. The Doctor of Ministry Committee will make evaluation of transfer of credit in this specific instance.
Program Start Dates

There are two start dates available for Doctor of Ministry participants: the Fall trimester and the Spring trimester (please see Academic Calendar). Summer is not currently available as an option to start the program.

The Doctor of Ministry program is ideally structured to start in the Fall trimester. The Program Curriculum section of the Handbook is written to illustrate the flow of academic work based on a Fall trimester starting date. Program Structure for Spring Start Date is provided in Appendix A at the end of the Handbook as a guide for participants who wish to begin the program in the Spring trimester.

Nondiscrimination Policy

Shiloh University admits students of any gender, race, color, national origin and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, or any other school-administered programs.
TUITION AND PAYMENT

Every student deserves the opportunity to pursue a world-class education they can afford. That is why Shiloh University exists. We are driven to educate tomorrow’s Christian leaders without crippling their financial future.

In addition to very affordable tuition rates, we try to meet every student’s need through aid opportunities including military aid programs (active duty, veterans, and military spouses), Federal Student Aid, international discounts, and scholarships. Contact us to find out just how affordable a life-transforming education can be.

Cost of Attendance

2018-2019 Doctoral courses: $300 per credit hour

Shiloh University tuition is calculated on a per-credit basis. Enrollment status achieved (part-time or full-time) does not affect the amount charged; students who enroll for a more-than-full-time load will still be charged the standard per-credit rate.

Degree Program Total Costs

The following tables provide total program cost for Doctoral degrees at the 2018-2019 per-credit rate with associated books, supplies, and fees. Federal Student Aid recipients must refer to the Annual Cost of Attendance figures below.

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<tr>
<th>Doctor of Ministry in Relational Leadership: (Total Program Cost)</th>
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<tr>
<td>Year 1 Tuition ($300 x 18 credits)</td>
</tr>
<tr>
<td>Year 2 Tuition ($300 x 15 credits)</td>
</tr>
<tr>
<td>Year 3 Tuition ($900 x 1 course, project supervision fee)*</td>
</tr>
<tr>
<td>Textbook costs ($100 per course estimate)**</td>
</tr>
<tr>
<td><strong>Program total cost</strong></td>
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</table>

*Project supervision fee covers the ongoing faculty support of the student’s ministry research project through the Spring and Summer trimesters of year 3. For refund purposes the fee will be considered two $900 tuition fees assigned to the student’s spring and summer trimesters.

**Students may purchase textbooks from the vendor of their choice. Therefore, the cost listed above is only a best estimate. For more information, please refer to the Course Materials section of the Website.
Degree Program Annual Cost of Attendance

The following table provides the Doctoral Annual Cost of Attendance for the 2018-2019 Academic Year.

Costs include full-time tuition, books, supplies, and fees in addition to housing and meals estimates and other qualifying expenses. Federal Student Aid Cost of Attendance calculations are based on this information.

<table>
<thead>
<tr>
<th>Doctoral Annual Cost of Attendance</th>
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<tbody>
<tr>
<td>Tuition ($300 x 18 credits per year)(^1)</td>
<td>$ 5,400</td>
</tr>
<tr>
<td>Books and Supplies ($100 per course estimate)(^2)</td>
<td>$ 600</td>
</tr>
<tr>
<td>Housing and Meals(^3)</td>
<td>$ 14,136</td>
</tr>
<tr>
<td>Other Expenses(^4)</td>
<td>$ 5,117</td>
</tr>
<tr>
<td><strong>Student Total Cost</strong></td>
<td><strong>$ 25,253</strong></td>
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\(^1\) Graduate full-time status is 18 credit hours per year (6 credits per trimester). See Satisfactory Academic Progress policy for more information about enrollment status.

\(^2\) Students may purchase textbooks from the vendor of their choice. Therefore, the cost listed above is only a best estimate. For more information, please refer to the Course Materials section of the Website.

\(^3\) This is an estimate of personal living expenses for the 12 month period covered by the 2018-2019 academic year. Actual expenses will vary considerably depending on student’s location and spending habits. Any financial aid refund (aid in excess of tuition and fee costs) should be used to pay for books, supplies, and living expenses.

Despite being a 100% online institution, Shiloh University is required to choose a specific location on which it bases housing and meals costs. The University selected the closest urban center to its administrative offices, Iowa City. Housing cost ($8,764) is based on a survey of various rental options in the area. Meal cost ($5,372) is based on USDA Cost of Food at Home average determined by the Center for Nutrition Policy and Promotion.

\(^4\) Other Expenses is an estimate of miscellaneous personal costs including but not limited to clothing, personal hygiene, entertainment, and laundry. Transportation expenses are not included because transportation is not needed for online course work.
Refund Policy

You may notify University Administration in any manner (written notification via Drop/Withdrawal Form is preferred).

You are entitled to a full refund if you withdraw before the trimester start date. Any tuition refund owed will be refunded within 30 days of request. Cost of materials ordered and delivered (or accessed electronically) will be subtracted from the refund calculations. Federal Student Aid recipients must also refer to the Return of Student Aid Funds Policy.

For refundable amounts after the trimester start refer to the rules below:

- Week 1 of Trimester – 80%
- Week 2 of Trimester – 70%
- Week 3 of Trimester – 60%
- Week 4 of Trimester – 50%
- Week 5 of Trimester – 40%
- Week 6 of Trimester – 30%
- Week 7 of Trimester – 20%
- Week 8 of Trimester – 10%
- Week 9-15 of Trimester – 0%

Note: A week, as used in the refund calculations, is defined as: Monday at 12:00 A.M. through Sunday at 11:59 P.M.

Example calculation: If a doctoral student withdraws from a 3-unit course during week 3 of the trimester, they would be entitled to a 60% refund. Based on the total cost of a 3-unit course ($900), a refund in the amount of $540 would be issued.

Incidental Fees

Project Supervision Fee

$1,800 fee covering the ongoing faculty support of the student’s ministry research project through the Spring and Summer trimesters of year 3. For refund purposes the fee will be considered two $900 tuition fees assigned to the students spring and summer trimesters.

Program Continuation Fee

If additional time beyond three years is required to complete all graduation requirements including the completion, defense, and acceptance of the Ministry
Research Project, a $900 program continuation fee will be charged annually. This fee covers the cost of enrollment in the Ministry Research Project Continuation seminar.
PROGRAM CURRICULUM

The Doctor of Ministry program at Shiloh University is a minimum of three years in length. It requires thirty-six credit hours of seminar work, including the completion of nine seminars, two research clinics, and a professional ministry research project. All seminars are fifteen weeks in length and are offered on a trimester basis except for the Ministry Research Project.

Two academic years are required for completion of the seminar work. The Professional Ministry Research Project may be finished during the third year. The entire program must be concluded within five years after entry.

Academic Years

First-Year Seminars (18 units)

- Fall seminars
  - DM 701 Identity Formation
  - DM 791 Research Clinic 1
- Spring seminars
  - DM 711 Relational Theology
  - DM 761 Spiritual and Personal Formation
- Summer seminars
  - DM 751 Contemporary Trends in Worship
  - DM 722 Proclaiming God’s Goodness Across Cultures

First-year seminars focus on the minister’s formation, renewal, and a relational approach to ministry. Participants will develop a self-understanding of the role, ethos, and resources for ministry; explore leadership principles and the priority of worship; develop their personal spiritual life and formation; and the application of these principles in Christian ministry and leadership. There is also an initial research clinic to identify and plan for the ministry research project. The six courses together provide eighteen hours of credit.

Second-Year Seminars (15 units)

- Fall seminars
  - DM 721 The American Church in Crisis
  - DM 756 Creative Conflict Management
- Spring seminars
  - DM 766 The Pastor as Change Agent
  - DM 723 Ministry of Healing and Reconciliation
- Summer seminar
  - DM 792 Research Clinic 2
Second-year seminars explore key areas of ministry to individuals, the church, community, and culture. There is a final research clinic to approve and launch the ministry project. Each course earns three credits for a total of fifteen semester hours.

**Project Work**

**Third-Year Ministry Research Project (3 units)**

- DM 796 Ministry Research Project

The candidate will complete a ministry project which relates to a significant aspect of the ministry in which he/she is involved. See the Professional Ministry Research Project section in the Handbook for an explanation the project scope and administration.

**Third-Year Comprehensive Exam (pass/fail)**

A written comprehensive examination will follow the completion of the third year. This integrative examination is designed to give the participant an opportunity to demonstrate an understanding of the subjects studied in the degree program and show how concepts grasped in the seminars and the applied ministry project have been, or could be, integrated into ministry activities.

The written exam is due one month before the date of the ministry project oral defense. The oral portion of the comprehensive exam will take place during the time of ministry project oral defense. No participant on academic probation will be allowed to sit for the examination.

The examining committee will assign a grade of pass/no-pass. If an initial no-pass grade is received, additional academic work will be required for the participant to be considered for re-examination. If a participant receives a second no-pass grade, they may be dismissed from the program.

If a participant’s program extends beyond three years, the completion of the professional ministry research project will occur in a year after the third year, and then the comprehensive exam will be administered in the year of the planned project completion and defense.

**Degree Candidacy**

Degree candidacy is granted upon the acceptance of the participant’s Comprehensive Exam.
Seminar Dynamics

Seminars are presented in an online format. Professors function as facilitators in a cross-disciplinary approach. Under the guidance of a professor, and utilizing other consultants and resources, participants become a peer-learning group to maximize the process of ministerial growth. Class discussions are a key element in the seminar experience and help to facilitate the peer learning experience.

Some seminars may have a required group videoconference that will be scheduled by the professor. Videoconferences may take the place of a scheduled class discussion.

Various methods of teaching are utilized to facilitate learning on an advanced professional level. These include case studies, book critiques, research papers, discussions, preaching, sermon critiques, lectures, lecture responses, and field-oriented experiences.

Online Participation

Each participant will participate online throughout his or her Doctor of Ministry Program. This participation is facilitated at two levels. First, each of the eleven required seminars in years one and two of the program will have a specific online portion for interaction with fellow participants. Second, the candidacy or project phase of Doctor of Ministry degree is accomplished in an online venue which provides for accountability and feedback on a regular and immediate basis, enhances quality control, facilitates degree completion, and provides a measurable and standard-term basis.

Seminar Descriptions

DM 701 – Identity Formation – 3 units

Identity Formation examines the Pastor / Leader’s personal life with perspectives on congregation and ministry formation, and provides a foundation for the Doctor of Ministry program. Participants explore the importance of ministerial identity, receive assistance in formulating a viable theology of charismatic ministry, and receive a comprehensive orientation to Shiloh University, and the Doctor of Ministry program.

DM 711 – Relational Theology – 3 units

Relational Theology provides the resources and unfolding logic of the relational nature of theology and the resulting implications for the life of the Church. The relational mode of thinking arises out of the being and activity of God in the world. The participants will explore how this informs the life of the Church in its
worship and mission. They will distinguish a theological understanding of being persons to inform their ministry in order to engage the whole of life in the network of their relations.

DM 721 – The American Church in Crisis – 3 units

_The American Church in Crisis_ examines the nature of the American Church in crisis and works to address it. This seminar seeks to observe and analyze this crisis as it is evidenced in the massive attendance declines observable across today's movements and traditions. It explores the thematic relationship between the Exile of Ancient Israel and Late-modernity's present church crisis; and seeks to ask and answer the question: "Is God involved in this decline? If so, how is He involved and to what end?" Using the Exile as practical theological paradigm, participants will develop a Philosophy of Ministry to effectively address the crisis as it may occur in their local context.

DM 722 – Proclaiming God’s Goodness Across Cultures – 3 units

_Proclaiming God’s Goodness Across Cultures_ examines the classic “problem of evil” faced in every ministry setting which asks the question “if God is all-loving and all-powerful, why is there evil and suffering in the world?” The problem is examined through the lens of the metanarrative of Scripture, and a theodicy based in relationship is developed accordingly. The seminar equips the participant with an understanding of the underlying theological, sociological and communication skills necessary to identify and confront the problem of evil in a variety of ministry and cultural settings at home and abroad.

DM 723 – Ministry of Healing and Reconciliation – 3 units

_Ministry of Healing and Reconciliation_ addresses current issues that face the Church today. This seminar engages pastors in practical means by which they can facilitate ministry to the victims of injustice, racial harmony, and social justice in their church and community. In a world of separatism, sectarianism, and secularism, this seminar will examine the Church’s call to reconciliation. Given that people are both sinners and victims of sin and injustice, this seminar theologically addresses the sinned against, discusses the ways in which the Holy Spirit ministers healing and justice, and offers practical tools that will help pastors to compassionately minister to the unique pastoral care needs of the sinned against within the context of a safe and healing church community.

DM 751 – Contemporary Trends in Worship – 3 units

_Contemporary Trends in Worship_ provides a theology and sets the understanding for biblical worship in the life of the believer, which has at its beginning point a Trinitarian understanding of God. There have been significant
changes in worship practice in the last decades in the Western Church. This seminar will seek to analyze and identify these trends through the lens of Relational Theology and its resulting implications in the life of the believer, especially in regard to their union with Christ. The major issues of theology are discussed in terms of understanding who Christ is.

DM 756 – Creative Conflict Management – 3 units

This seminar is a strategic offering in creative conflict management. It focuses upon the complexity of conflict within the community of faith, and addresses the approaches and methods useful in managing and resolving conflict. The participant will learn how to approach conflict as an opportunity for growth.

DM 761 – Spiritual and Personal Formation – 3 units

A seminar designed to give understanding and experience of the spiritual life and its disciplines, as defined by the New Testament and the history of the disciples of Jesus. An integrative approach is taken to biblical and theological constructs that help prepare the participant, as a person called into ministry, for the spiritual discipline and discipleship required to fulfill a lifetime call to minister to God’s people. Basic historical, theological, spiritual, and practical foundations are considered, so that participants can design their own personal approach to spiritual formation and discipleship. A special focus is placed on the spiritual life and disciplines in the context of the Triune life of God as overflow to Christian ministry.

DM 766 – The Pastor as Change Agent – 3 units

This seminar will focus on the dynamics of leading and managing healthy, growing churches. Participants will explore various facets of church leadership and management, with special emphasis on implementing practical strategies. Proven ways to empower people and guide their ministries into greater effectiveness will be explored.

DM 791 – Research Clinic 1 – 3 units

The pre-research clinic is conducted at the start of the first year of the Doctor of Ministry experience. It provides instruction for researching and writing of the Professional Ministry Research Project. The pre-research clinic involves preparation for the submitting of a Concept Paper for project committee evaluation. Later, in DM792, this Concept Paper will be expanded into a Project Proposal. During the clinic the Concept Paper is offered to the peer group for input and evaluation. Pre-research clinic includes instruction in project development, applied research methods, and project proposal writing.
DM 792 – Research Clinic 2 – 3 units

This seminar provides instruction for the researching and writing of the Applied Research Project. The participant will expand the Concept Paper into a Proposal. This seminar includes intensive analysis. The participant will present and defend a viable project proposal for official and peer review. Candidacy is granted upon satisfactory completion.

DM 796 – Ministry Research Project – 3 units

Based on an approved project proposal, the candidate will research and write a ministry project that relates to a significant aspect of the ministry in which he/she is involved. Ministry Research Project is a one-year seminar with set milestones for timely completion of the project. Regular cohort discussions and faculty interaction is included during the participant’s research project work. To earn credit the candidate must complete a successful oral defense. The candidate is assigned an individual faculty advisor for the project.

DM 797 – Ministry Research Project Continuation – 3 units

If the candidate needs additional time beyond year three to complete the research project, he/she must enroll in the continuation seminar.

DM 780 Seminar in Practical Ministry – 3 units

An occasional course which allows for the exploration and examination of selected practical ministry themes.

DM 781 Directed Research in Practical Ministry – 3 units

To enable participants to examine biblical areas or issues of particular interest in practical ministry, a directed course of research and writing may be undertaken with the approval and supervision of a faculty member.

The Professional Ministry Research Project

The Project

The Professional Ministry Research Project involves a biblical-theological base, a review of related literature, solid research, responsible use of resources, and appropriate methodologies. The project is a significant component of, and makes a worthwhile contribution to, the Doctor of Ministry as a professional degree because:
• Ministers themselves are personally involved with their congregations or with people in their places of ministry.
• The problem or area of ministry addressed grows out of an important aspect of actual ministry practice.
• The growth and continuing education of the minister is essential in the development of the project.

The final report of the research project is to number between 200 and 250 pages (including appendices).

The project (Professional Ministry Project Report) shall make a contribution to the practice of ministry as judged by professional standards and in relation to the purpose of the program. It shall have potential for application in other contexts of ministry. The project will include an oral presentation and evaluation. The written project, sometimes with other media, may be accessioned in the University library.

The project shall demonstrate the ability of the participant to:

1. Identify a specific concern in ministry, plan and implement a proposed solution to the concern, organize an effective research model, utilize appropriate resources, and evaluate the results; and

2. Reflect depth of theological insight in its relation to ministry; and

3. Reflect the integration of the Doctor of Ministry program and course outcomes.

The Project Process

The Doctor of Ministry program at Shiloh University is designed to guide the participant through the various phases of researching, implementing, writing, and presenting a Professional Ministry Research Project Report:

1. The project topic is defined in Research Clinic 1. At the conclusion of this course, the participant completes a Concept Paper which is approved by the Dean of Doctoral Studies and the professor.
2. The Concept Paper from Research Clinic 1 is expanded into a Proposal in Research Clinic 2.
3. During Research Clinic 2, the participant recommends qualified faculty to serve as his/her Project Committee (supervisor and second reader). The student is responsible for obtaining the person’s verbal agreement, but no formal agreement may be extended except by the Dean of Doctoral Studies.
4. The Dean of Doctoral Studies, in consultation with the Vice President of Academics, selects or approves the participant's request for faculty supervisor and second reader. The Dean will ask the faculty member(s) if they are willing to serve and notify the student upon agreement. This constitutes the participant’s Project Committee.

5. At the conclusion of Research Clinic 2, the Proposal is reviewed and approved by the professor, the Dean of Doctoral Studies, and the Project Committee. Upon approval of the Proposal, the participant is granted candidacy status.

6. During the candidacy phase, the candidate works with his/her Project Committee until formal submission and oral defense, as outlined below.

**The Project Committee**

A project committee consists of a supervisor, a second reader, and a technical reader. This committee assists the participant through monitoring project implementation. They then assist in bringing the final research project report to acceptable form and participate in the defense of the project report. The Dean of Doctoral Studies will consider the project's subject and the potential committee member's expertise, experience, workload, and availability when selecting faculty supervisors and readers.

**Faculty Supervisors**

Faculty supervisors are subject matter specialists who give guidance in the development of the project. Faculty Supervisors must hold doctoral-level degrees and have expertise and experience in the field of study. Ideally, they will also have experience with supervision of Doctor of Ministry research projects. Qualified Shiloh University doctoral faculty normally serve as supervisors, although specialists outside the university may be utilized, subject to the approval of the Doctor of Ministry Dean and the above criteria.

The role of the Faculty Supervisor is as follows:

- Ensure that the outline of the Project embraces all essential components.
- Read chapter submissions and give guidance at regular intervals as to content, theological and biblical soundness, and quality of sources.
- Provide counsel with respect to methodology and resources for the project during all phases of the process.
- Monitor each stage of the project to ensure professional relevance and academic discipline.
- Provide regular feedback on appropriate components of data gathering, analysis, and evaluation.
- Assess the quality of writing according to the Shiloh University D.Min. Style Guide. The supervisor is not to do the work for the candidate, but to
ask the candidate to revise or edit when appropriate, and may insist that
the candidate engage the services of a qualified editor when excessive
editing problems exist.
• Ensure that the candidate confines the written project to the appropriate
length.
• Affirm, in communication with the Second Reader, the candidate’s
readiness for the oral defense.
• Participate in the oral defense.

Supervisors are to consult with the Doctor of Ministry Dean when reasonable
progress is not being made on the project. Any special or apparently inuperable
problems are to be noted with recommendations in writing. Supervisors are also
requested to accompany Doctor of Ministry candidates when defending their
project.

Second Readers
A second reader is assigned to each participant’s project committee. This person
assists with the approval of the proposal, evaluating the final report, and
participates in the candidate’s oral defense. Second readers must hold advanced
degrees and ideally should have expertise in supervision of Doctor of Ministry
research projects. Qualified Shiloh University faculty normally serve as second
readers, although specialists outside the university may be utilized, subject to the
approval of the Doctor of Ministry Dean and the above criteria.

The role of the Second Reader is as follows:

• Read chapter submissions and give guidance as to content, logical
sequencing, and readability.
• Provide counsel with respect to methodology and resources for the project.
• Provide feedback on appropriate components of data gathering, analysis,
and evaluation.
• Assess the quality of writing according to the Shiloh University D.Min.
Style Guide. The second reader is not to do the work for the candidate, but
will work with the Faculty Supervisor to evaluate whether the candidate
should be asked to hire the services of an editor when excessive editing
problems exist.
• Affirm, in communication with the Faculty Supervisor, the candidate’s
readiness for the oral defense.
• Participate in the oral defense.

Technical Readers
A technical reader is assigned to evaluate the project report for format, style, and
thought development. Technical readers should have expertise in supervision of
University-level academic projects. Qualified Shiloh University faculty normally serve as technical readers, although specialists outside the university may be utilized, as long as they meet the above criteria.

The role of the Technical Reader is as follows:

- Read final project submission and assess the quality of writing according to the Shiloh University D.Min. Style Guide.
- Affirm, in communication with the Faculty Supervisor, the candidate’s readiness for the oral defense.
- Participate in the oral defense.

**Final Approval**

Chapters of the research proposal/report are to be submitted as they are completed. When Chapter 6 is submitted, all chapters are to be included, constituting the first draft of the final research report. This first draft of the final report is due by February 1 (third year candidate) or January 1 (post-third year candidate). If the completed first draft of the final report is submitted after the due date, it will be impossible to guarantee that the report can be processed, approved, and defended in time for commencement.

The faculty supervisor and second reader will provide their input to the candidate regarding their first complete draft of their project report. There may be multiple drafts submitted by the candidate until the project committee is satisfied and provides their final approval. The candidate needs to plan enough time for submitting the report, receiving feedback, making edits, and resubmitting the report. Note that there may be additional modifications required for the project at the time of the oral defense.

**Project Defense**

After approval is granted, the Dean of Doctoral Studies negotiates with the candidate a date for the project defense before the project committee and other faculty members who desire to attend. The defense must take place before July 5th of the year of graduation.

During the oral defense the candidate makes a presentation of the project background, hypothesis core, implementation, results, limitations, and findings. The committee will ask specific questions to gauge the candidate’s mastery of the subject, as well as plans for future application (contribution) of the project. Additional questions will address the answers to the comprehensive final exam.

The outcome of the oral defense can be either a “Fail,” “Pass,” or “Pass with Recommendations.” This last option asks the candidate to make corrections to
the final project report within a specified timeframe (determined by the committee), and granting of the degree is contingent upon the candidate successfully addressing the recommendations of the committee.

**Electronic Copy of the Final Draft**

The candidate will deliver a PDF version of the final-approved ministry research report to the Dean of the Doctor of Ministry program. A copy of the final report will be kept in the Doctor of Ministry file, the School e-library, and by the faculty supervisor.

Additionally, a copy of the final-approved report will be sent to the Theological Research Exchange Network (TREN) for publication in its archive of doctoral research projects. The online classroom has resources available for registering the candidate’s copyright through TREN.

**Four Phases in Project Development**

1. **Prospectus Phase (Concept Paper)**
   - Hypothesis and subsidiary research questions
   - Brief background and setting for project statement of problem or area of inquiry
   - Significance of project
   - Proposed methodology
   - Anticipated results
   - Available resources
   - Anticipated meanings and manner of diffusion of results

2. **Thesis Phase (Proposal)**
   - Expanded setting for project
   - Expanded background and significance
   - Amended statement of problem (if amended)
   - Proposed Biblical-Theological base outline
   - Proposed approach to the Review of Related Literature: Similar research; Theoretical constructs; Practical applications
   - Proposed Methodology: Rationale; Procedures (steps of implementation)

3. **Project Activity Phase (Implementation)**
   - Follow procedures
   - Make adjustments if/when necessary

4. **Results Phase (Final Report)**
   - Describe procedures as actually implemented
   - Presentation of results
• Interpretation of results
• Conclusions
• Recommendations
• Theological Reflections

Guidelines for Concept Paper, Proposal, and Final Research Report are provided in the Online Classroom and in the two research seminars (DM791 and DM792).

**The Research Project Process**

Five Steps in the Project Process

1. **The Concept Paper**
   - Input from Peers (Research Clinic 1)
   - Input from Research Clinic 1 Instructor
   - Doctor of Ministry Faculty Approval

2. **The Proposal**
   - Input from Peers (Research Clinic 2)
   - Input from Research Clinic 2 Instructor
   - Doctor of Ministry Faculty Approval
   - Assignment of Supervisor and Second Reader

3. **The Project**
   - Discussion with Faculty Supervisor and Second Reader
   - Implement research design
   - Follow proposed time line

4. **The Project Report**
   - Submit one chapter at a time as written
   - Present first draft of complete report to the Project Committee by February 1 (third year participant) or January 1 (post-third year participant)
   - Amend until accepted by Project Committee for defense.
   - Prepare and submit final draft of complete report.

5. **The Defense**
   - Submit final report to Doctor of Ministry Dean by July 1 (or other date negotiated by the Doctor of Ministry Dean).
   - Defend project and final report before Project Committee prior to July 5.
Three Year Track – Professional Ministry Research Project

To graduate in three years, the six chapters of the proposal/report must be submitted precisely on the following timeline:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Description</th>
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<tbody>
<tr>
<td>Beginning of First Year</td>
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<tr>
<td>End of Second Year</td>
<td>Proposal paper - Research Clinic 2</td>
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<tr>
<td>Third Year</td>
<td>Ministry Research Project</td>
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<tr>
<td>September 1</td>
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</tr>
<tr>
<td>August 31</td>
<td>Final Accepted Report Copy Sent for Archive</td>
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</table>

Four/Five Year Track – Professional Ministry Research Project

If the Professional Ministry Research Project is not completed during the third year, it may be continued through the fifth year (see program continuation fee information). After the third year, the first complete draft of the project report is due January 1 of the year of intended graduation. The project must be completed, accepted, and defended before the end of the fifth academic year following the participant’s entrance into the Doctor of Ministry program.

Project Copyright Registration through TREN

The Professional Ministry Research Project Report is a copyrighted work of the participant who wrote it. If the participant wishes to have their copyrighted work registered, the University will provide a form that will be completed and submitted to The Theological Research Exchange Network (TREN) with a fee. TREN will file the registration with the US copyright office.

See information about copyrights for more information.

Dissertation Binding

If the participant wishes to have a bound copy of their Research Project Report, thesis and dissertation binding services are available. One such service is:
PHD Bookbinding
8708 S. Congress Ave, Suite A-180
Austin, TX 78745
(512) 478-0871

Thesis and dissertation binding services

They offer printing and binding services. They also offer options for school seal on front, gold lettering, spine text, etc. Cost is based on number of pages, paper quality, and other options selected for the binding.
PROGRAM ADMINISTRATION

Registration

Doctor of Ministry participants will receive a proposed registration plan during the published registration period for any given trimester (see Academic Calendar). After confirmation of the proposed registration, participants will be given information on tuition payment and purchasing course materials.

Program Resources

Writing Resources

Guidelines and preformatted documents for your doctoral writing are available in the Writing Center in the Online Classroom. The following are included:

- **General Templates and Instructions**
  - Writing Resources Overview
  - Sample DMin Book Reflection
  - Format for DMin Book Critique
  - Format for DMin Research Paper
  - Format for DMin Book Reflection

- **Doctoral Project Templates**
  - DM 791 Format for Concept Paper
  - DM 792 Format for Proposal
  - DM 796 Format for DMin Project Report (Complete)
  - Format for DMin Project Chapters 1-6 drafts

The Style Guide for the Doctor of Ministry Program is also available in the Writing Center. The style guide gives style guidance for research papers and for the ministry research project report. The guide also gives guidance for punctuation, citations, abbreviations, and other writing issues. In addition, several supporting documents are also available.

Library / Research Resources

A bibliography of pertinent books and publications for the Doctor of Ministry program is available in the online classroom with the writing resources. This seven-page bibliography can be a valuable starting point for research project. In addition, each course has a bibliography of resources for further research and study.

Participants and candidates have access to Shiloh University’s online library resources. In addition, the University librarian is available to assist participants in obtaining resources they may need for their research. The following resources are available through the e-library as participants at Shiloh University. The e-library is available to participants through the online classroom.
Library and Information Resources Network (LIRN): LIRN is a consortium of educational institutions that have joined together to share access to information through various databases to include ProQuest and GALE Virtual Reference Library (GVRL) providing millions of peer-reviewed and full-text journal articles, magazine and newspaper articles, and e-books supporting academic programs.

Theological Resources Exchange Network (TREN): This site has over 100,000 theological thesis/dissertation titles available for your research. Full research reports are available to order with this library service.

Links provided in the e-library: Provides convenient access to online books and journals searching, bibliographies, specific journals and periodicals, physical library searches, theses and dissertations, and other theological and educational resources.

Inter Library Loan (ILL): Journal articles and books can be ordered through the inter library loan program.

Personal Biblical Studies Software: To further enhance their research options, biblical studies students are encouraged to own biblical studies software. If students do not already own such software, Shiloh University students receive a significant discount off the initial purchase of a Logos Library package. A Logos digital library package is a tremendous collection of research tools and materials for advanced biblical study.

**Doctoral Grading / Academic Policies**

**Seminar Assignment Completion Policy**

All assignments within a seminar must be completed in order to receive a passing grade in a seminar. Assignment is defined as all graded work/assessments other than discussion forums. A satisfactory Concept Paper (passing grade) is required before participant can participate in Research Clinic 2 (DM 792).

See the Academic Catalog, Student Policies / Grading section for the complete grading policy.

**Maximum Timeframe for Program Completion**

The University has established a 5-year maximum time frame for the Doctor of Ministry based on full-time enrollment status.

Doctoral full-time status is defined as a minimum of 18 semester hours (units) attempted in an academic year or 6 semester hours (units) attempted each trimester.
Doctoral part-time status is defined as a minimum of 9 semester hours (units) attempted in an academic year or 3 semester hours (units) attempted each trimester. Less-than-part-time status is defined as anything less than part-time.

Any extension beyond the time limit for a program requires the submission of a completion plan and approval by the appropriate Academic Dean. Such extensions are not automatic. The completion plan must give a schedule for the completion of remaining courses within a reasonable time.

**Program Extension**

A participant who experiences what he or she considers to be extenuating circumstances and fails to complete the degree in five years, may petition for a one-year extension. The letter of petition is to be directed to the Dean of Doctoral Studies and include a comprehensive statement of rationale for the request. If the Dean rules positively on the petition, the participant’s program will be extended one academic year upon payment of the program continuation fee.

See the Academic Progress, Satisfactory Academic Progress policy below for additional University-wide information.

**Doctoral Leave of Absence Issues**

A participant who finds it necessary to interrupt the sequence by not attending the second-year during the year immediately following completion of the first year must also petition to the Dean of Doctoral Studies for interrupted status.

Any participant granted interrupted status must complete all Doctor of Ministry work and be certified for graduation within the five-year limit from the time of entrance into the program.

See the Academic Progress, Leave of Absence policy below for additional University-wide information.
APPENDIX A

Program Structure for Spring Start Date

First-Year Seminars (18 units)

- Spring seminars
  - DM 701 Identity Formation
  - DM 791 Research Clinic 1
- Summer seminars
  - DM 711 Relational Theology
  - DM 761 Spiritual and Personal Formation
- Fall seminars
  - DM 721 The American Church in Crisis
  - DM 756 Creative Conflict Management

Second-Year Seminars (15 units)

- Spring seminars
  - DM 766 The Pastor as Change Agent
  - DM 723 Ministry of Healing and Reconciliation
- Summer seminars
  - DM 751 Contemporary Trends in Worship
  - DM 722 Proclaiming God’s Goodness Across Cultures
- Fall seminars
  - DM 792 Research Clinic 2

Third-Year Ministry Research Project (3 units)

- DM 796 Ministry Research Project

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**Elective Seminar Policy**

In rare cases, where there is a clear need for the participant to acquire a desired foundation, satisfy interests, and enhance his/her ability in the context of applied ministry, the participant can petition the Academic Dean to replace one of the core courses with either the Seminar in Practical Ministry or the Directed Research in Practical Ministry seminar. The core courses that can potentially be replaced with one of these elective courses are:

- DM 721 The American Church in Crisis
- DM 722 Proclaiming God’s Goodness Across Cultures
- DM 723 Ministry of Healing and Reconciliation
- DM 751 Contemporary Trends in Worship

In order to be eligible to request an elective seminar, the participant must satisfy the following requirements:

- Have satisfactorily completed DM 791 (Research Clinic 1) and either DM 701 (Identity Formation) or DM 711 (Relational Theology)
- Be meeting Satisfactory Academic Progress requirements

To apply for one of the elective seminars, the participant must:

1. Discuss the request with his/her Academic Advisor and/or the Dean of Doctoral Studies.
2. Complete and submit the Petition for Elective Seminar and/or Directed Research Study to the Registrar’s Office (Note: The submission of a petition does not automatically ensure the granting of the petition).
3. After receipt of registration confirmation, pay the standard seminar tuition as well as a $55 elective seminar fee.

After the Doctor of Ministry Committee reviews the petition, the following process takes place:

1. The Doctor of Ministry Committee determines which of the four available seminars will be replaced.
2. The Doctor of Ministry Committee determines whether the seminar will be replaced with DM 780 Seminar in Practical Ministry or DM 781 Directed Research in Practical Ministry.
3. The Dean of Doctoral Studies assigns a professor who possesses the appropriate academic qualifications for the seminar and program.
4. The participant and Professor of Record complete and submit Directed Study Participant Agreement to the D.Min. Program Administrator (to be forwarded to the Registrar upon approval).

Upon successful completion of the seminar, the participant’s transcript will show the course number and name corresponding to the syllabus (e.g. DM 781 Directed Research - Identity Formation - Jewish Roots).
APPENDIX B

The information below is duplicate from the Academic Catalog. It is included here for convenience.

ACADEMIC PROGRESS POLICIES

Enrollment Status

Undergraduate full-time status is defined as enrollment in a minimum of 24 credit hours (units) in an academic year or 8 credit hours (units) each trimester.

Undergraduate part-time status is defined as enrollment in a minimum of 12 credit hours (units) in an academic year or 4 credit hours (units) each trimester. Less-than-part-time status is defined as anything less than 4 credit hours (units) each trimester.

Graduate full-time status is defined as enrollment in a minimum of 18 credit hours (units) in an academic year or 6 credit hours (units) each trimester.

Graduate part-time status is defined as enrollment in a minimum of 9 credit hours (units) in an academic year or 3 credit hours (units) each trimester. Less-than-part-time status is defined as anything less than 3 credit hours (units) each trimester.

Satisfactory Academic Progress

Whether or not a student is making satisfactory academic progress (SAP) towards the completion of his or her program is evaluated based on the following criteria:

- Maintaining a satisfactory GPA
- Maintaining a minimum course completion pace

Student records are evaluated against these criteria at the conclusion of each trimester. Students who are not maintaining SAP are subject to academic discipline including academic warning, probation, suspension, or dismissal according to the criteria below.

For students receiving Federal Student Aid, the results of each evaluation will impact whether the student remains eligible to receive aid funds as described in the Financial Aid Progress policy.
Minimum Grade Point Average

The C, or 2.00 cumulative GPA, is the mark of acceptable work and good standing for undergraduate programs. The B, or 3.00 cumulative GPA, is the mark of acceptable work and good standing for graduate and doctoral programs.

Transfer credit accepted from other institutions will not count towards quality points (will not impact the student’s GPA) at Shiloh University. Only courses taken at the University will be considered in GPA calculations.

Minimum Course Completion Pace

Students (Undergraduate and Graduate) must maintain a satisfactory course completion pace of at least 67%. Course completion pace is calculated by dividing the number of semester hours (units) completed by the number attempted. Courses where a student earns a final grade of A, B, C, or D are considered completed. Courses where a student earns a final grade of F, W, WF, or I are considered attempted but incomplete. Dropped courses (final grade of X) are excluded from this calculation.

Example:
A student who enrolls in nine 3-unit courses in an academic year completes 6 courses, fails (F) 1 course, and withdraws (W) from 2 courses. The student completed 18 units of the 27 units attempted which yields a course completion pace of 67% (18 / 27 = .67)

While transfer credit accepted from other institutions does not impact the student's University cumulative GPA, transfer credit will count towards cumulative units attempted and units completed.

Academic Discipline

Students who are not maintaining satisfactory academic progress (SAP) are subject to successive measures of academic discipline as described below. If a student reestablishes SAP at any point, they will be returned to good standing and any penalties associated with academic discipline will be lifted. Measures of academic discipline include academic warning, academic probation, academic suspension, and academic dismissal.

If Shiloh University determines at any point during the academic disciplinary process that SAP cannot be reestablished within a reasonable time frame, it reserves the right to dismiss the student. Factors considered as part of this determination include, but are not limited to, the number of failing grades, past academic performance, the number of withdrawn or dropped courses, and any academic conduct violations. In particular students will likely be subject to academic dismissal if their GPA falls below 1.0 or if they withdraw from the
majority of their coursework during any stage(s) of academic discipline. See the Academic Dismissal policy below for more information.

**Academic Warning**

If, at any point, a student’s satisfactory academic progress (SAP) falls below the acceptable minimums, they will be placed on academic warning for a period of 9 attempted credits for undergraduate students or 6 attempted credits for graduate students. For the purpose of this policy, courses completed and courses withdrawn from are considered attempted credits. The Registrar’s Office will notify the student and the student’s advisor of this status as well as the possible consequences associated with failure to reestablish SAP within the allowed timeframe.

Students receiving Federal Student Aid must refer to the Financial Aid Progress policy to determine the impact of unsatisfactory progress on their eligibility to receive aid funds.

**Academic Probation**

If, after academic warning, the student has failed to reestablish satisfactory academic progress (SAP), they will be placed on academic probation for a period of 9 units for undergraduate students or 6 units for graduate students. For the purpose of this policy, courses completed and courses withdrawn from are considered attempted credits. The Registrar’s Office will notify the student and the student’s advisor of this status as well as the possible consequences associated with failure to reestablish satisfactory progress within the allowed timeframe.

If deemed necessary by the advisor, a student’s academic course plan may be revised including adjustments in enrollment pace and requiring the student to repeat courses for grade improvement.

**Academic Probation Appeal**

Students may appeal their academic probation to their Academic Dean if they feel that extraordinary circumstances are the cause of their failure to meet SAP requirements. Appeals must be submitted to the Academic Dean via a SAP Appeal Form.

Extraordinary circumstances may include illness, emergency, or disaster that prevents the completion of coursework for a sustained period. Approvals of such appeals will only be given for legitimate reasons and additional documentation may be required. Neglect, typical work responsibilities, or events planned in advance are not considered legitimate reasons.
The approval of an Academic Probation Appeal does not cancel academic probation status nor does it affect the period of enrollment covered by the academic probation. However, students with an approved appeal will be able to determine their own course enrollment pace.

**Academic Suspension**

If, after academic probation, the student has failed to reestablish satisfactory academic progress (SAP), they will be subject to Academic Suspension. The Registrar’s Office will notify the student and the student’s advisor of this status. A student’s first suspension will last for one trimester, during which they will not be allowed to take courses with Shiloh University. After reinstatement the student will be able to resume his or her enrollment, and a new academic probation period begins.

If the student fails to reestablish SAP after reinstatement and an additional academic probation period, the student will be subject to a second academic suspension. The Registrar’s Office will notify the student and the student’s advisor of this status. A student’s second suspension will last for two trimesters, during which the student will not be allowed to take courses with Shiloh University. After reinstatement the student will be able to resume his or her enrollment, and a new academic probation period begins.

If a student is making progress towards reestablishing SAP within an allowable timeframe, academic suspension may be waived at the discretion of the student’s advisor or Academic Dean. At that point an Individual Student Progress Plan will be established which will serve as the student’s SAP policy (see the Individual Student Progress Plan policy below).

**Academic Suspension Appeal**

Individual Students may submit an Academic Suspension Appeal to their Academic Dean if they feel that extraordinary circumstances are the cause of their failure to meet SAP requirements. Appeals must be submitted to the Academic Dean via a SAP Appeal Form.

Extraordinary circumstances may include illness, emergency, or disaster that prevents the completion of coursework for a sustained period. Approvals of such appeals will only be given for legitimate reasons and additional documentation may be required. Neglect, typical work responsibilities, or events planned in advance are not considered legitimate reasons.

If an Academic Suspension Appeal is granted, the student will be allowed to continue taking courses provided that the student and the student’s advisor complete an Individual Student Progress Plan. This plan will then serve as the student’s SAP policy (see the Individual Student Progress Plan policy below).
Student Progress Plan

An individual student progress plan may be established as an alternative to the standard satisfactory academic progress (SAP) policy under the following conditions:

- The student is not maintaining SAP and has already progressed through the warning and probation stages of the Academic Discipline policy.
- The student was granted an Academic Suspension Appeal or academic suspension was waived by the student’s advisor.

Note: An individual student progress plan may be established at an earlier time for student’s receiving Federal Student Aid at the discretion of the Financial Aid Administrator.

This plan must be established in writing by the student and advisor, and then submitted to and approved by the Registrar’s Office, which will then administer the plan on a trimester basis. The plan must address how the student will reestablish SAP within an allowable timeframe. Both factors of academic progress must be included (minimum GPA requirements and minimum completion pace). Throughout the length of the plan, all course enrollments will be subject to review and approval by the student’s advisor who shall have the power to require adjustments in enrollment pace and/or to require the student to repeat courses for grade improvement.

If at any point the student fails to meet any plan benchmarks, they will be subject to standard academic discipline and may be dismissed. In all cases, a student must reestablish SAP in order to graduate from his or her program.

Academic Dismissal

If the student has failed to reestablish satisfactory academic progress (SAP) after all above stages of academic discipline have been exhausted, the student will be subject to academic dismissal. The Academic Dean or Dean’s designee will notify the student, in writing, of the dismissal.

A student who is subject to academic dismissal may reapply to the University no sooner than one year after dismissal. The Admissions Committee will be informed of the student’s past academic performance with Shiloh University and may require additional admission documentation from the student. Readmission will be granted only if there is a strong likelihood that the student possesses the motivation and capacity to successfully complete the academic requirements.

The University reserves the right to either reinstate the student in his or her original program or in the version currently available at the time of admission, whichever is mutually beneficial to the student and the University. Coursework previously completed at Shiloh University may or may not be carried over to the
student’s new program depending on the grade earned and its impact on the student’s GPA as well as the age of the credit (especially for contemporary application courses taken more than ten years prior to readmission).

**Financial Aid Progress Policy**

**Federal Student Aid Warning**

If a student receiving federal student aid does not maintain satisfactory academic progress (SAP) at the time of evaluation, they will be placed on financial aid warning. Students given this status may continue to receive financial aid funds for one trimester. During this trimester, the student must reestablish SAP in order to continue receiving aid funds. If a student does not accomplish this, he or she may submit a SAP Appeal form. If an appeal is accepted, the student will be placed on Financial Aid Probation status (see below). If an appeal is not accepted, the student will no longer be eligible for financial aid until the student reestablishes minimum SAP.

**Federal Student Aid Probation**

If a student placed on Financial Aid Warning status does not improve his or her satisfactory academic progress (SAP) during the subsequent trimester, the student may submit an SAP Appeal to continue receiving funds. If this appeal is approved the student will be placed on Financial Aid Probation status for one trimester.

As part of the appeal approval process the University may require that the student takes an adjusted course load or prescribed course schedule. If the student does not reestablish SAP during that trimester he or she will no longer be eligible to receive Federal Aid funds unless the student establishes an Individual Student Progress Plan (see policy above) with his or her Advisor and the Financial Aid Administrator. Otherwise the student will lose aid eligibility, which he or she may regain once SAP is reestablished.

**Leave of Absence Policy**

**Leave of Absence**

If degree students feel that they need to interrupt their academic progress by taking a trimester off, they may request a leave of absence. A leave of absence (LOA) must be communicated in writing to the Registrar’s Office via a Leave of Absence form. Note that if students require a short leave of absence during a trimester but still wishes to complete their course(s), they should refer to the Course Extension Policy.
A degree student may not typically request a LOA for more than one trimester in any given 12-month period. Any Leave of Absence that exceeds one trimester will be considered a program withdrawal unless the extended leave was preapproved via appeal. Students wishing to appeal for an extended leave may do so using a new Leave of Absence form.

**Financial Aid Recipients**

Students receiving Federal Student Aid cannot appeal to extend a Leave of Absence. If a student fails to return after an approved one trimester absence, it will be considered a program withdrawal. The program withdrawal date will be considered the first date of the approved absence (the first day of the absent trimester) and that time will count as part of the student's 6 month loan repayment grace period.

**Military Leave of Absence**

In accordance with Iowa State law any member (or spouse of a member if the member has a dependent child) of the Iowa National Guard or reserve forces of the United States who is ordered to national guard duty or federal active duty will receive the following Military Leave of Absence (MLOA) accommodations. Students from other states will receive similar accommodations in accordance with applicable State and Federal laws.

First, since all of the classes are taken online, students have multiple unique options for completing their coursework. They may work with their instructor to finish course work early, continue with their course(s) while deployed, or (if deployment is less than one month long) they may request a course extension (see Course Extension policy). If such arrangements are made, since the student is attempting to complete the course in a timely manner, tuition and fees will not be refunded.

However, if students are not able to complete their course work via the methods described above, they may receive an Incomplete (I) grade for the course. For any course for which an incomplete grade is assigned, it is understood that students intend to complete the course at a later time and therefore tuition and fees will still be collected.

Alternatively, students may withdraw their trimester registration and receive a full refund of tuition and fees for that trimester’s course(s). In this case, a pre-Withdrawal-Deadline grade will be assigned regardless of the actual withdrawal date.

A Military Leave of Absence (MLOA) may be granted for a period of not more than five cumulative years. Students returning from an MLOA need not apply for readmission. They will be readmitted into the same program they were originally
enrolled or an up-to-date equivalent if a program update is advantageous for them.

In order for an MLOA to be granted, students must be in good standing in their program, must have met participation requirements, and must be receiving a passing grade at the time of deployment.

Note: When students are taking multiple courses in a trimester, any combination of the above options may be applied to each course.

**Military Leave of Absence Request Process**

Students must inform the Registrar's office in writing (email is preferred) as soon as possible after receiving notification of deployment or movement due to military necessity. Communication must include a copy of applicable military orders.

Any withdrawal from courses related to deployment must be explicitly communicated to the Registrar's Office to ensure that a full refund of tuition and fees will be made. If payment for courses has already been made, refunds may first be applied to any outstanding obligations and to any applicable scholarship, grant, or loan the University has directly received on behalf of students.

**Reinstatement after a Military Leave of Absence**

If an MLOA was not requested prior to the start of the deployment, it will be necessary to send a copy of the student’s military orders to the Registrar’s Office along with a letter explaining the circumstances in order to ensure that the student will not be required to re-apply for admission to the University. If the MLOA was submitted prior to deployment, it is only necessary for the individual to notify the Registrar of intention to return to studies.

**Unofficial Withdrawal**

Per federal regulations, schools are required to review students who received federal financial aid and did not pass any classes. An assessment must be made to determine whether the student earned the non-passing grades while continuing to substantively participate in classes or stopped participating in classes but did not officially withdraw. Students who stopped participating in classes may be required to repay a portion of the federal financial aid for that trimester. If it is determined that a student never began participating in some or all classes, aid may be cancelled completely.

Federal financial aid recipients who are identified as not attending one or more courses will receive an email from the Financial Aid Office outlining the University’s policy on official and unofficial withdrawals. Students no longer
attending class are encouraged to officially drop individual courses or withdraw entirely from their program via communication to the Registrar’s Office.

If a student follows University procedures and withdraws, he or she will have an official withdrawal date and a financial aid refund calculation will be completed according to the Federal Return of Title IV Funds Refund Policy.

At the end of each trimester, all federal financial aid recipients who receive no passing grades (any combination of F, I, IP, NP, WF) will be reviewed to determine if the non-passing grade was earned while participating or was a result of no longer participating in class(es). The Financial Aid Office will consult course participation records to determine the last date of substantive participation.

Substantive participation is defined as significant discussion forum interaction, submission of an assignment, completion of quiz or examination, or significant correspondence with an instructor. Logging into the classroom site does not constitute substantive participation, nor does cursory posts in discussion forums such as “good job” or “I agree”.

The midpoint of the trimester is used to calculate the amount of federal financial aid refund the student owes unless a later date of substantive participation can be verified. If participation cannot be verified, it will be assumed that the student did not ever attend the class. If half-time participation cannot be verified, all aid may be cancelled.

If substantive participation beyond the midpoint of the trimester can be verified in even a single class by the student or an instructor and the student began participating in all classes, the amount of financial aid the student is required to repay may be reduced. If academic activity beyond the 60% point of the trimester can be verified in even a single class and the student began participating in all classes, the student may not need to repay any financial aid.

If a student unofficially withdraws, he or she will not receive a downward adjustment in contracted University charges. Therefore, any refund owed to a federal financial aid program is the student’s responsibility and will appear as a charge on the student’s next University bill. Students with outstanding balances on their account statement cannot register for classes, and cannot receive official transcripts.

**Course Policies**

**Late Assignment Policy**

Assignments and discussions are considered late if not received by Sunday 11:59 p.m. of the week they are due. *However, specific due dates within a class week may apply to individual assignments.* A 20% grade penalty will be applied for
the first week an assignment is late. An additional 20% penalty (40% total) will be applied for the second week an assignment is late. Assignments submitted more than two weeks after the due date will not be accepted. Note: Late penalties are not assigned to tests and assignments that are scored by computer. Instructors may choose to adopt a stricter late assignment policy. This will be noted in the course syllabus.

If a student experiences extraordinary circumstances such as illness, emergency, or disaster that prevents him/her from completing an assignment(s) on time, the student may request an assignment extension. Approvals of such will only be given for legitimate reasons and documentation may be required. Neglect, typical work responsibilities, or events planned in advance are not considered legitimate reasons.

Extension requests are to be submitted at least one day before the assignment due date; retroactive extension requests will not be accepted. Extension requests must be submitted to the instructor via an Assignment Extension Request Form. Informal email requests are not accepted.

**Course Extension Policy**

If a student experiences extraordinary circumstances such as illness, emergency, or disaster that prevents him/her from completing coursework before the trimester end date, the student may request a course extension. Approvals of such will only be given for legitimate reasons and documentation may be required. Neglect, typical work responsibilities, or events planned in advance are not considered legitimate reasons.

Course extension requests are to be submitted at least one week before the end of the trimester; retroactive extension requests will not be accepted. Extension requests must be submitted to the instructor via a Course Extension Request Form. Informal email requests are not accepted.

If granted, an incomplete (I) grade will be assigned. After the established due date, which cannot extend beyond the end of the following trimester, the student’s final grade will be calculated. The earned final grade will be counted in the computation of the GPA.

**Course Retake Policy**

Undergraduate and graduate students may repeat a course one time only to improve a grade of C (2.0) or below. The grade earned in the repeat course, if higher, replaces the original grade.

Repeated courses will count toward the calculation of full-time or part-time enrollment status. Repeat courses that were previously incomplete will count towards units attempted and completed. Repeat courses that were previously
completed and are being taken for grade improvement will count towards units attempted but not towards units completed. Credit hours earned for the course will be assigned only once. Failure of a repeated course may affect the student’s ability to maintain satisfactory academic progress.

Remedial Course Policy

Students may be required to improve specific skills by taking remedial coursework. Remedial courses are not included in GPA calculations, and they do not count towards units attempted or units completed.

Non-Scheduled Course Policy

In rare cases, when a student’s progress towards graduation is significantly impeded by a lack of required course options in a given trimester, he/she may request a non-scheduled course offering via a Non-scheduled Course Agreement. A non-scheduled course is not a directed study course: an instructor will be substantially involved on a regular basis, it will be administered through the online classroom, and it must be completed in 15 weeks. Only current courses (those listed in the current Academic Catalog) are eligible. Non-scheduled courses may not be requested in order to bypass portions of the curriculum or for the convenience of the student alone.

In order to be eligible to request a non-scheduled course, students must:

- Be degree-seeking with Junior or Senior standing (Undergraduate) or 2nd or 3rd year status (Graduate)
- Be meeting Satisfactory Academic Progress requirements
- Need the course to satisfy his/her graduation requirements

Students may only take one non-scheduled course in a given trimester, and no more than two non-schedule courses in a given program. Course contact hours typically completed via discussions or any other student-to-student course components must be adequately replaced so the amended course meets required credit hour rules.

Non-Scheduled Course Request Process

To apply for a non-scheduled course offering, the student must:

1. The Student must discuss his/her options with his/her Advisor and then email the appropriate Academic Dean to request approval to submit a Non-Scheduled Course Agreement. If approved, the Academic Dean will select a supervising instructor for the course.
2. The Student will work with the supervising instructor to formulate a plan for addressing or replacing the Discussion Forum requirement and the Tentative
Schedule of Instructor/Student Contact (every other detail of the course must follow the course syllabus without modification).

3. The Student approves the plan by completing the Non-Scheduled Course Agreement – and all required enclosures – and forwarding it to the supervising instructor.

4. The Instructor approves the plan by forwarding the completed Agreement to the Academic Dean.

5. Upon formal agreement by the Academic Dean, he or she will forward the completed Agreement to the registrar@shilohuniversity.edu explicitly stating in the email that the Agreement is approved by both the Instructor and Dean.

6. After receipt of registration confirmation, the Student pays the standard course tuition as well as a $55 non-scheduled course fee.

Students may only take one non-scheduled course in a given trimester, and no more than two non-schedule courses in a given program. Course contact hours typically completed via discussions or any other student-to-student course components must be adequately replaced so the amended course meets required credit hour rules.

**STUDENT POLICIES**

**Grading**

**Credit/No Credit**

Personal Enrichment classes are offered on a credit/no credit basis only. No final grades are given beyond credit/no credit. Credit is awarded only if a student earns a cumulative total of 60% or more of the available points in the course. No specific test or assignment is required for credit to be earned. Credit earned is not transferable academic credit; it cannot be applied to a degree program.

**Grade Point Average**

- Grade point average (GPA) is the indicator of a student’s academic performance.
- The GPA is calculated for all courses taken by the student during enrollment for a specific program. It reflects the student’s performance for all trimesters up to the latest term of study.
- Grades A through F are counted in the student’s cumulative GPA.
- GPAs are calculated up to two decimal digits, with any third decimal digit truncated.
- The GPA is shown on students’ transcripts.
- To graduate with a graduate level degree, a cumulative GPA of 3.0 or higher is required.
• To graduate with an undergraduate level degree a cumulative GPA of 2.0 or higher is required.

Grading Policy

• Letter grades are assigned for courses taken at a degree level.
• Grades are assigned by the instructor based upon examinations and other course work identified in the syllabus.
• The instructor reserves the right to change or modify the syllabus during the trimester. Any such changes will be announced.
• Grades are sent to the Registrar’s Office for entry into the student’s academic record.
• No grade is official until it is published in the student’s academic record.
• Students attaining a D or better earn credit units for the course.
• Students may repeat a course (one time only) to improve a C or below.

Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Percent</th>
<th>Rating</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93-100</td>
<td>Excellent</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92.99</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89.99</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<td>Above average</td>
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<tr>
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<td>80-82.99</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
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<td>Average</td>
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<tr>
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<td>60-62.99</td>
<td></td>
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<tr>
<td>F</td>
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<td>0-59.99</td>
<td>Failure – No credit for course work</td>
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<td></td>
<td>Dropped course by drop date (does not impact grade point average and will not appear in final transcript)</td>
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<td>Withdrawal permitted after drop date until the midterm deadline (does not impact grade point average but does impact attempted credit and will appear on transcript)</td>
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<td>Grade</td>
<td>Score</td>
<td>Percent</td>
<td>Rating</td>
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<td>Withdrawal after the midterm deadline will be counted as an F in the computation of the grade point average</td>
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<td>Incomplete (does not impact grade point average until completion or conversion to grade)</td>
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<td>In Progress – For graduate/doctoral projects spanning more than one trimester</td>
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<td>Pass – Satisfactory (does not impact GPA)</td>
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<td>NP</td>
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<td>Nonpass – Less than satisfactory (does not impact GPA)</td>
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</table>

**Student Privacy**

**FERPA Statement**

Student records are protected under the Family Educational Rights and Privacy Act (FERPA) of 1974. Faculty, staff, and student workers have access to education records for the sole purpose of performing their jobs professionally and responsibly. They have a responsibility to protect the confidentiality of education records in their possession, regardless of the medium in which the records are presented.

**Student Privacy Policy**

Education records are considered confidential and may not be released without the written consent of the student. School officials must protect the privacy of education records and not disclose personally identifiable information about a student or permit inspection of the student’s records (by a third party) without his or her written consent. A Student Academic Record Release Authorization form may be obtained from the Registrar’s Office.

Posting of education records (e.g., grades) using the student’s name, student ID number, or any portion of the social security number violates FERPA. For example, it is inappropriate for instructors to display a group list of the grades for a particular test in a way that allows a student to identify another student’s grade.

**Student Identity**

**Identity Verification**

Shiloh University has a responsibility to verify the identification of applicants and students. Considering the online learning nature of Shiloh University’s programs,
this will be done as part of the application process and on a periodic basis throughout students’ studies.

**Proctored Exams**

A certain number of proctored exams and assignments are required throughout the student’s program of study. The proctoring process is intended to assure that the student who completes the proctored examination or assignment is the same person who enrolled in the prescribed program, and that the results will reflect the student’s own knowledge and competence in accordance with stated educational objectives.

**Student Conduct**

**Academic Integrity and Plagiarism**

Students are encouraged and expected to perform at the highest level possible. This expectation encompasses academic honesty, disinclination to take shortcuts, and refusal to participate in any action that is commonly defined as cheating or plagiarism. Shiloh University considers all instances of academic fraud as serious academic misconduct. Cheating on assignments or tests violates academic integrity.

- To cheat on an assignment includes, but is not limited to, using materials or sources explicitly forbidden by the instructor (including the use of ideas and work of other students when forbidden) and assisting students in cheating as defined above.

- To cheat on an exam includes, but is not limited to, using books, notes, or other materials not explicitly permitted by the instructor when taking the exam; copying another student’s work; using copies of examination material (whether stolen or accidentally obtained) in preparing for an examination when the instructor has not made these materials public by prior distribution; helping another student to cheat in any of the aforementioned ways.

Plagiarism is a serious academic offense. Plagiarism is defined as claiming original authorship of intellectual material produced by another person. It includes, but is not limited to, the following:

- Copying of passages from published or unpublished works of others into an assignment, paper, discussion posting, or thesis without proper referencing by citations, quotation marks, and bibliographic references

- Paraphrasing another person’s ideas, theories, or opinions without proper referencing
• Using another person’s graphics or pictures without proper referencing

• Submitting the same work to more than one course, unless prior permission to do so has been given in writing

Repeated cases of plagiarism or cheating may result in suspension or expulsion from the University.

**Reporting Plagiarism**

If the instructor suspects that plagiarism or cheating has occurred, the instructor will contact the student directly to discuss the incident, confirm whether there was plagiarism/cheating, and determine the course of action.

If the instructor determines that plagiarism or cheating has occurred,

• The instructor will provide a written notification to the student via the student’s university email account.
  
  o The work in question will be assigned a grade of “F,” or zero points.
  
  o The student will not be allowed to rewrite or resubmit work to compensate for grades assigned as a result of plagiarism or cheating.

• The instructor will provide a written incident report to the Registrar, who will notify the appropriate Academic Dean.
  
  o The report will include details of the incident along with a summary of related communication between the instructor and the student.
  
  o This documentation will become part of the student’s permanent academic record.

**Appealing a Decision**

As a human community, we all make mistakes. Students at Shiloh University have, without fear of penalty or reprisal, the right to pursue an appeal of the academic decision. If the student disagrees with the instructor’s decision and the student’s concern is not resolved after communicating with the instructor, the student can:

• Appeal to the appropriate Academic Dean within two days of receiving a written notification from the instructor. The appeal shall be done in writing, via the Dean’s university email account.
• The appeal must include (1) a summary of the incident and (2) the student’s explanation of why the student disagrees with the instructor’s determination.

The Academic Dean will review the student’s appeal and notify the student, instructor and Registrar of one of the following possible decisions:

• Student has been cleared of suspicion. The student’s assignment will be graded without any penalty related to plagiarism or cheating.

• Student has admitted guilt and will receive a zero or an “F” for the assignment.

• Student has admitted guilt and will redo the assignment with an appropriate penalty assessed.

• Student does not admit guilt and will be assessed an “F” for the entire course.

If the student disagrees with the Academic Dean’s decision, the student can appeal to the Vice-President of Academics, following the same process as the appeal to the Academic Dean.

**Code of Conduct**

Shiloh University is a Christian school. As such, faculty, staff, and students are expected to uphold the University’s statement of faith and to behave in a manner reflective of the Gospel of Christ.

**Harassment or Discrimination**

Shiloh University is a multicultural community sharing the Christian affirmation of the absolute God-given worth and dignity of each individual. The affirmation is expressed in the policy of the University to forbid harassment or discrimination based on gender, race, color, national origin, ancestry, age, marital status, physical or mental handicap, disability, or military status.

The University affirms that racially motivated acts of discrimination are contrary to the Christian faith. The University affirms that all forms of discrimination and harassment diminish the dignity and impede the academic freedom of members of the University community. The University is committed to providing and maintaining a positive learning and working environment, free of discrimination and harassment for all students, staff, faculty, and other members of the University community.
**Sexual Harassment**

It is Shiloh University’s policy to provide students and employees with an environment for learning and working that is free of sexual harassment. All students and employees are entitled to be treated with dignity and respect.

University administrators are responsible for assuring that effective measures are taken to implement this policy’s procedures. It is a violation of this policy for any member of the University to engage in verbal or physical sexual harassment. It is a violation of this policy for any member of the University community to make an intentionally false accusation of sexual harassment. Any person who has been accused of sexual harassment pursuant to the terms of this policy who retaliates against his or her accuser in any manner will be charged with violating this policy as well.

**Course Conduct and Etiquette**

Academic engagement requires a commitment to respecting the opinions of others, remaining open minded to new perspectives, and consistently using personal values to guide decisions. This is not to say that all views are equal—nor that they are all valid. Nevertheless, the ability to thoughtfully and respectfully engage in differing viewpoints is an important aspect of academic growth.

The following netiquettes apply in discussion forum participation and all papers written for Shiloh University:

- If you feel the need to agree or disagree with the instructor, your classmates, or the course materials, do so respectfully by acknowledging the valid points in their arguments.
- Acknowledge that everyone is entitled to have his/her own perspective on the issue.
- Refrain from using the online classroom as your platform to advocate special causes.
- Avoid angry, sarcastic, or defensive tones. Instead, use a polite and indirect approach when addressing confronting remarks.
- Avoid judging people or their work, even if you strongly disagree with their position – remember that “with the judgment you pronounce you will be judged, and with the measure you use it will be measured to you” (Matt. 7:2).

In order to ensure that Shiloh University courses provide a safe and positive learning environment, students and faculty are expected to be respectful of each other. Any of the following may be grounds for formal warning and possible dismissal:

- Failure to maintain a respectful attitude in University courses and communications
• Engaging in conduct that is deemed disruptive to the learning of others
• Making defamatory statements that deliberately misrepresent others
• Promotion of an attitude or lifestyle that is contrary to the Scriptures and the University’s Statement of Faith.

Non-Academic Dismissal

Individuals who violate the University’s stated Code of Conduct will be disciplined and potentially subjected to further corrective action up to and including termination or expulsion. Therefore, Shiloh University expects that all relationships among students, staff, faculty, and other members of the University community will be free of discrimination and harassment.

Complaints / Grievances

Administrative or Academic Grievances

Shiloh University encourages any member of the University community, including students, faculty or staff, who has a formal complaint or a grievance to first direct their complaint or grievance to the faculty, staff or administrator involved.

Should the complaint or grievance not be resolved at that point, or should the member not feel comfortable directing the complaint or grievance to the person involved, then the individual with the complaint or grievance should complete a General Complaint/Grievance Form. Submit academic grievances to the Vice President of Academics and administrative grievances to the President.

The University will respond to the individual filing the complaint within 30 days of receiving the completed form.

Harassment or Discrimination Grievances

Any member of the University community, including students, faculty or staff who believes that he or she has experienced discrimination or sexual harassment or who witnesses what he or she believes to be discrimination or sexual harassment should contact the President of the University.

Filing Grievances with Outside Organizations

If an individual feels that the grievance has not been resolved after following the University grievance process, they may appeal the grievance to the appropriate external agency.
Accreditation

The University is accredited by the Distance Education Accrediting Commission (DEAC) and is therefore obligated to follow all standards and responsibilities of accredited status. Any individual who believes that Shiloh University is noncompliant with DEAC standards and/or procedures may file a complaint form through DEAC’s complaint process form.

Consumer Protection

Students that feels their rights as consumers of higher education have been violated, or that the University has conducted itself in a manner that is not supportive of their educational experience, must register their complaint with the Iowa College Student Aid Commission (ICSAC). ICSAC is the state agency responsible for licensing the University’s courses and programs for Iowa residents as well as residents of all SARA-Compact participant states. For information on Shiloh University’s authority to operate in each state, refer to the University’s State Licensure Information summary.

Complaints should be submitted to the Iowa College Student Aid Commission via their online form.

Family Education Rights and Privacy Act (FERPA)

It is the intent of Shiloh University to fully comply with the guidelines established by the Family Education Rights and Privacy Act (FERPA). Students are encouraged to report any of the following violations:

- **Access to Student Records**
  The University has failed to comply with his or her request for access to education records.

- **Amendment of Student Records**
  The University has failed to respond to his or her request for amendment of inaccurate information in education records or has failed to offer the student an opportunity for a hearing on the matter.

- **Disclosure of Records**
  The University has improperly disclosed personally identifiable information from his or her education record to a third party.

Grievances involving an alleged University violation of FERPA are to be reported to the Family Policy Compliance Office. An eligible student may obtain a complaint form by calling (202) 260-3887. Once the form has been completed, it is to be mailed to Family Policy Compliance Office, U.S. Department of education, 400 Maryland Avenue, SW, Washington DC 20202-8520.
**Federal Student Aid**

If an individual wishes to submit a complaint about the University administration of federal student aid programs, including misrepresentation of facts about the school or the school’s recruitment and marketing activities, they may do so through the Federal Student Aid Feedback system.

**Military Tuition Assistance & Veterans Affairs (GI Bill)**

Any service members, veterans, spouses, and other family members of military students wishing to submit a complaint about the University administration of military or veteran aid programs, or a possible violation of the Principles of Excellence established by Executive Order 13607, they may do so through the Postsecondary Education Complaint System (PECS).

**Student Services**

Shiloh University strives to provide comprehensive student services from orientation and course registration to graduation. Here are some of the ways students are supported throughout their program, both inside and outside their courses.

**Advising Services**

Student Services staff provide each student with a live orientation as well as ongoing support in many areas of the student experience. Academic Advisors make regular connections with students throughout the program, providing course recommendations and ensuring that student educational and vocational goals are being met.

Shiloh University does not guarantee job placement or provide job placement services, but advisors are passionate about helping students find application for their studies in their personal lives and communities.

**Instructor Services**

University instructors strive to provide a meaningful educational experience in every course. Faculty members are not only knowledgeable in their fields of expertise but they draw on invaluable practical experience in order to impart the subject matter with real-world application. Instructors are active in course discussions, provide individualized feedback on written assignments, and are always available for course-related student assistance.

Shiloh University does not guarantee job placement or provide job placement services, but advisors are passionate about helping students find application for their studies in their personal lives and communities.
Administrative Services

From the application process to graduation planning, the administrative staff is determined that students have seamless support. The registrar’s office and admissions staff are always available to answer questions and online course technology support is available. Students also have access to the e-Library and Writing Center.

Disability Accommodation Services

Shiloh University is committed to providing accessible education whenever possible to the disabled community. The University website and online classroom both support audio/visual assistance tools and other accessibility needs in accordance with Web Content Accessibility Guidelines (standard 2.0, Level AA). Any accessibility related issues with the University website or online classroom should be communicated to Student Services (student-services@shilohuniversity.edu).

If a student feels they need additional accommodations, Shiloh University is happy to meet these requests whenever reasonably possible. Students requesting accommodation must provide documentation of their need to Student Services (student-services@shilohuniversity.edu) in accordance with the University Disability Policy. After review, the Student Services Coordinator will work with the student to establish an accommodation plan to best meet his or her need. This plan will then be communicated to the student’s instructor(s) on a trimester basis.