HANDBOOK
FOR THE DOCTOR OF MINISTRY PROGRAM
IN PASTORAL LEADERSHIP

Doctor of Ministry Program:

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WELCOME AND INTRODUCTION

Welcome to the DMin program in Pastoral Leadership at Phillips Theological Seminary. We are delighted that you are joining us in this venture of learning and teaching, of sharing gifts and strengths that you have been developing in your ministry, and of seeking new abilities and skills to better serve your church and the one who calls it and all of us into mission.

In this program we are interested in helping ministers continue to develop as leaders for churches. Not the ideal churches of the past, not the churches of a fairy-tale future, but churches as they participate now in the praxis of God in the world. Churches as they face courageously the opportunities and challenges presented by Christ’s mission. Churches that are being transformed by the work of the Spirit in their congregational and institutional forms.

These churches need leaders:

- who can envision and communicate faithful discipleship;
- who can draw critically from the resources offered by the Christian traditions, by the business community, by the social sciences;
- who can engage in the dynamic play of contemplation and liberating action;
- who can teach and learn from others who are just as committed to ministry;
- who are actively developing skills for communication, care, social transformation, and spiritual formation.

We believe that our faculty is uniquely qualified to help DMin students think reflectively, analytically, and prayerfully about God’s activity both within our churches and in the world in which they participate. We look forward to working with you in this significant, life-changing ministry.

Purpose and Goals of the DMin Program

The purpose of the DMin program at Phillips Theological Seminary is to empower women and men who hold the MDiv degree and are already engaged in various Christian ministries of the church to develop further the talents, competencies, and skills necessary for leading churches in meeting the challenges of the 21st century.
We seek to fulfill this purpose by preparing students to:

1. Act as responsible contextual theologians demonstrating advanced skills in biblical studies, history of Christianity, and theology;

2. Exercise advanced skills in pastoral leadership specific to the objectives of the area of specialization (see description of each specialization); and

3. Integrate theological research with the praxis of ministry within a particular context and with critical studies in arts, culture and the sciences in order to craft an in-depth study of a specialized area of ministry that will serve the local community and the broader church.

**Mission of Phillips Theological Seminary**

*Identity Statement:* Phillips Theological Seminary welcomes women and men who desire an open-minded and progressive, transformative educational community learning to follow the way of Jesus into a more just and loving world.

*Mission Statement:* The seminary’s mission is to learn and teach the arts and skills of responsible theological interpretation, critical cultural awareness, and faithful ways of acting with God for the transformation of the world.

Phillips Theological Seminary accords equal rights and privileges to all members of the seminary community. In the administration of its policies and procedures related to admissions, financial aid, and academic programs, the Seminary does not discriminate on the basis of race, color, national or ethnic origin, age, gender, gender identity, sexual orientation, disability, or theological perspective.

**How to Use This Handbook**

Good communication is essential for a smooth transition into the DMin program and enhances the relationships between students, faculty, and staff. PTS communicates its policies and procedures to students primarily through the PTS catalog, the student handbooks (Masters and DMin), and each term’s course schedule. The DMin handbook is designed to be a valuable tool for your work at PTS. Please read it carefully and then keep it in an accessible location so that you can refer to it as needed.
At orientation, significant portions of this handbook will be discussed; and you will be asked to sign a form acknowledging the receipt of this handbook and the discussion of significant items.

In addition, please read the current PTS Catalog, which includes the seminary policies on which the procedures in this handbook are based. The catalog is available online at www.ptstulsa.edu.

**The PTS Campus**

*The Student Commons*

The PTS campus includes a student commons area which is used for a variety of purposes. This is space for “hanging out,” studying, eating, and celebrating. It is your home away from home and is meant to be a place of comfort for you. In this commons area you will find:

- microwave ovens for heating snacks and lunches;
- snacks and drinks for a nominal cost in vending machines;
- first aid kit in the kitchen;
- chairs and tables for studying and visiting.

*Other Special Places and Services*

The front reception desk is the place to:

- get change;
- leave mail for faculty and staff;
- purchase CDs, videotapes, floppy disks, and postage stamps;
- obtain parking stickers;
- report any concerns related to the facilities, such as paper or toner problems in the computer labs, troubles with vending machines, plumbing problems, or uncomfortable temperatures in classrooms;
- find the lost and found;
- locate the security guard in the evening when s/he is not making her/his rounds.

There are two special prayer rooms in the building. One of them is near the student commons area; the other is near the main entrance. They are intended as quiet places for students, staff, faculty, and visitors.

There is also a day room, which is set aside as a quiet place for resting and napping. It is off the hall south and west from the student commons.

The Mady Fraser Student Senate Room across from the student commons is maintained by the Student Senate as a resource center for all students and
includes a telephone for student use and a copy machine. Your student activity fee covers the cost of the copier, paper and supplies found there.

There are individual study carrels and group study rooms in the library. Classroom 204 has computers with printers available for use by students. Paper is provided for the nominal cost listed there.

**Meinders Chapel**

The Meinders Chapel provides sacred space for weekly worship, prayer and silence. Eating and drinking are not permitted in the chapel except for the Eucharistic elements and water for the speakers. Cell phones should be silenced during worship and other events in the chapel. Please check with Susan Payne (susan.payne@ptstulsa.edu), interim worship coordinator for the seminary, or with Gina Robertson (gina.robertson@ptstulsa.edu) before making changes to the arrangement of the chapel furniture or before operating the chapel sound and video equipment.

**Facility Usage**

Phillips Theological Seminary considers it part of its mission to share its campus and is pleased to be able to offer its facilities to faculty, staff, and students for meetings, lectures, conferences, programs, retreats, receptions, and other similar gatherings. Please contact Gina Robertson, events coordinator, for specific details regarding the facility usage policy and the facility usage non-discrimination policies. Her phone number is 918-270-6408 and her Email is gina.robertson@ptstulsa.edu.

**The Library**

The PTS library is located at the north end of the Cadieux Building. The staff will be happy to show you the layout of the library and orient you to the materials and technology you will need to be successful at PTS.

**Contact Information**

Our library online catalog, WebVoyager can be accessed via the library link on the PTS website: [http://ptstulsa.edu/PTSLibraryCatalog](http://ptstulsa.edu/PTSLibraryCatalog).

The library email address – useful for renewing books and asking reference questions – is pts.library@ptstulsa.edu.

The circulation desk phone number is (918) 270-6437.
**Hours**

Hours are subject to change, but are generally:

- Monday – Thursday (when classes are in session) 8:00 a.m. – 8:00 p.m.
- Monday – Thursday (when classes are not in session) 8:00 a.m. – 5:00 p.m.
- Friday 8:00 a.m. – 5:00 p.m.
- Saturday (only when classes are in session) 8:00 a.m. – 2:00 p.m.

Library hours for DMin fortights will be announced at the beginning of each term.

**The library is closed on all seminary holidays.**

**Electronic Databases**

The library has many electronic databases available through the Research Resources link on our library web page. These resources include the ATLA Religion Database with ATLA Serials, New Testament Abstracts, and Old Testament Abstracts, and Oxford Biblical Studies Online. They can be accessed at [http://ptstulsa.edu/ResearchResources](http://ptstulsa.edu/ResearchResources).

Please contact the library staff for access information.

**Services**

The library provides reference, assistance, photocopying, and interlibrary loan services to its patrons. Students may make copies in the library for .05 (five cents) a page.

**Collection**

In addition to the circulating collection, the library provides reference, periodical, audio-visual, and microtext materials.

The library maintains several special collections including the Preaching Collection, the Merrick Hymnody Collection, and the Rare Books Collection.

**Circulation Information**

PTS has a unique student body that is spread throughout a large geographic region. Our library’s circulation policy reflects that uniqueness.

- Books, videos, DVDs, and audio cassettes from our main collection circulate for 28 days. Materials can be renewed on the web as long as no one else has placed a hold on the item.
• The library sends out renewal reminders (courtesy notices) by email before an item is due.
• If another library user requests an item, it must be returned at the end of the check-out period. A fine of $1.00 per day is issued for not returning the item promptly in this situation.
• Library staff will mail materials that are owned by the PTS library to students who live some distance away from Tulsa.
• As long as a student is enrolled for the next semester, library materials can remain with the student.

Miscellaneous Information about PTS

Name Badges

All faculty, students and staff are asked to wear name badges at all times while they are on campus. If you lose or forget your badge, please go to the front desk and ask for a temporary badge. Replacement badges are $10. For security and identification purposes, students’ guests (including family members) should sign in at the reception desk and get visitor badges to wear while they are on the campus.

Parking

During the school year, students and most faculty and staff will park on the back (east) side of the main building and enter from there. Parking stickers will be issued after you complete a registration form at the reception desk. One sticker will be issued at no charge; however, each replacement or additional sticker will cost $2.00. The sticker should be placed in the lower left (driver’s) side of the front window so the number on the sticker is easily seen. If you get a different vehicle, please transfer your current sticker to the new vehicle and immediately complete a new registration form at the reception desk!

Weather

In case of inclement weather, such as heavy snow or ice, call 918-270-6467 for a recorded announcement indicating whether or not PTS has cancelled classes. Class cancellation and weather information may also be found on the website www.ptstulsa.edu. Please be sure to check one of these sources because the weather at your home and in Tulsa can be considerably different. If you are outside of the greater Tulsa area, do not rely on your local weather reports.

Please note: A class missed by a student on account of weather but not cancelled by PTS will not be excused and will be counted among
the absences which fall into the “20% or more” attendance policy explained on pg. 35.

Emergency Financial Assistance

- **Student Emergency Fund**: This account is funded through chapel offerings and special gifts received during the school year. It is available to students in need of assistance in emergency situations. Grant amounts depend on need and the amount of money in the fund. Repayment is not required, but contributions from the recipients are encouraged after the recipients’ situations have improved.

- **Wiseman Emergency Loan Fund**: This fund helps students who have emergency needs by providing no-interest loans. The maximum loan amount is $250.00 and monies must be repaid in three months.

See Belva Brown Jordan, associate dean for admissions and student services, for assistance with either of these funds. You may rely on confidentiality.

Resources for Personal Support

If students need assistance from someone outside their life situation, referrals can be made to pastoral counselors, spiritual directors, and/or consumer indebtedness counselors. (Some financial assistance is available to help with these services. Some pastoral counselors accept insurance reimbursement.) Susanna Southard, chaplain to the PTS community, is the primary contact for referrals.

Seminary Student Directory

In addition to the categories that are listed by FERPA as directory information (see Appendix V), Phillips Theological Seminary considers a student’s denomination to be directory information. Students must notify the registrar by September 5, 2012 (Fall 2012) or by February 6, 2013 (Spring 2013), if they do not wish to have any or all of these information categories, including denomination, considered as student directory information.

Safe Space and Professional Behavior

All those engaged in teaching and learning in the Phillips Theological Seminary community deserve respect and safe space as they participate in critical theological reflection and ecumenical conversation on the range of issues enlivening contemporary discernment and debate within the church and the broader society. Among the critical dynamics of this collegial respect and safe space is the maintaining of confidences, which is understood as a primary ministerial skill. Personal integrity and professional behavior are
expected in all of the seminary’s teaching and learning functions and apply equally to both on campus and online courses.

**Netiquette**

Participants in the online discussions do not have available the same visual and auditory clues as those in traditional classrooms for interpreting the tone and substance of contributed comments. It is, therefore, especially important that the following guidelines concerning appropriate “netiquette”—i.e., etiquette for written communication shared via the internet—should be consistently observed. Individual professors may have procedures regarding class etiquette which are specific to course design and learning goals in addition to the following institutional standards. Students should pay attention to each course syllabus for the particular as well as the general standards. In all cases, how the standards are applied in any given course is at the discretion of the instructor.

1. While in online discussion, statements of disagreement and alternate understandings are welcomed, and even encouraged among participants, disparaging personal *ad hominem* attacks cannot be permitted, even if purported to be intended light-heartedly. Overt references or those by innuendo that violate the seminary’s anti-discrimination policy will not be tolerated.

2. Rude, offensive, or abusive comments are entirely inappropriate. “Flaming” (typing words in capitals) or an excessive use of exclamation marks must always be avoided because they are widely understood to signal expressions of anger, hostility, or disrespect.

3. Attempts to use humor, and especially sarcasm, to advance one’s position in online discussions are most generally confusing and ineffectual. In addition, the seeming innocence of jokes can be lost in transmission.

4. Participants should be attentive to maintaining a professional style of communication. Posted contributions on discussion boards should be free of misspelled words and other distracting technical errors. And as with written papers, it is essential to properly cite sources.

5. There are different modes of communication for online classes, e.g. discussion boards and chat rooms—formal and informal—where the standards may be nuanced accordingly to fit the class situation. However, when communicating online, participants should carefully review what they have written before they actually send or post it, making certain that chosen modes of expression convey what they want to say and how they want to say it.
6. Finally, members of the seminary community are to avoid forwarding any type of junk mail (e.g. advertisements, solicitations, or sexually explicit materials) to others. Moreover, they should not violate the privacy of others by divulging email address and comments outside of the class without express permission.

Substance Abuse

The Board of Trustees of Phillips Theological Seminary adopted the following statement on September 18, 1990: The unlawful possession, use or distribution of drugs or alcohol on seminary property or as part of any seminary activity is not allowed. Throughout this statement and related policy, a “drug” includes all controlled substances (as defined in the Controlled Substances Act, as amended from time to time, of the United States) and includes without limitation cocaine, crack, marijuana, heroin, amphetamines, barbiturates, and all other controlled substances. “Alcohol” means any alcoholic beverage (whether or not it contains more or less than 3.2% of alcohol) which is regulated by Oklahoma law, other than communion wine.

Smoking

Phillips Theological Seminary is a smoke-free environment. Smoking is not permitted in its buildings, courtyards, gardens, or at any entrance of the building. Smoking is permitted in the back (east) parking lot and grass areas around the parking lot or on exterior sidewalks at least 10 yards from the building.

Weapons

Both by Oklahoma Law and by institutional policy, no weapons of any sort are permitted on seminary grounds or in buildings. Such weapons include but are not limited to all firearms, incendiary or explosive devices, and knives with a blade in excess of 3 inches.
Regular Faculty

Joseph Bessler. Associate Professor of Theology

Ellen J. Blue. Associate Professor of the History of Christianity and United Methodist Studies

Sarah Morice Brubaker. Assistant Professor of Theology
B.A., Yale University, 1999; M.T.S., Duke University Divinity School, 2003; Ph.D., University of Notre Dame. United Church of Christ. PTS since 2009.

Lisa Wilson Davison. Johnnie Eargle Cadieux Professor of Hebrew Bible

John M. Imbler. Stephen J. England Associate Professor of the History of Christianity and Disciples Studies

Belva Brown Jordan. Instructor in Ministry Studies

Kathleen D. McCallie. Assistant Professor of Ministerial Leadership and Ethics

Gary Peluso-Verdend. Associate Professor of Practical Theology
Don A. Pittman...........William Tabbernee Professor of the History of Religions

Nancy Claire Pittman ............ Associate Professor of the Practice of Ministry

Bernard Brandon Scott ... Darbeth Distinguished Professor of New Testament

Melinda McGarrah Sharp ........ Assistant Professor of Congregational Care.

Dennis E. Smith ..................... LaDonna Kramer Meinders Professor of New Testament Studies.

Susanna Weslie Southard .................. Instructor in Ministry Studies

John L. Thomas, Jr. ................... Associate Professor of Practical Theology

Richard F. Ward .................. Fred B. Craddock Professor of Homiletics and Worship.
Affiliated Faculty

Richard H. Lowery.............Johnnie Eargle Cadieux Professor of Hebrew Bible
B.A., University of Tennessee, 1979; M.Div., Yale University, 1982; M.A.,
Church (Disciples of Christ).

Doug Morphis.........................Associate Professor of Pastoral Counseling
B.A., Texas Tech University, 1967; M.Div., St. Paul School of Theology,

Ray A. Owens ..................Assistant Professor of Christian Social Ethics
and Black Church Studies
University of Texas, 1989; M.Div., Princeton Theological Seminary, 1998;

Who's Who At PTS
(Particularly Relevant for DMin Students)

Executive Staff
President.............................................................Gary Peluso-Verdend, Ph.D.
Vice President of Administration and ......................Lora Conger, B.S., C.P.A.
Chief Financial Officer
Vice President for Academic Affairs and Dean...............Don A. Pittman, Ph.D.
(before 7/1/13); ......................................................Nancy Claire Pittman, Ph.D.
(after 7/1/13)
Associate Dean for Assessment
and Faculty Development........................................Joseph Bessler, Ph.D.
Associate Dean for Contextual Education
and Church Relations...........................................John L. Thomas, Jr., D.Min.
Associate Dean for Admissions
and Student Services.............................................Belva Brown Jordan, M.Div.

Directors of Programs and Services
Director of Recruitment ...........................................Josh Linton, B.A.
Director of Student Financial Aid................................Katrina Morrison, B.A.
Registrar and Student Accounts................................Toni Imbler, M.T.S.
Pastor to the Community.......................................Susanna Southard, M.Div.
Director of the Library.........................................Sandy C. Shapoval, M.L.I.S.
Technical Services and Reference Librarian......................Clair Powers, M.L.I.S.

Staff
Administrative Assistant to the Deans
and Director of DMin Programs..............................Staci M. Copenhaver, A.A.
OVERVIEW OF THE PROGRAM

Introduction

The DMin degree at Phillips Theological Seminary is a 32 semester-hour program in three phases distributed as follows:

**Foundation Phase:** 9 hours in Foundation Courses:
- 3 hrs Pastoral Leadership in Context
- 3 hrs The Biblical Message and the Praxis of God
- 3 hrs Constructive Theology of Ministry

**Specialization Phase:** 16 hours in Specialization Seminars:
- 4 hrs per seminar for a total of 4 courses (except Pastoral Leadership in Care and Counseling)

**Project Phase:** 7 hours in Proposal and Project Courses:
- .5 hr Project Development Seminar I
- 2.5 hrs Project Development Seminar II
- 2 hrs Project Proposal Course
- 2 hrs Project Course

Students choose among the following specializations in which to concentrate their work:

- **Pastoral Leadership in the Renewal of Christian Vocation (PLCV)**
- **Pastoral Leadership in Homiletics (PLH)**
- **Pastoral Leadership in Church and Society (PLCS)**
  - Transformational Leadership for Women in Ministry ((PLCSW))
- **Pastoral Leadership in Spiritual Formation (PLSF)**
- **Pastoral Leadership in Care and Counseling (PLCC); we are no longer admitting students to this specialization)**
DMin Fortnights

Most courses for the DMin program will be taught in January and June for two-week periods called “DMin Fortnights.” These fortnights generally begin on Tuesday of the first week and continue through Wednesday or Thursday of the second week (depending upon the required contact hours of each course). Course work will usually be due later in the semester or term in which the fortnight occurs. The June Fortnight is a part of the PTS summer term; the January fortnight is a part of the PTS spring semester. Faculty will make deadlines for all course work clear in their syllabi and in class.

Normally on Friday of the second week the Project Development Seminar II will meet.

During DMin Fortnights students and faculty will gather for morning worship at 8:30 or 9:00 am to be arranged by the DMin director. Classes will run from 9:00 or 9:30 a.m. to 4:30 p.m. with an hour and a half for lunch and appropriate breaks.

SCHEDULED:

  June 17-27, 2014  
  January 5-16, 2015  
  June 22-July 3, 2015  
  January 4-15, 2016  
  June 20-July 1, 2016  
  January 2-13, 2017  
  June 19-30, 2017  
  January 8-19, 2018  
  June 18-29, 2018
**Typical June DMin Fortnight Schedule**

**First Week:**
- **Monday:** 9:00 Orientation for New Students; Library Day
- **Tuesday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Wednesday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Thursday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Friday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses

**Second Week:**
- **Monday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Tuesday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Wednesday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses (last day for Foundation Course)
- **Thursday:** 9:00 Worship, 9:30 Specialization Phase Courses (last day)
- **Friday:** 9:00 Worship, 9:30 Project Development Seminar II

**Typical January DMin Fortnight Schedule**

**First Week:**
- **Monday:** 9:00 Library Day
- **Tuesday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Wednesday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Thursday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Friday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses

**Second Week:**
- **Monday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Tuesday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses
- **Wednesday:** 9:00 Worship, 9:30 Foundation Phase and Specialization Phase Courses (last day for Foundation Course)
- **Thursday:** 9:00 Worship, 9:30 Specialization Phase Courses (last day)
  9:30 Project Development Seminar I
- **Friday:** 9:00 Worship, 9:30 Project Development Seminar II
DETAILED DESCRIPTION OF PROGRAM PHASES

Foundation Phase

Foundation Phase Courses, required for all students, will be taught during DMin Fortnights. Each course, with 3 hours credit per course, will typically run from Tuesday through Friday the 1st week and Monday through Wednesday the 2nd week. Often these courses will shaped by the areas of interest defined by the faculty of each specialization. “Pastoral Leadership in Context” will always be taught in the June DMin Fortnight for entering students. All three courses must be completed before students enter the Specialization Phase coursework (except in the Pastoral Leadership in Care and Counseling specialization).

These three courses are:

1. **Pastoral Leadership in Context**  
   DMIN 807  
   This course invites students to engage and critique leadership concepts and theories drawn from both Christian traditions and a variety of current disciplines and arenas. Students will also be given opportunities to reflect upon leadership issues within the context of their ministerial settings and in conversation with the material studied in class. Lectures, large and small group discussions of readings, and case studies are among the methods that will be used to achieve the outcomes of the course.

2. **The Biblical Message and the Praxis of God**  
   DMIN 808  
   This course will explore Biblical paradigms that define a theological approach to the practice of ministry. The Biblical themes chosen for emphasis in the course may vary from year to year based on the interests and preferences of the professor.

3. **Constructive Theology of Ministry**  
   DMIN 809  
   The foundational course in theology is designed to clarify and deepen students’ theological perspectives as they begin their studies. The course prepares students for the final project by requiring students to situate the vital tasks, practices, and prayer-life of ministry within an explicit theological framework. Readings, in-class work, and assignments will encourage competence in understanding contemporary theological methods and skill in articulating a vision of the Christian faith for our time and context. Issues receiving special
attention will include: the process of contextual description, clarity of one’s own theological method, awareness of denominational perspective, and attention to the ethical implications of theology for the engagement of society and other religious traditions.

Specialization Phase

Specialization Phase Courses will be taught either in a January or June DMin Fortnight or during a regular academic semester. Typically four courses, with 4 hours credit per course, will be offered. The fourth course will be an elective, usually a directed study for investigating subjects dealing with project areas and designed by individual students in coordination with the specialization coordinator of the relevant specialization and the DMin director. However, students may also fulfill this requirement by taking an advanced-level course in the MDiv program provided that they make arrangements with the professor regarding additional coursework commensurate with both DMin-level work and an additional hour’s worth of credit, and that they receive the approval of the specialization coordinator and the DMin director.

Otherwise the requirement for this elective may be fulfilled either as an online model in which student work load would be commensurate with the seminar format, typically taught during a Fall or Spring semester; or as a directed study format, only for use as the elective, to be arranged between 1 or 2 students and a professor with the approval of the specialization coordinator of the track and the DMin director. Again, course work should be commensurate with the in-class model while recognizing that 48 contact hours between professor and student would be overwhelming.

Students must make arrangements for their elective course and seek the approval of their specialization coordinator and the DMin director during the semester before the term in which they actually take the course.

In rare circumstances students who wish to change specializations within the PTS DMin program may petition the DMin director and DMin faculty committee in writing, detailing the reasons for making the change and offering, if necessary, a plan for fulfilling all requirements within a reasonable amount of time.
This specialization is based upon the understanding that the vocation of all Christians is to follow the way of Jesus in all aspects of their lives—in family, in work outside the home, in society, and through participation in faith communities. The pastor as rabbi is uniquely placed to help people discover or re-interpret their own vocation as witnesses to the work of Jesus. As such, she or he must continue to develop practices in interpreting the various contexts in which Christians live and work, in re-appropriating resources in the Christian tradition for perceiving the way of Jesus in these contexts, and in teaching Christians to attend, discern, and respond to the activity of God in the world. Further, because churches also have vocations, pastors must be empowered to break out of clerical paradigms held by previous generations about ministry and church in order to envision new models of faithfulness for communities.

Graduates of this DMin program will be prepared to exercise advanced skills in homiletics including abilities to:

a. Articulate a theology of vocation;
b. Empower agency of all Christians in living as followers of Jesus in the world;
c. Attend, discern, and respond in the various environments of laypersons (i.e., the workplace, family and partnership, neighborhoods, etc.) in conversation with relevant theologies (i.e., stewardship, ecology, hospitality, work and Sabbath, childrearing, etc.);
d. Analyze and interpret contexts, not only of ministry settings, but also of the context in which people live and practice their faith;
e. Develop strategies for transforming programmatic life of congregations to support faithful and effective Christian living in the world;
f. Teach wisdom for living Christian life through theological reflection.

The following courses comprise the Specialization phase of the PLCV:

1. **Ethics of Christian Work and Life**
   
   In this course, students will examine ethical dimensions of decisions and practices Christians confront throughout their lives. An ethics of vocation considers work and life to present regular moral dilemmas and opportunities for exercising moral imagination. This course will use a case study method to study ethics in the contexts of relationships, identities, healthcare, work and sabbath, family, birthing, living and dying. In addition, the course will attend to a larger framework of contextual moral reflection around themes of environment, creation, and technology.
2. Ecclesiologies and Communal Life  
   In this class students will explore a variety of contemporary models of 
   church and the kinds of vocation they encourage. Special attention will 
   be given not only to re-imagining Christian theologies of church but 
   also to current emphases on the transformation movement as it is 
   expressed in various denominational programs and other forms of 
   church in the 21st century.

3. Pastoral Leadership for the Learning Congregation  
   In this course, students will examine sites of ministry as learning 
   communities by engaging educational theories that affirm the 
   importance of teaching and learning to Christian vocation independent 
   of the particular form that one’s life’s work takes. The course 
   assumes that leaders in faith communities serve as teachers and 
   hosts to learning for all people. Students will reimagine teaching for 
   transformation as central to the life and work of the church through 
   attention to philosophies of teaching, ethics of teaching, cultural 
   aspects of teaching, and various practices of teaching that support a 
   vibrant life of learning that is part of a life of faith.

4. Elective Research Practicum  
   Each student is responsible for arranging one elective that will help 
   him or her in the development of a project in consultation with the 
   specialization coordinator and the DMin director.

**Degree Plan for Pastoral Leadership in the Renewal of Christian Vocation**

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<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<td>DMIN 807</td>
<td>Pastoral Leadership in Context</td>
<td>3 hours</td>
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<tr>
<td>DMIN 808</td>
<td>Biblical Message &amp; the Praxis of God</td>
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<td>Constructive Theology of Ministry</td>
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<td>DPLR 750</td>
<td>Ethics of Christian Life and Work</td>
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<td>DPLR 751</td>
<td>Ecclesiologies and Communal Life</td>
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The “Pastoral Leadership in Homiletics” (PLH) specialization is designed to enable pastors to gain greater clarity in preaching as a major function of congregational leadership and to develop their preaching gifts and abilities in service to the proclamation of God’s work in the world. Students enrolled in the PLH will normally begin Specialization phase courses in January of their second year in the program. In order to complete coursework they will need to have computers that support programs for viewing sermons (see pg. 37).

Graduates of this DMin program will be prepared to exercise advanced skills in homiletics including abilities to:

a. articulate an understanding of preaching as a function of pastoral leadership that is grounded in theological and biblical reflection and responsive to the history of Christianity particularly as it is reflected in student’s own denominational heritage

b. utilize comprehensive analysis of a congregational setting as a tool for understanding the effectiveness of preaching in a given situation

c. demonstrate advanced skills in biblical exegesis, sermon construction, and oral and visual communication (e.g., spatial considerations, use of digital and electronic media).

The following courses comprise the Specialization phase of the PLH:

1. **Core Homiletic Seminar I**  
   DPLH 720  
   In this course we will build upon the preceding foundational courses in Constructive Theology and biblical hermeneutics by taking a homiletical turn. We will critically examine and assess our embedded theologies and practices of preaching in relationship to emergent ones. The aim is to develop, articulate and embody fresh approaches to the preaching ministry, framing them as *congregational leadership*.

2. **Media and the Church**  
   DPLH 723  
   Ministry takes place in an intense media environment, sometimes with awareness, often without. This course will involve an extensive investigation into media: what it is and what its history is. We will explore both the critics of media and its supporters. The goal of this course is not primarily to enable the student to use media, but to understand the implications of employing media. A major component of our study will be to understand the ethics of media. Like myth, one either thinks with media or it thinks for you.
3. **Core Homiletic Seminar II**  
DPLH 722  
Using the concepts developed in Core Homiletic 1 we will more fully incorporate congregants as participants in the learning process. Students will complete a ‘thick description’ of their congregational cultures and practices and convene sermon formation and feedback groups from their congregations. The aim will be to become “listening learners” as well as rhetorically effective preachers and congregational leaders.

4. **Elective Research Practicum**  
DMIN 898  
Each student is responsible for arranging one elective that will help him or her in the development of a project in consultation with the specialization coordinator and the DMin director.

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**Degree Plan for Pastoral Leadership in Homiletics**

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<td>Biblical Message &amp; the Praxis of God</td>
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**TOTAL** 32 hours
Pastoral Leadership in Church and Society (PLCS)
Specialization Coordinator: Dr. Joseph Bessler
joe.bessler@ptstulsa.edu

In the “Pastoral Leadership in Church and Society” (PLCS) specialization, ministers will be offered opportunities to reflect on theoretical and theological themes as they relate to significant cultural issues like gender, race, and interfaith relations and to develop community organizing skills for leading churches and their institutions toward social transformation. A key component of this specialization will be at least one national or international immersion experience led by a member of the PTS faculty. Students enrolled in the PLCS will normally begin Specialization courses in January of their second year in the program.

Graduates of this DMin program will be prepared to exercise advanced skills in church and society issues including abilities to:
   a. Articulate an understanding of bringing about social change as a function of pastoral leadership that is grounded in theological and biblical reflection and responsive to the history of Christianity particularly as it is reflected in student’s own denominational heritage;
   b. Articulate and critique important cultural issues surrounding race, gender, economic and cultural globalization, and interfaith relations from a theological/biblical standpoint; and
   c. Develop strategies for community engagement and change around particular issues of common concern.

The following courses comprise the Specialization phase of the PLCS:

1. Core Church and Society Seminar I
   DPLC 730
   This course introduces students to the study of churches’ relations to society and culture. While broad theoretical and theological frames will be discussed, the class will focus particularly on issues of race, gender, economic and cultural globalization, and interfaith relations as topics of engagement. The use of multiple PTS faculty and others as guest speakers will be a major feature of this course.

2. International/National Immersion Experience
   DPLC 731
   Offered within either a national or international setting, the required immersion experience enables students to reflect more concretely and practically on the issues and themes introduced in Core Church and Society I. Led by a PTS faculty member, this course may be arranged in conjunction with Borderlinks, an ecumenical program based on the border between Arizona and Mexico, or Week of Compassion, the relief, refugee and development ministry fund of the Christian Church (Disciples of Christ).
3. Core Church and Society Seminar II  
**DPLC 732**
Focused on actual practices of building conversational and practical connections across racial, other-religious, and religious/social-service agency lines, this course will connect the language and tactics of community organizing to address both the importance and possibilities of churches engaging their social and cultural contexts. Guest community organizers will be invited to participate in the course.

4. Elective Research Practicum  
**DMIN 898**
Each student, in consultation with the specialization coordinator of the PLCS and the DMin director, will select or design one course that relates to her or his proposed project. This course may be chosen from MDiv course offerings at PTS (additional work will be required) or DMin Specialization courses for other specializations. It may also consist of an independent study with an appropriate faculty member.

**Degree Plan for Pastoral Leadership in Church and Society**

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<td>Pastoral Leadership in Context</td>
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<td>DMIN 808</td>
<td>Biblical Message &amp; the Praxis of God</td>
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<td>Constructive Theology of Ministry</td>
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<td>DPLC 730</td>
<td>Core Church and Society I</td>
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</tr>
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<td>DPLC 731</td>
<td>International/National Immersion Experience</td>
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<td>DPLC 732</td>
<td>Core Church and Society II</td>
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</table>
In the “Transformational Leadership for Women in Ministry” (PLCSW) specialization (a version of Pastoral Leadership in Church and Society), ministers will be offered opportunities to reflect on theoretical and theological themes related to issue of sex and gender roles in churches and society. Students will also develop community organizing skills for leading churches and their institutions toward social transformation, particularly as they relate to the inclusion of all people in varied leadership tasks. A key component of this specialization will be at least one national or international immersion experience led by a member of the PTS faculty.

Graduates of this DMin program will be prepared to exercise advanced skills in church and society issues including abilities to:

a. Articulate an understanding of social change as a function of pastoral leadership that is grounded in theological and biblical reflection and responsive to the histories of Christianity particularly in relation to women and the student’s own denominational heritage;

b. Articulate and engage from a theological, biblical and ethical standpoint important cultural issues surrounding gender as it intersects with race, economic and cultural globalization, and interfaith relations;

c. Develop justice-seeking strategies for community engagement and social change around particular issues of common concern;

d. Develop models for being church that build upon values of gender inclusivity, diversity and collaborative and transformative leadership.

The following courses comprise the Specialization phase of the PLCSW:

1. **History of Women in the Churches (Christianity) DPLC 733**
   This course is a survey of the history of women’s leadership in Christianity. Students will explore the contributions of women to Christianity’s development and expressions. They will gain deeper understanding of the complex relationships among society, religious, culture and acquire the ability to articulate ways that these relationships have impacted, and been impacted by, the lives and work of women. Much emphasis will be given to women in the U.S. from the colonial period to the present. While the primary focus is on women who practice the Christian faith, some attention is given to women in other religions.

2. **International/National Immersion Experience DPLC 734**
   Led by a PTS faculty member and offered within either a national or international setting, this required immersion experience will enable students to reflect more concretely and practically on the issues and
themes introduced in the foundation courses and the first specialization course.

3. Strategies for Collaborative and Transformational Leadership in Community

   **DPLC 735**
   In this course, students will make use of material, issues and themes from previous coursework as they begin to develop strategies for leadership that is collaborative and transformational for communities seeking to be just, compassionate, and faithful to the way of Jesus. They will also engage models of community and leadership drawn from biblical texts and the history of Christianity as ways of building norms for contemporary communities and leaders. Guest practitioners will be invited to participate in the course.

4. Elective Research Practicum

   **DMIN 898**
   Each student, in consultation with the specialization coordinator of the PLCS and the DMin director, will select or design one course that relates to her or his proposed project. This course may be chosen from MDiv course offerings at PTS (additional work will be required) or DMin Specialization courses for other specializations. It may also consist of an independent study with an appropriate faculty member.

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**Degree Plan for Transformational Leadership for Women in Ministry**

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<td>Pastoral Leadership in Context</td>
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<tr>
<td>DMIN 808</td>
<td>Biblical Message &amp; the Praxis of God</td>
<td>3</td>
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<td>Constructive Theology of Ministry</td>
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<td>International/National Immersion Experience</td>
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<td>DPLC 735</td>
<td>Strategies for Collaborative and Transformational Leadership in Community</td>
<td>4</td>
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In the “Pastoral Leadership in Spiritual Formation” (PLSF) specialization, spiritual formation is understood as the intentional activity of attending, discerning, and responding to the initiative of God in ways accountable to Christian communities, scriptures, and traditions. Students will retrieve, re-imagine, and critically re-appropriate Christian spiritual traditions and practices as resources for leading various communities that participate in the praxis of God in the world.

The curriculum is designed for pastoral leaders who want to integrate critical reflection with spiritual practice through a holistic lens, honoring the rich complexity of human ways of knowing and relating to the divine. Students will participate in an ongoing conversation among experience, Christian spiritual traditions and diverse cultures which leads to reflective action. Students enrolled in the PLSF will normally begin Specialization courses in January of their second year in the program.

Graduates of this DMin program will be prepared to exercise advanced skills in spiritual formation including abilities to:

a. Articulate an understanding of the development of spiritual formation as a function of pastoral leadership that is grounded in theological and biblical reflection and responsive to the history of Christianity particularly as it is reflected in student’s own denominational heritage;

b. Articulate a critical understanding of the traditions of Christian spirituality as resources for the formation of individual Christians and their churches in conversation with other disciplines and traditions of learning (e.g., non-Christian religions, western biology, philosophy, and social sciences);

c. Utilize and teach techniques for attending, discerning and responding to the initiative of God in ways accountable to Christian communities, scriptures and traditions.

The following courses comprise the Specialization phase of the PLSF:

1. **Foundations for Spiritual Knowing and Acting**  
   DPLS 740  
   A critical examination of Christian epistemology and spiritual theology as a foundation for the historical, contemporary, and emerging practices by which humanity attends to the Spirit through the presence and action of God. The course examines Christian spiritual exercises within the broader frame of spiritual theology and cognate disciplines. Students will develop and commit to a personal “rule of life” that will serve as a norm and guide for their spiritual practice during the Specialization and Project phases of the DMin program.
2. Engaged Christian Leadership of Spiritual Practices
   DPLS 741
   A critical examination of the development of Christian spiritual practices out of Jewish and other non-Christian traditions. Students will study a global breadth of Christian and non-Christian spiritual practices, including discernment, and the adaptation of non-Christian spiritual practices for use in Christian ministry. Students will construct a cultural-theological analysis of the spiritual and other communal practices in a context where they offer leadership. Each student will lead a PLSF peer group in contemplative practices appropriate for this ministry context.

3. Spiritual Leadership in Christian Ministry Contexts
   DPLS 742
   A critical examination and development of styles and modes of leadership for communal response to and participation in the praxis of God in the world. Building on the previous classes, students will identify a theme recurring in previous specialization coursework relevant to their D. Min. projects. In light of the ministry context analysis from “Engaged Christian Leadership of Spiritual Practices,” students will create a plan for guiding their ministry community through specific spiritual practices.

4. Elective Course
   DMIN 898
   Each student, in consultation with the coordinator of the Spiritual Formation specialization and the DMin director, will select or design one course that relates to her or his proposed project. This course may be chosen from among M.Div. course offerings at PTS (with additional academic work assigned) or other approved DMin courses. It may also consist of an independent course with an appropriate faculty member.

5. Non-Credit Coursework
   In addition to the courses listed here, students will be required to participate throughout the Specialization phase in an ongoing “rule of life” which they write for themselves in the first course. They will also be required to select and engage in a continuing relationship with a spiritual director/friend/companion. The fulfillment of these requirements will be transcripted as a series of non-credit, non-tuition courses. The fulfillment of the requirements will be monitored through self-reporting procedures.
**Degree Plan for Pastoral Leadership in Spiritual Formation**

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Pastoral Leadership in Care and Counseling (PLCC)

Specialization Coordinator: Dr. Doug Morphis
dougmorphis@yahoo.com
The Counseling and Mediation Center, Inc.
200 W. Douglas #560
Wichita, Kansas 67202
316-269-2322

Students enrolled in the “Pastoral Leadership in Care and Counseling” (PLCC) specialization will take most of their Specialization phase courses at the Counseling and Mediation Center in Wichita, Kansas, under the direction of specialization coordinator, Dr. Doug Morphis. These courses are taught during the fall and spring semesters of a normal academic year. Usually classes are scheduled on nine Thursdays of each semester, approximately two weeks apart, for courses, dyad supervision, and peer group reflection. Most students complete this phase in two years.

The DMin program in Care and Counseling is designed to meet many of the requirements to become a member of the American Association of Pastoral Counselors (AAPC) and Licensed Marriage and Family Therapist (LMFT) in the state of Kansas. Students who are approved by the specialization coordinator and the DMin director may pursue additional opportunities to meet these requirements during the third and fourth years of the program through the Supervised Counseling Practicum (administered by PTS) or AAPC certification (administered solely by the CMC).

Graduates of this DMin program will be prepared to exercise advanced skills in care and counseling including abilities to:

a. Articulate an understanding of care and counseling as a function of pastoral leadership that is grounded in theological and biblical reflection and responsive to the history of Christianity particularly as it is reflected in student’s own denominational heritage

b. Articulate an understanding of one’s own view of the counseling relationship that enhances positive, healthy change

c. Demonstrate basic skills in clinical assessment and diagnosis of persons seeking care and counseling

d. Demonstrate advanced skills in specific counseling techniques, i.e., solution-focused therapy, cognitive therapy, narrative therapy, and family systems analysis

The following courses are required in the PLCC Specialization phase:

1. **Models of Clinical/Theological Assessment**
   DMPC 760
   A systematic review and evaluation of models of pastoral, family systems and medical modes of assessment and diagnosis. Students will be asked to utilize the available models in their counseling work. Distinctions between religious, spiritual, theological and pastoral
students will be asked to develop their own integrative perspective on assessment, attending to the strengths and weaknesses of the major models.

2. **Solution-Focused Pastoral Counseling**  
   DMPC 761  
   A study and evaluation of solution-focused therapy, a method of brief therapy that emphasizes strengths rather than weaknesses, solutions rather than problems, the future rather than the past and hope rather than despair. This approach is a natural for pastoral counseling and is applicable to a wide range of issues such as family, marriage, children, eating disorders and alcoholism.

3. **The Counseling Relationship and Change**  
   DMPC 762  
   The goal of the course is to help students articulate and practice their own understanding of what happens in counseling relationships that enhances positive change. Change will be considered from a variety of behavioral, theological and personality theory frameworks. Class content will focus on views of human nature and human potential as well as on techniques. Students will select theories that are most congruent with their own understandings of change.

4. **A Cognitive Therapy Approach to Pastoral Counseling**  
   DMPC 763  
   Cognitive therapy is a short-term, active, structured, problem-oriented, collaborative, and psycho-educational model of therapy that is useful in short-term pastoral counseling. The course will enable students to grasp the conceptual model and techniques of cognitive therapy.

5. **Liberation Theology and Narrative Therapy**  
   DMPC 764  
   This course is a critical correlation of contemporary liberation theologies and narrative psychotherapy. The course frames narrative interventions as liberative theological practices; students learn and practice basic narrative interventions, explore and critique the convergences and divergences between narrative therapy and liberation theologies, and identify the theology of culture embedded in the theoretical literature of narrative psychotherapy.

6. **Family Systems Theory and Pastoral Counseling I & II**  
   DMPC 766 & 767  
   The systems framework will be used for pastoral counseling as it relates to individuals, marriage, and family. It will also be used to describe systems processes as they relate and appear in the congregation.

7. **Pastor as Counselor: Techniques for the Parish**  
   DMPC 769  
   This course will include theology of pastoral care, self-care, and the use of specific counseling techniques for persons and groups in church settings. Professional ethics will also be presented.
8. Dyad Supervision

Supervision with two students and one supervisor. No credit hours awarded, but the course is recorded on the student’s transcript.

Degree Plan for Pastoral Leadership in Care and Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>DMIN 807</td>
<td>Pastoral Leadership in Context</td>
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<tr>
<td>DMIN 808</td>
<td>Biblical Message &amp; the Praxis of God</td>
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<td>DMIN 809</td>
<td>Constructive Theology of Ministry</td>
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<td>DMPC 760</td>
<td>Models of Clinical/Theological Assessment</td>
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</tr>
<tr>
<td>DMPC 761</td>
<td>Solution-Focused Pastoral Counseling</td>
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<td>The Counseling Relationship and Change</td>
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<td>A Cognitive Therapy Approach to Pastoral Counseling</td>
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<td>Liberation Theology and Narrative Therapy</td>
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<td>DMPC 758</td>
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<td>The Pastor as Counselor: Techniques for the Parish</td>
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Supervised Counseling Practicum

Once PLCC students have completed all required specialization courses, they may enroll in this course for two semesters to meet some of the requirements for Marriage and Family Therapy licensure (LMFT) in the state of Kansas. The cost for this course each semester is $1750.

Please note: We are no longer accepting students in this specialization.
Project Phase

In the Project phase, which is 7 hours of the total program, DMin students begin working directly with a faculty adviser and reader on an original project that makes a contribution to the study and practice of ministry within their chosen specialization. After they complete the Specialization coursework, Project Development Seminar I, and the third twenty-page draft of the initial project prospectus (described below), they will be assigned an adviser and reader by the DMin director. These persons will be selected in consultation with each student and in light of her or his particular direction of the prospectus. The adviser, reader, and DMin director will serve as the project committee for the student. Please note that the specialization coordinator of any specialization will be limited in the number of students for whom he or she may serve as adviser or reader.

All project advisers and readers must be Phillips Theological Seminary faculty members and available in all semesters (including summer terms) in which their assigned students are enrolled in Project phase coursework. For a student who is in or has completed the Specialization phase coursework at the Counseling and Mediation Center in Wichita, one reader must be a faculty member on the staff of that partner institution.

Project Phase Courses, which occur at regular intervals throughout the program, include the following:

A. DMPR 904 Project Development Seminar I, with .5 hour credit, to be taught on the 2nd Thursday of the January DMin Fortnight from approximately 9:00 am to 4:00 p.m. It serves as an introduction to the art and craft of developing a DMin project, methods for research in ministry, and the process of writing a project. Usually students will participate in this course after completing the 2nd Foundation Course.

As a part of the requirements in this course, students will submit a short trial project proposal and a preliminary schedule for completion of the project.

Students currently enrolled in the DMin program may audit DMPR 904, Project Development Seminar I, only if they have already taken it for credit and passed the course. The audit fee will be $60. Auditors will receive "AU" (Audit) recorded on their transcript. Auditors who miss 20% or more of the contact time for the course will receive a "U" (Unsatisfactory).

B. DMPR 905 Project Development Seminar II, with 2.5 hours credit, to meet, on an ongoing basis, on the 2nd Friday of every DMin Fortnight from approximately 9:00 am to 4:00 p.m. This course will be required...
for all students in the Specialization and Project phases. Students must participate in a minimum of 25 contact hours (5 sessions; .5 credit hours per session).

The goals of the Project Development Seminar II are:

- to facilitate peer learning as a tool for achieving clarity and accountability about students’ project research and interests;
- to provide requisite information for successful completion of the project and project report;
- and to continue to offer communal support in this phase of doctoral learning.

Regardless of their progress in the program, students who have completed Project Development Seminar I will meet in seminar format with the DMin director and one other faculty member to present preliminary versions of their proposals to one another, to participate in discussion of the project work of other students, and to report progress toward completion of the project. Students will also be given opportunity to present materials related to their research interests, ministry settings, and Specialization concerns. These materials may take various forms, i.e., case studies, book reviews, sermons, exegetical papers, verbatims, etc.

To receive credit for participation in a Project Development Seminar II students must submit, each time, a substantive report, consisting of at least 10 pages, of their project idea and progress they have made. The director will provide instructions for each report before the Seminar meets.

Ideally students will participate in one Project Development Seminar II each academic year while they are in the Foundation and Specialization phases. Once they enter Project Phase they will develop a participation schedule in consultation with the director. Enrollment in individual seminars will be based on invitation by the director based on the cohort needs of each specialization and student progress.

C. DMPR 902 Project Proposal Course, with 2 hours credit, will be arranged between student and adviser. The reader will also be consulted. When a proposal has been accepted by adviser, reader, specialization coordinator of student’s specialization, and DMin director, the student will be granted candidacy for the DMin degree.

D. DMPR 906 Project Course, with 2 hours credit, to be taken only after passing the Project Proposal Course. It is also arranged between
student and adviser; again, the reader and DMin director will be consulted as needed.

If a student does not pass the Project Proposal Course or the Project Course by receiving approval from adviser, reader, and DMin director on a final draft, in the following semester he or she will enroll in Project Proposal Continuation Course or Project Continuation Course. Most students do not pass the Project Proposal Course or the Project Course the first time they enroll in it. A student may enroll in either continuation course for three consecutive semesters (counting the summer term as a semester). If, after three semesters of enrollment in the continuation courses, the student is unable to present an acceptable proposal or project, he or she must re-enroll in the Project Proposal course or the Project course (which is applicable) or may be terminated from the program.

Candidacy

Once a student’s project proposal has been passed by adviser, reader, specialization coordinator and DMin director and the student has completed all Foundation and Specialization coursework with a 3.0 or better GPA, the student becomes a candidate for the degree of Doctor of Ministry.

The Oral Presentation

When the adviser and reader approve the project report, they notify the DMin director who assists the student in making arrangements for the oral presentation. The DMin director invites all full-time PTS faculty and the faculty of partner institutions to read the project report and attend the oral presentation. The DMin candidate, the adviser, the reader, the specialization coordinator of the appropriate specialization and the DMin director or the director’s designated alternate are required to attend.

During the oral presentation, which lasts approximately two hours, any faculty member may ask the DMin candidate questions about the project and project report. Toward the end of the presentation, the candidate will be asked to leave the room. The faculty members in attendance will discuss the report and come to consensus on whether to accept it, return it for revisions, or reject it. If the report is accepted, the candidate is approved for graduation. If the report is returned for revisions, the candidate must revise it with the help of the adviser and reader, who may require another oral presentation. A candidate is allowed a maximum of two oral presentations. If the report is not accepted in two presentations, the candidate will be dismissed from the program.

The oral presentation must be satisfactorily completed by February 28 of the academic year if the student wishes to graduate in May of that year.
The **Project Report** may be accepted with one of two options: either with a “Pass” or with a “Pass with Distinction.” If it is not accepted, it may be sent back for revisions (“S”), or failed (“F”). The final grade for a project report will be decided by each student’s project committee, consisting of the adviser, the reader, and the DMin director. Project reports which pass with distinction will be so noted in the graduation bulletin and named in the graduation service.
ACADEMIC POLICIES AND PROCEDURES

In situations other than those covered by the following policies and procedures, DMin applicants and students are governed by the appropriate general policies and procedures of Phillips Theological Seminary which are delineated in the PTS catalog.

Academic Year

The academic year for PTS is comprised of two semesters and a summer term. The first semester is scheduled from late August to mid-December. The second semester begins with the January DMin Fortnight and ends in mid-May, at which time the annual commencement exercises are held.

The summer term begins with the June DMin Fortnight and ends in mid-August.

In this handbook the words “term” and “semester” are synonymous.

Academic Probation and Dismissal

A student whose cumulative grade point average drops below 3.0 (B) is placed on academic probation. The student will receive official written notification of being placed on probation from the DMin director. A student on probation must repeat the failed course as soon as the course is offered again or the student will be dismissed from the program. A student who is placed on probation while in the Foundation or Specialization phase may not register for the Project Proposal or Project Course.

A student who fails any Project Development Seminar must repeat the failed course as soon as the course is offered again or the student will be dismissed from the program. In addition, the student cannot enroll in the Project Proposal or Project Course until the Project Development Seminar I has been passed. Further, if a student does not make sufficient progress on his or her project proposal or project, as determined by his or her project committee and the DMin director, during at least four semesters of either Project Proposal Course/Continuation or Project Course/Continuation, the student is subject to dismissal.
A student may fail only one course. Failure of a second course will result in dismissal from the program.

Students who are granted probationary admission either because the Admissions Committee has determined that their previous transcripts do not accurately reflect their competence to do doctoral work or because the ministerial context has not been adequately secured are required to maintain a 3.0 (B) cumulative GPA and obtain an appropriate context for doctoral work.

**Appeals Process and Academic Misconduct**

Any questions or concerns about the program should be addressed first to the director of the program. If necessary, students may appeal the director's decision by writing to the DMin Committee of the Faculty Senate. The chair of the committee will bring the request to the next regularly scheduled committee meeting. The chair will convey the committee's decision to the student following that meeting. Students may appeal the DMin Committee's decision in writing to the Dean of the seminary. Students may appeal the Dean's decision in writing to the President of the seminary. The President's decision is final.

The complete PTS Academic Misconduct policy is found in Appendix III.

**Assessment and Student Portfolios**

Assessment for the DMin Program in Pastoral Leadership at PTS, in addition to routine course evaluations, will take place through two processes:

1) A portfolio process, conducted by the specialization coordinators for students in their specializations and consisting of the following elements:
   a. Students will keep a portfolio consisting of application essays and of papers from each course in the Foundation and Specialization phases (as in the Masters' program, course instructors will be asked to designate which paper from their course belongs in the portfolio) as evidence to be used in assessing student learning;
   b. Students and their specialization coordinator will participate in one mid-program interview and one exit interview based on DMin program goals. These interviews will occur following completion of 16 hours in both Foundation and Specialization phases and the Oral Presentation in Project Phase.

2) An independent assessment of each completed and approved project report conducted by two faculty members not serving on an individual project committee.
Information gathered from these two processes will be de-identified and shared with the Assessment Task Force, the DMin Committee, and the entire Faculty Senate on Assessment Day. (See Appendix II: Rubrics for DMin Assessment.)

**Attendance**

At PTS, class attendance and engaged participation are very important. Every member of the faculty and student community is, in fact, both teacher and learner. Therefore, a class absence means more than merely a missed delivery of educational content. It also means the irrecoverable loss of a unique dialogical ‘learning-through-teaching’ opportunity for oneself and others. In view of this understanding, PTS has an established **Attendance Policy** that states: Any student who misses 20% or more of the class contact hours for a course, for any reason, cannot pass or successfully audit that course. The intention of the policy is not to be punitive, but to recognize that students should retake courses for credit if they miss a significant number of the class contact hours. The 20% rule holds for online classes as well. In an online class, the instructor will set forth in the syllabus the requirements for what constitutes class attendance. The standard may change from week to week depending on the assignment. Typically, attendance is measured by the number of quality posts-per-week on the discussion board or other activities. The instructor sets the minimum number of posts-per-week required for a student to be considered present. If a student fails to make that minimum number of posts-per-week, s/he will be considered absent for the week. If a student is absent for 20% or more of the semester, s/he cannot pass the course."

**Change in Specialization**

In rare circumstances students who wish to change specializations within the PTS DMin program may petition the DMin director and DMin faculty committee in writing, detailing the reasons for making the change and offering, if necessary, a plan for fulfilling all requirements within a reasonable amount of time.

**Computer Technology**

Modern advances in the use of computer technology have influenced education in various settings. Seminary is no exception in its use of computers to teach and convey vital information. Therefore, all incoming DMin students are required to obtain access to computer internet service in
order to stay current with the latest information about program changes, course requirements, and conversations with other students and faculty through “Moodle Rooms” used by PTS. Every student will be assigned a PTS student email account that will be used for all seminary-related correspondence.

**Homiletics Specialization Computer Requirements**

Students enrolled in the PLH specialization will need to have computers that will support one of two programs:

**Real Player**, which requires:
- 350MHz Intel Pentium II processor or equivalent
- 64 MB of Ram (128 on Windows XP or later)
- 52 MB available disk space
- 28.8Kbps modem (audio only)
- 16-bit sound card and speakers
- 65,000-color video display card set to display at 800x600 (video)
- Windows 98SE, Windows ME, Windows 2000 with Service Pack 2 or later, or Windows XP
- IE 5.0 or later

**QuickTime Player**, which requires
- A Pentium-processor based PC or compatible computer
- At least 128MB of Ram
- Windows 2000 Service Pack 4 or Windows XP

**Context for Ministry**

The student’s ministry setting is an integral part of the teaching and learning environment of the DMin program. Students are expected to know well their setting and be able to demonstrate that the readings and coursework are leading them to deeper understanding of engagement within their ministry setting and the people with whom they work. Every student must have on file with the DMin director a Ministry Context paper, usually developed in the first Foundation course, Pastoral Leadership in Context.

A student who changes ministry settings at any time in the program must submit to the director a five-page Ministry Context paper detailing the context along the lines of the original assignment in the Pastoral Leadership in Context course. Until this paper is on file, the student may be prevented from enrolling in coursework.
Further, any student who changes ministry sites during the program will be advised to take a leave of absence for at least one term to become better acquainted with her or his new ministry setting. (See “Leave of Absence” below.) The context paper may be submitted at the conclusion of the leave of absence.

Disability Policy

The complete PTS Policy Regarding Disabilities may be found in Appendix VI.

Enrollment Issues: Requirements

The enrollment deadline is normally six weeks to two months before the start of the fall, spring or summer terms. At this time students must have submitted their enrollment form and paid all outstanding tuition and fees for the previous semester or term. The subsequent six weeks to two months, before the semester or term actually begins, is the “late enrollment period” during which students may submit enrollment forms and pay a $50 late enrollment fee.

DMin Students are considered full-time in any semester or term in which they take at least 3 credit hours in the Foundation phase, 4 credit hours in the Specialization phase, or 2 credit hours in the Project phase. Full-time enrollment in a previous term of an academic year maintains a student’s full-time status during the following term, even if the student is not enrolled in a specific course in that term.

Students may take up to, but not more than, 4 credit hours in Foundation and Project courses in any one semester or term. The maximum number of hours allowable per semester in the Specialization phases varies according to the chosen Specialization. Students may overlap normal loads of courses in the Specialization phases with up to the maximum amount of work in the Foundation and Project phases.

Students must have completed at least 3 credit hours and preferably all 9 credit hours of their Foundation phase courses before entering the Specialization and Project phases. In order to enroll in the Project Proposal Course, all students must have completed all Foundation courses, at least three-fourths of their Specialization courses, and the Project Development Seminar I. Project proposals must be approved by advisers, readers, the appropriate specialization coordinator, and the DMin director before students can register for the Project Course and begin work on their project.
A student will be automatically enrolled in DMIN 899 Program Continuation Course and charged a $100 continuation fee and a $100 student fee for each semester and term in which a class is offered that the student needs for her or his degree, but in which the student chooses not to enroll. This fee must be paid before the student can enroll in any subsequent work. If a required class is not offered for a student in a particular term, including courses in Project Phase, she or he may enroll in DMIN 890 Specialization Continuation Course. There is no charge to be enrolled in this course and no grade given.

An Oral Presentation of a student’s Project Report may not be scheduled prior to the eighth semester or term in which a student is enrolled in the DMin program.

**Enrollment Issues: Course Load Adjustments**

*Adding and Dropping Courses*

A course may not be added after the first day of the term. A course other than a Project, Project Proposal, or supervisory course may not be dropped after more than six contact hours of classes have been conducted. The Project or Project Proposal course may not be dropped after more than one month after the beginning of the term. A dropped course does not appear on the official transcript.

Any change of enrollment includes filling out a Change of Enrollment form, obtaining the signatures of the adviser or instructor and the DMin director, and returning the form to the registrar. It is the student’s obligation to complete and return the Change of Enrollment form.

*Course Withdrawal*

A student may withdraw from a course other than a Project, Project Proposal or supervisor course any time during the first eight weeks of the term. After that, withdrawal from a course is permitted only if the student’s work is, in the judgment of the instructor, passing (graded B- or above) at the time of the withdrawal. A student may withdraw from the course with approval of the instructor or adviser and the DMin director. A withdrawn course appears on the official transcript with a mark of “WD.”

**Please Note:** Any change of enrollment, i.e., dropping, adding, or withdrawing from a class, includes filling out a Change of Enrollment form, obtaining the signatures of the adviser or the instructor and the DMin director, and returning the form to the registrar. It is the student’s obligation to complete and return the Change of Enrollment form to the registrar.
Incompletes and Extensions

An incomplete in a course is granted only if (a) the student requests the incomplete in writing to the instructor and the DMin director prior to the last day of the term; and (b) the student is able to show adequate reason for the failure to complete the course requirements on schedule. If an incomplete is granted, the completion date for all materials will be the last day of the following semester on which all written work is due. Failure to complete the course within this time results in a change of grade for the course from “I” (Incomplete) to “F.” Under extraordinary circumstances, students may request an extension for the incomplete in writing to the DMin director. Incompletes and extensions are not allowed in supervisory or project research courses.

Incompletes can be requested by filling out the DMin “Request for Incomplete” or “Request for Extension of Incomplete” forms, obtaining the signatures of the instructor and the DMin director, returning the form to the registrar, and paying the required fee of $25 per incomplete and $40 per extension of incomplete.

For information about tuition refunds on dropped courses, see “Tuition, Fees, Financial Aid and Payment Procedures,” beginning on pg. 46.

Audit Policy

Students currently enrolled in the DMin program may audit DMPR 904 Project Development Seminar I only if they have already taken it for credit and passed the course. In some circumstances, students may also audit DMPR 905 Project Development Seminar II. The audit fee for either course will be $60 and no refunds will be given. Auditors will receive "AU" (Audit) recorded on their transcript. Auditors who miss 20% or more of the contact time for the course will receive a "U" (Unsatisfactory). No other courses in the program may be audited.

Family Educational Rights and Privacy Act (FERPA)

PTS makes every effort to ensure students’ privacy regarding their relationship to PTS. The complete policy concerning this matter may be found in Appendix V.
Grades and Grading Procedures

For all DMin courses the unit of credit is the semester hour, and all semester hours of study will be assigned a grade by the course instructor. To calculate a grade point average, the total grade points are divided by the total hours of coursework. A final cumulative grade point average of at least 3.0 is required for the DMin degree. If a course is retaken by a student, both grades will be recorded on the student’s transcript. However, only the higher grade will be used in calculating the student’s grade point average. The course hours are counted only once. In any course designated as pass/fail, a pass (P) indicates a grade of B- or better.

In **Foundation and Specialization Phase** courses, letter grades will be assigned on the following scale:

- A (Excellent; 4 grade points)
- A- (earns 3.7 grade points)
- B+ (earns 3.3 grade points)
- B (Good; earns 3 grade points)
- B- (earns 2.7 grade points)
- C+ (earns 2.3 grade points)
- C (Marginal; earns 2 grade points)
- C- (earns 1.7 grade points)
- F (Failure; earns no grade points, but is computed in the grade point average)

**Please note:** a cumulative course grade of D+, D, or D- is considered to represent unacceptable work for a doctoral program and thus is equivalent to an F. A cumulative course grade of C+, C, or C- represents marginal work and places the student who earns a C+ or below in a course in danger of being placed on academic probation.

A student may fail only one course. Failure of a second course will result in dismissal from the program.

In the **Project Phase**, courses are graded “S” (Satisfactory progress), “P” ("Pass") or "F" ("Fail"). A passing grade is the equivalent of a B- or better. A first “F” earned in the Project Phase does not earn grade points and is not computed in the grade point average. A second “F” results in dismissal from the program.

When a student is enrolled in a Project Development Seminar (I or II) or a project research course (the Project Proposal Course or Project Course) and has made satisfactory progress on the proposal or project but has not successfully completed it, he or she receives an "S" ("Satisfactory") grade on the transcript. Furthermore, a student's work is considered satisfactory when
verbal and written materials demonstrate adequate progress toward completing course work. The grade indicates that a student has engaged in substantial research, developed an annotated bibliography, demonstrated critical thinking about the project topic, and held at least two consultations with the project adviser via face-to-face meeting, telephone, or e-mail.

For the term in which the proposal or project is completed and passed, the student will receive a "P." Students who do not make satisfactory progress on a proposal or project will receive an "F" ("Fail").

The Project Report may be accepted with one of two options: either with a “Pass” or with a “Pass with Distinction.” If it is not accepted, it may be sent back for revisions (“S”), or failed (“F”). The final grade for a project report will be decided by each student’s project committee, consisting of the adviser, the reader, and the DMin director. Project reports which pass with distinction will be so noted in the graduation bulletin and named in the graduation service.

A student may fail only one course. Failure of a second course will result in dismissal from the program.

Graduation

In order to graduate, a student must have completed at least eight terms in the DMin program with a GPA of not less than 3.0 and had his or her Project Report accepted. The student must pay a graduation fee (see “Tuition, Fees, Financial Aid, and Payment Procedures”). In order to receive a diploma, the student must have a final draft of his or her Project Report accepted by the library.

Inclusive Language

As a Christian and theological community, we recognize the important role that language plays in shaping, perpetuating, or reshaping our lives. We know that language is not merely a collection of inert tools that enable us to “say what we want to say,” but is a powerful and subtle force that orders the forms and values through which we perceive and interpret our world.

As Christians and ministers of the Word, we commit ourselves to avoid using language that damages or excludes persons or perpetuates demeaning stereotypes. This includes language that establishes or reinforces bias against people because of their race, gender, ethnic group, age, profession, religion, economic status, national group, sexual orientation, marital status, etc.
PTS recognizes that there is room for legitimate differences of opinion on such matters and does not attempt to prescribe in detail precisely which words, expressions, and usage are acceptable.

PTS is not attempting to impose an ideology or arbitrary standard on anyone. It is attempting to raise consciousness in regard to language that may be offensive to some.

PTS also encourages the community to be aware of the problem of language with reference to God. We need to be sensitive to the metaphorical, analogical nature of all our language about God, and to be aware that the Bible and Christian tradition use feminine and non-human as well as masculine images and categories for speaking of God.

Leave of Absence

Unforeseen circumstances, such as illness or change in ministry setting, may compel a student to temporarily withdraw from the DMin program. A student may request a leave of absence for up to one year by writing a letter to the DMin director, who will bring the petition to the DMin Committee for consideration. A new petition must be submitted if the student wishes to extend beyond the time granted by the DMin Committee. A student is not charged tuition while on leave of absence. A student who is on leave from the program cannot receive academic advising, but may receive program advising from the director. The six-year time limit for completing the degree will be extended by the same number of terms or semesters the student is on leave. Any student who does not re-enroll in the program at the end of the time granted by the seminary may be dismissed from the program.

Program Continuation Course

Students will be automatically enrolled in this course (DMin 899) in any term in which they choose not to register for another course. A tuition fee of $100 and a student fee of $100 will be charged. Students who are enrolled in this continuation course more than three terms may be dismissed from the DMin program.

Readmission

A student who resigns from the program and has been out of the program for less than three years may request to be readmitted by writing a letter to the DMin director. In the letter, the student should address why she or he wants to be readmitted to the program, describe the student’s ministry context, and offer a plan for completing the program within the six-year time limit. The six-
year time limit will be extended by the exact number of semesters the student was out of the program. No matriculation fee will be required.

A student who had been out of the program more than three years must submit a full application. Please note: course work that is ten years or older is generally considered by the DMin Admissions Committee to be inapplicable to a current degree program.

A student who was dismissed from the program may not reapply.

All requests for readmission are considered by the DMin Admissions Committee.

Semester-Hour, Definition

In accord with regulations announced by the United States Department of Education in October 2010, the PTS faculty defines one semester-hour of academic credit as that which may be granted for successfully completing over the course of a semester a set of required learning activities representing approximately forty-five clock hours of graduate-level study. The workload/credit calculations related to the documentation of student learning are based on projections of the minimum time that a typical PTS student should anticipate spending in each course in direct instruction by the instructor(s), recommended reading and library research, synchronous and asynchronous online discussion, creative theological reflection and writing, content review and testing procedures, and other appropriate educational assignments designed by the instructor to ensure that students achieve the learning objectives of the course as published in the course syllabus.

Special Students

Recent PTS Doctor of Ministry graduates who are in need of additional graduate hours in order to meet counseling licensure requirements may enroll as a DMin special student. Normally, they will enroll in DMIN 898 Research Practicum and will complete an Independent Research Proposal or in DMPC 896 Supervised Counseling Practicum. Such students will request special student status by making application to the DMin director using the form provided. If the student is accepted and the research proposal is approved, adjunct faculty from the Counseling and Meditation Center in Wichita, Kansas, will provide supervision and serve as instructors for the course. Tuition for the course will be charged at the current DMin tuition rate. The course will be graded Pass/Fail.
This program is also available to current DMin students in the Pastoral Leadership in Care and Counseling specialization.

Additionally, persons may be admitted as “Special Students” to the DMin program for one year at a time, without being candidates for the degree. Special students receive academic credit for coursework and are eligible for PTS tuition assistance, but not federal financial aid.

**Specialization Continuation Course**

If a required class is not offered for a student in a particular term, she or he may enroll in DMIN 890 Specialization Continuation Course. There is no charge to be enrolled in this course and no grade given.

**Style Guidelines for Research Papers**

Formal papers and theses must be prepared according to form guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007. In addition, the faculty has produced both a style guide and a thesis/project report guide to help students with additional issues related to form and style.

By special permission of Duke Divinity School, PTS students have access to the many resources of Duke’s Center for Theological Writing. You may access this information by going to [www.divinity.duke.edu/programs/ctw/](http://www.divinity.duke.edu/programs/ctw/).

**Time Limit**

If a student has not graduated within six years (18 semesters) after matriculating in the program, he or she must petition the DMin Committee of the Faculty Senate for an extension of the program in order to continue to be considered a student in good standing. Note that students who take a leave of absence from the program or who are readmitted to the program will automatically receive an extension beyond the six years for the same number of terms for which they were absent from the program. Any student who does not complete the program within six years, does not request an extension, or is not granted an extension by the DMin Committee may be dismissed from the program.
Sexual Harassment Policy

The “PTS Policy Regarding Sexual Harassment and the Grievance Procedure” may be found in Appendix IV.

Withdrawal

Students who wish to withdraw from the DMin program must complete the appropriate paperwork through the office of the DMin director. They may also be required to have an exit interview with the director of financial aid.

DMin Worship

During every DMin Fortnight, students and faculty will begin each working day with morning prayers in Meinders Chapel. These services will be led by professors, clergy persons in the area, or, occasionally, students in Specialization phase who are fulfilling course requirements, and are open to PTS staff and faculty and other interested persons.
FINANCIAL POLICIES AND PROCEDURES

The faculty of PTS recognizes that the pursuit of any advanced degree, especially a doctorate, is a significant financial commitment, even sacrifice, on the part of students. Thus we continue to strive for just and equitable policies and procedures with regard to tuition, fees, financial aid and payment procedures. The registrar and the director of student financial aid strive to be of assistance to all students as they deal with these issues. The following policies and procedures apply to all DMin students.

Tuition

The tuition rate for all PTS students is $400.00 per semester hour; all DMin students receive seminary tuition assistance of approximately 19% which decreases their tuition to $325.00 per semester hour.

Please note: In the event that this level of seminary tuition assistance can no longer be maintained in subsequent academic years, students will be notified as soon as possible.

Tuition Refund Schedule

The following tuition refund schedule applies for dropped courses:

Amount refunded before the first day of the term of any class.....all but $25
Matriculation Fee .................................................................$50

Courses taught during DMin Fortnights
On or before the first day of the fortnight ...............all but $25 per drop slip
During the second day of the fortnight ..............................80%
During the third day of the fortnight ..............................50%
After the third day of the fortnight .................................0%

Courses meeting throughout a term (e.g., Specialization Elective Courses)
During the first week of the semester ...............all but $25 per drop slip
During the second week of the semester ..............................80%
During the third week of the semester ..............................50%
During or beyond the fourth week of the semester ...............0%
Project Proposal or Project Course (including Continuations)
Amount refunded up to the end of the first month of the term ..........75%
Amount refunded after the first month......................................0%

Fees
Application Fee ................................................................. $60
Matriculation Fee ............................................................. $50
Student Fee (including technological support fee; per semester).......$100
Project Proposal/Project Continuation Course
 (Tuition only) ................................................................. $100
Graduation fee (diploma)....................................................... $100
Administrative fee for binding DMin project............................... $75
Audit Fee for DMPR 904 Project Development Seminar I.............. $80
Audit Fee for DMPR 905 Project Development Seminar II.............. $80
Late Enrollment Fee ............................................................ $50
Incomplete Fee ................................................................. $25
Extension of Incomplete Fee.................................................. $40

There is no fee reduction or refund after the first day of the June or January
DMin Fortnight or after the first week of classes meeting throughout the fall,
spring or summer terms.

Approximate Total Cost of DMin Program

For students who complete the degree in 4 years (3 semesters per year) the
approximate costs would include:

Tuition for 32 hours (at $325 per hour)................................. $10,400
Student fees for 16 semesters ............................................ $1,600
Matriculation and graduation fees ..................................... $130

TOTAL.................................................................................. $12,130

This figure does not include book costs or fees for continuation of Project
Proposal and Project Courses.

Financial Aid

All DMin students will receive seminary tuition assistance of at least 19% per
credit hour throughout their enrollment in the DMin program. All students who
receive this form of tuition assistance must maintain a 2.25 grade point
average. Occasionally, students will be asked to write thank you letters to donors designated in the financial aid award letter by the deadline specified in that letter.

When a student retakes a course in which she or he previously received a grade of F, no seminary tuition assistance will be provided for the course and the student will be billed full tuition for the course.

Students may apply for student loans by contacting the director of student financial aid.

Payment

Tuition and fees are due in full at the time of enrollment, although a deferred payment plan may be arranged. If so, a minimum of 25 percent of the tuition, less financial aid, plus fees for the current term, plus any past-due balance must be paid at the time of enrollment. The balance must be paid in full during the semester or summer term, according to a specified schedule.

Students with delinquent accounts may not enroll. Furthermore, they may receive neither a diploma nor a transcript until the account is paid in full. A finance charge of 1.5 percent (18 percent annual percentage rate) on past due accounts will be assessed monthly. (No service charge will accrue on accounts paid in compliance with deferred payment schedules.) Students will be responsible for any costs incurred by the seminary in collecting delinquent accounts.

To make arrangements for a deferred payment plan, students must contact the registrar at the beginning of every term in which such a plan is necessary.
APPENDIX I: MISCELLANEOUS DMIN COURSES

Research Courses

**Doctoral Seminar (1 - 4 hrs. credit)**  
DMIN 897  
Advanced study of selected issues in the theology and practice of ministry. May be repeated with different topics.

**Elective Research Practicum (1 - 6 hrs. credit)**  
DMIN 898  
Students, in consultation with the DMin director and the specialization coordinator, may select or design an course that relates to his or her proposed project or a specific and relevant practice of ministry. This course may be chosen from advance MDiv course offerings at PTS (in which additional work will be required) or DMin courses for other specializations. It may also consist of an independent study with an appropriate faculty member. May be repeated.

**Supervised Counseling Practicum (1 - 4 hrs. credit)**  
DMPC 896  
Students may choose to engage in a specific practice of ministry while conducting extensive related research under the guidance of a member of the seminary faculty. This course may not substitute for a required course. May be repeated.

Non-Credit Courses

**Program Continuation Course (0 credit)**  
DMIN 899  
Students will be automatically enrolled in this course in any term in which they choose not to register for another course. A tuition fee of $100 and a student fee of $50 will be charged; however, no grade is given. Students who are enrolled in this continuation course more than three terms may be dismissed from the DMin program.

**Specialization Continuation Course (0 credit)**  
DMIN 890  
Students will be automatically enrolled in this course in any term in which a DMin course for that student’s degree plan is not offered. There is no charge to be enrolled in this course and no grade is given.
**APPENDIX II: RUBRICS FOR DMin ASSESSMENT**

**Rubric for DMin Portfolio Assessment**
Approved by PTS Faculty Senate, October 25, 2010

**Categories for assessment:** WD=Well Demonstrated; D=Demonstrated; ND=Not Demonstrated

<table>
<thead>
<tr>
<th></th>
<th>16 Hour—Advanced Integration</th>
<th>Exit—Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Has the student demonstrated ability to draw upon MDiv education and her/his own ministerial practice while integrating knowledge and skills learned in DMin classes with contextual analysis?</td>
<td>Has the student made a contribution to ministerial praxis (theological reflection and pastoral skills), pastoral leadership, and the church’s ministry and mission?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Courses Completed:</th>
<th>Foundation courses; at least two Specialization courses</th>
<th>Specialization courses; Project Phase courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Assessment:</td>
<td>WD= Creative thoughtful integration of MDiv curriculum, current coursework and ongoing practice, reflecting excellent achievement</td>
<td>WD= Creative thoughtful contribution to the study and practice of ministry, advancing discussion of issues relevant to chosen specialization and project concerns and reflecting excellent achievement in development of DMin project</td>
</tr>
<tr>
<td></td>
<td>D=Basic integration of MDiv curriculum, current coursework and ongoing practice, reflecting satisfactory achievement</td>
<td>D=Basic contribution to the study and practice of ministry, solid summary of issues relevant to chosen specialization and project concerns and reflecting satisfactory achievement in development of DMin project</td>
</tr>
<tr>
<td></td>
<td>ND= Little to no integration of MDiv curriculum, current coursework and ongoing practice, reflecting insufficient achievement</td>
<td>ND= Little to no contribution to the study and practice of ministry, reflecting insufficient achievement in development of DMin project</td>
</tr>
</tbody>
</table>
Evidence may include:
- Application essay; 16-hour portfolio questionnaire; quality of written work (professor of each course designating one written assignment for the portfolio); course grades; faculty comments on assignments; quality of conversation with specialization coordinator
- Exit portfolio questionnaire; quality of written work since 16-hour review; course grades; faculty comments on assignments; quality of project, project report and oral presentation; quality of conversation with specialization coordinator

By “advanced” we mean:
- participation in courses numbered 700-900
- building on MDiv knowledge of biblical materials, history of Christianity, development of theological inquiry, and fields in practical theology combined with skills in exegesis, theological reflection, contextual analysis and ministerial competence (i.e., education, pastoral care, preaching, administration and leadership, worship, etc.)
- integrating of study and practice within a particular context
- focusing upon a particular area of competency
- facilitating production of project that is long enough to develop an argument useful and germane to the work of other ministers, to cover a breadth of material, to include theological analysis, and to focus in depth on a particular aspect of ministerial practice
Rubric for DMin Project Report Assessment
Approved by Faculty Senate, October 25, 2010

<table>
<thead>
<tr>
<th>Contribution to ministerial praxis (theological reflection and pastoral skills), pastoral leadership, and the church’s ministry and mission?</th>
<th>Well Demonstrated</th>
<th>Demonstrated</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers a deeper and broader understanding of a specific act of ministry within a specialization, has strong application to ministerial contexts other than the one in report, contributes in an important way to understanding of church’s ministry and mission</td>
<td>Offers an understanding of a specific act of ministry within a specialization, has some application to other ministerial contexts, contributes to understanding of church’s ministry and mission</td>
<td>Little or no understanding of a specific act of ministry; little or no application to other ministerial contexts; doesn’t contribute to understanding of church’s ministry and mission</td>
<td></td>
</tr>
</tbody>
</table>

| Theological Reflection | Demonstrates creative, critical and nuanced theological reflection skills based on explicitly mentioned and described sources; clearly anchors ministry issues within theological and practical context; shows awareness of complexity and ambiguity in dealing with questions of human living; relates directly to the concerns raised in the project; demonstrates integration with issues raised in project | Shows evidence of theological reflection in conversation with other sources but may have minor lapses in developing ideas; adequately anchors ministry issues within theological and practical context; acknowledges complexity and ambiguity in dealing with questions of human living; relates directly to the concerns raised in the project; demonstrates some integration with issues raised in project | Shows little or no depth of theological reflection or awareness of complexity and ambiguity; doesn’t anchor ministry issues within theological and practical context; has little or no conversation with other theological sources or sources are insignificant; little or no integration with issues raised in project |

<p>| Literature review | Making use extensively and appropriately of scholarly literature pertinent to the themes of the project | Demonstrates awareness of scholarly literature pertinent to the themes of the project but doesn’t always use appropriately or in depth | Little awareness of broader context of problem; few sources cited |</p>
<table>
<thead>
<tr>
<th>Contextual Analysis</th>
<th>Skillful presentation of ministerial context relevant to the project; good use of data drawn from a variety of sources to support analysis of the context</th>
<th>Offers a presentation of the ministerial context that is somewhat supported by data drawn from several sources</th>
<th>Presents ministerial context based only on one’s own observation, demonstrates little awareness of differing ways of understanding context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Data</td>
<td>Detailed presentation of all data gathered with careful descriptions of how they were gathered</td>
<td>Clear presentation of all data gathered</td>
<td>Presents no data, or presented in non-systematic way, over-reliance on summaries</td>
</tr>
<tr>
<td>Evaluation and Critique</td>
<td>Assesses data effectively, providing sufficient analysis and explanation to support assertions and convince readers</td>
<td>Offers reasons to support assertions; begins to interpret evidence and make connections</td>
<td>Offers little evidence of any kind or misreads data</td>
</tr>
<tr>
<td>Composition and Style</td>
<td>Confident rhetorical style and authorial voice; ability to community ideas clearly; free of spelling, punctuation, and grammatical errors; effective use of style guidelines</td>
<td>Fairly fluid rhetorical style that communicates ideas with some clarity; some minor errors that annoy but do not impede understanding</td>
<td>Difficulty expressing central ideas of the project; many errors or a few large errors that block the reader’s understanding and ability to see connections</td>
</tr>
</tbody>
</table>

Much of this document is dependent upon “Partial Assessment Grid for Doctor of Ministry Final Projects, Austin Seminary,” handed out by Timothy Lincoln in a presentation at the Association for Doctors of Ministry Educators, Austin, April 2010 and is used by permission.
APPENDIX III: ACADEMIC MISCONDUCT

The fundamental principle of academic life is integrity. Those who have the privilege to be members of the Phillips Theological Seminary community have a very special obligation to observe the highest standards of honesty as well as a right to expect the same standards of all others. Academic misconduct is contrary to the purposes and functions of the seminary.

Definition of Academic Misconduct

Academic misconduct includes such unacceptable behavior as plagiarism, falsification of records, unauthorized possession of examinations, intimidation, bribery and attempts at bribery, and cheating. It also includes assisting others in the acts mentioned above, as well as attempts to engage in such acts.

Plagiarism is an attempt to claim ideas or writings which belong to another as one's own. It is not mitigated by either paraphrase or even extensive rewriting of another's work. Any time an idea is borrowed, credit must be given. In formal papers, sources must be cited.

Cheating includes using unauthorized materials, information or study aids in any academic examination or exercise.

Procedure for Academic Misconduct Charges

If a faculty member believes that an act of misconduct may have occurred, he or she shall meet with the person(s) involved to make them aware of possible charges and evidence available. Administrators, staff members, or students who have knowledge of acts of possible misconduct will report this information to the faculty member concerned and he or she, in turn, will conduct the meeting discussed above. Should the faculty member decide that a penalty may be warranted, he or she may, at his or her discretion, assess guilt and pronounce judgment. If the student admits guilt and accepts such disposition of the case, the faculty member will administer the punishment within three working days following the initial meeting, and file with the office of the dean a written report of the charge, the evidence and the punishment administered. If the student maintains innocence or is unwilling to accept the judgment of the faculty member, or if the faculty
member does not wish to decide the case, written charges must be filed in the dean's office within three working days following the initial meeting.

Once charges have been filed, the dean or his or her designee will meet with the person charged within five working days to discuss the charges and review the evidence. This meeting does not presuppose the person charged is guilty but is only for the purposes of determining the facts and explaining the university policy and procedure for governing the disposition of such matters.

If the seminary does believe there are sufficient grounds to support the charges, the case will be handled in one of two ways. If the guilt is admitted, a penalty is fixed according to the guidelines given below but only after the dean or his or her designee has met with the professor involved and discussed possible actions. If, however, the person charged maintains innocence, an ad hoc committee will be appointed by the dean to conduct a hearing to make a determination of guilt or innocence. Willful failure of a person charged with academic misconduct to appear before the committee means that he or she is in default and punishment will be pronounced and administered.

The ad hoc committee, chaired by the dean or his or her designee, will include two faculty members and two students and will conduct its sessions using procedural rules that it has developed and adopted.

Hearings must be held within fifteen working days after the initial filing of charges in the dean's office. The student involved will be informed of the decision of the committee, both orally and in writing, within two working days following the conclusion of the hearing.

**Penalties for Academic Misconduct**

For those found guilty of academic misconduct, punishment shall range from a grade of "F" on the examination or academic exercise in question to suspension from the seminary. A second conviction mandates the student's suspension from the seminary.

Records of the conviction will be maintained in the student's academic file. These records will be purged when the student graduates or has not been enrolled in the seminary for a period of ten years.

A student who is convicted of plagiarism in a DMin project will have work terminated and will be permanently suspended from the seminary. If the degree has been granted before the plagiarism is discovered, the degree will be revoked. Results of these actions become a part of the permanent record.
APPENDIX IV: SEXUAL HARASSMENT POLICY

Phillips Theological Seminary (PTS) is committed to fostering and maintaining an environment of rigorous education and preparation of men and women for ministry. This environment must be free of sexual harassment.

Sexual harassment is illegal under Title VII of the 1964 Civil Rights Act and Title IX of the 1972 Higher Education Act Amendments. The Equal Employment Opportunity Commission (EEOC) of the United States Government defines sexual harassment in the workplace or in the academic setting as: "The use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal; or the creation of an intimidating hostile or offensive working environment through verbal or physical conduct of a sexual nature." Sexual harassment is a violation of professional ethics, and it should be regarded and treated as such by all members of the seminary community.

Sexual harassment by a vendor, contractor, or other third-party individual or entity having an agreement or contract with PTS may be grounds for the cancellation of such agreement or contract. The policy of PTS is to condemn sexual harassment.

Descriptions

It is imperative that members of the PTS community maintain the integrity of an environment that is not coercive, intimidating, hostile, or offensive. The work of educating women and men for ministry is best carried out in an atmosphere that fosters collegiality and mentoring, even though power differentials exist. Friendships are common between members of the staff, faculty, and students of the PTS community. This cuts across lines of gender and sexual orientation, promoting trust and acceptance among the members of the community. Sexual harassment can destroy or undermine the security of this atmosphere.

Sexual harassment prevents or impairs an individual's full enjoyment of educational or workplace rights, benefits, environments, or opportunities. Among those behaviors that could be considered sexual harassment are the following:
1. sexual remarks, jokes, or behavior;
2. unwelcome sexual advances, including unwanted touching;
3. requests for sexual favors;
4. the use of professional authority to inappropriately draw attention to the gender, sexuality, or sexual orientation of an employee, colleague, or student;
5. insults, including lewd remarks or conduct;
6. visual displays of degrading sexual images or pornography;
7. indecent exposure;
8. pressure to accept unwelcome social invitations.

Sexual harassment occurs from these behaviors and other verbal or physical conduct of a sexual nature when any or all of the following conditions apply:
1. Submission to or rejection of such conduct by an individual is used, implicitly or explicitly, as a basis for employment decisions or academic decisions affecting such individuals; or
2. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Such an atmosphere cannot and does not foster intellectual rigor or valuable, trusting human relationships. Both are necessary ingredients for good scholarship and professional excellence. The impact on the victim of sexual harassment can be profound. Studies on the effect of sexual harassment reveal disturbing consequences, such as loss of self-confidence, decline in academic performance, and inhibited forms of professional interaction. Sexual harassment has no place in the seminary community in any relationship—formal or informal. It is behavior that the seminary must seek to identify and eradicate.

Phillips Theological Seminary is obligated to take reasonable steps to identify and prevent sexual harassment. If an individual in a supervisory capacity has direct knowledge of an incident of sexual harassment on the part of a member of the PTS community, that supervisor is responsible for bringing the matter to the attention of the associate dean for admissions and student services. If grounds for action exist, he or she may serve as complainant in such a matter and pursue whatever procedure is deemed appropriate.

**Sexual Harassment Grievance Procedure**

The Sexual Harassment Grievance Procedure provides an equitable mechanism to implement the sexual harassment policy of Phillips Theological Seminary. The procedure seeks to provide confidentiality and a fair process for all parties involved. Together, the Policy and the Grievance Procedure help PTS create and maintain the highest standards of professional conduct and academic integrity.
The grievance committee has primary responsibility for interpretation of the PTS Sexual Harassment Policy, for the evaluation of complaints brought under it, and for making recommendations regarding such complaints to the seminary president. The grievance committee will not accept complaints it deems capricious or principally vindictive. Except in unusual circumstances, it will not pursue a case while the dispute is pending in another forum such as with another educational institution, a church judicatory, or through civil or criminal proceedings. Review of a complaint by the grievance committee should not be regarded as substitute for legal action.

**Composition of the Grievance Committee**

The grievance committee will have a direct line of accountability to the PTS president and members of the PTS community. It will be representative of the diversity and variety of roles within the seminary community. The committee will be chaired by the associate dean of admissions and student services who will act as chief investigating officer. The rest of the committee will be comprised of representatives of the following groups:

1. Masters students, or
2. Doctor of Ministry students,
3. Support Staff Council,
4. Administrative Council,
5. President's Cabinet, and
6. Faculty Senate

The grievance committee membership will include at least two males and two females. No person who has been accused in the complaint will participate in the investigation or resolution of the complaint. If the associate dean of admissions and student services or the designated representative from any group is the accused, or otherwise is recused, he or she will be replaced by an appointment from the PTS president. If the president is named in the complaint, the vice president will appoint an appropriate replacement.

A representative of each of the groups will be chosen by voluntary appointment with majority approval by that group by July 1 each year, to serve a one year term on the grievance committee, as needed. Representatives may serve as many consecutive terms as the group deems appropriate.

**Complaint Procedure**

1. The complainant should verbally present the complaint to the associate dean of admissions and student services or to the complainant's designated representative as promptly as possible after the alleged harassment occurs.
If the complaint is made to the complainant's representative, the representative should refer the complainant to the associate dean of admissions and student services or accompany the complainant to talk with the director of student services.

A. The initial discussion between the complainant and the associate dean of admissions and student services will remain confidential, with no written record.

B. Only in accordance with legal requirements, the PTS Sexual Harassment Policy, or where any individual's personal safety is at issue or the well-being of the seminary is threatened shall information be acted upon or disclosed to others without the permission of the person making the complaint and the person against whom the complaint is made.

C. The associate dean of admissions and student services has the authority to make a good faith effort to resolve the issue brought by the complainant through informal processes, at this stage. Informal resolution of the issue may occur with the consent of the complainant and the accused.

D. If the complainant, after the initial discussion with the associate dean of admissions and student services or after a good faith effort on the part of the associate dean of admissions and student services to resolve the issue, decides to proceed with a formal complaint, the complainant is to submit a written statement. This statement should be very specific, including everything that was said and done by both parties.

E. As soon as possible, preferably within seven (7) calendar days after receiving the written complaint, the associate dean of admissions and student services will inform the alleged offender, in writing, of the allegation and of the identity of the complainant. A copy of this document will be sent to the complainant and the alleged offender.

F. The accused may respond to the allegation and is encouraged to do so within seven (7) calendar days after receiving notification of the complaint.

G. The associate dean of admissions and student services will provide the complainant and the respondent with written notification of the names of the persons serving on the grievance committee. The notice also shall state the time and place of the first meeting of the grievance committee regarding this complaint and shall be postmarked at least ten (10) days prior to the date of the hearing.

H. The complainant and the alleged offender may file a written objection with the associate dean of admissions and student services regarding the service of any grievance committee member, setting forth specific reasons for the objection. After reviewing such objection, the chair may, but need not, request the seminary president to replace any member of the grievance committee with another person. The complainant and the accused are expected to cooperate with the
associate dean of admissions and student services in this investigation, to the extent of answering pertinent questions and supplying or authorizing the release of relevant information when requested. If this cooperation is denied, the associate dean of admissions and student services shall inform the grievance committee, providing where possible his or her understanding of the reasons for the lack of cooperation.

I. Efforts will be made to protect the complainant from retaliatory action by the person(s) named in the complaint.
   a. The accused party will be asked to refrain from any interaction with the complainant, except during official procedures regarding the complaint.
   b. The accused party will also be asked to keep the complaint private and to ask anyone with whom s/he shares this information to also keep it private and to refrain from any interaction with the complainant.
   c. Any other requests or procedures the associate dean for admissions and student services deems appropriate to the particular situation.

2. Within no more than thirty (30) days and as soon as possible after a formal complaint has been lodged, the associate dean of admissions and student services will alert the grievance committee that a complaint has been filed and promptly call a meeting of the committee. Each member of the committee will receive a copy of the formal statement made by the complainant and any written response made by the accused.

3. The grievance committee has two options: to dismiss or to proceed to further investigation. The grievance committee will base its decision on:
   A. The seriousness of the complaint;
   B. The degree to which the complaint alleges specific violations of the PTS Sexual Harassment Policy;
   C. Whether the committee deems this to be a matter better handled by legal authorities.
   If the committee decides to decline consideration of the complaint, it will submit an explanation in writing to the complainant and the alleged offender. A copy of the explanation will also be sent to the president of PTS. Dismissal of the complaint will end the seminary's involvement with the case, except where involvement may be required by a legal process.

4. The associate dean of admissions and student services will gather all facts pertinent to the allegations of the complaint.
   A. The investigation will be conducted promptly and impartially.
   B. The investigation will include statements by the complainant(s), person(s) accused, and others, as necessary.
5. The grievance committee has the following options:
   A. If the committee concludes that on the basis of the investigation insufficient evidence of harassment exists to warrant any action, it may close the investigation and so notify the complainant and alleged offender in writing.
   B. If the committee concludes on the basis of the investigation that sexual harassment has occurred, a report will be made to the president of PTS with recommendations for further action, such as:
      a. Dismissal from the seminary
      b. Probationary period followed by further review
      c. Notice of censure placed in the perpetrator’s file
      d. Counsel to the victim to file civil action
   C. At the same time, the complainant and alleged offender will each be sent a copy of the report.
   D. Every effort will be made to maintain confidentiality throughout the process, but total confidentiality cannot be guaranteed. The grievance committee will protect the privacy of both the complainant and persons accused in every way possible during the process of the complaint and thereafter.

6. PTS prohibits any form of retaliation against any faculty, staff, or student of PTS filing a complaint against any other faculty, staff, or student. Any retaliatory action of any kind taken against a complainant under this procedure will be the basis for a separate complaint subject to disciplinary action by the president of PTS.

7. If the grievance committee determines that a complainant knowingly made a false complaint or knowingly provided false information regarding a complaint, the committee may decide to send a report regarding this issue to the president of PTS for further action, such as:
   A. Dismissal from the seminary
   B. Probationary period followed by further review
   C. Notice of censure placed in the perpetrator’s file
   D. Counsel to the victim to file civil action.

8. One set of documents relevant to the complaint and procedures of the committee will be held in a confidential file for a period of five years. Cases concerning students will be filed in the registrar’s office. Those concerning faculty or staff will be filed in the office of the corporate secretary. The registrar and corporate secretary will purge the files annually, as appropriate. All other copies of relevant documents must be shredded or otherwise destroyed.
Additional Matters

1. Cooperative Relationships: In the event a complaint is lodged against a PTS faculty, staff, or student by a faculty, staff, or student of another educational institution with which PTS has entered a formal relationship, the associate dean of admissions and student services will meet as soon as possible with her or his counterpart (who handles sexual harassment complaints) at that institution.

Because of the accusation of a PTS faculty, staff, or student, the PTS procedures will take precedence with the institutional counterpart or her or his representative invited to sit on the grievance committee for information and process. If the invitation is declined, that person shall be kept informed of disposition.

2. Emergency Situations: In an emergency, where the health or well-being of a member of the PTS community or the well-being of the seminary as an institution is threatened, any individual with knowledge of the situation should promptly inform the president or vice president of the seminary. The president, vice president or another person designated to act on the seminary's behalf, is authorized to take such steps as may be necessary and appropriate to ensure the well-being of the seminary community and the seminary.

3. Federal and State Rights: This policy is intended to supplement but not replace the rights under federal and state law of members of the seminary community to be protected from sexual harassment. Those laws have their own procedural requirements, including time limits, for filing a complaint. Proceeding under this policy may not satisfy those requirements.

4. Seminary Agent Protection: Members of the PTS community who hold formal responsibilities for the enforcement of this policy are considered, in the exercise of those responsibilities, to be acting as agents of the seminary and, accordingly, to the extent permitted by law shall be defended legally by the seminary for all such actions taken in good faith, even if mistaken.

5. Relation to Other Policies, Rules, Guidelines, Regulations or Procedures: This policy is designed to provide definitions and procedures for handling cases of sexual harassment. If a conflict should arise between the provisions of this policy and other seminary procedures, rules, regulations, or terms or conditions of employment, the provisions of this policy shall govern and control in cases of sexual harassment, unless those other procedures, rules, regulations, or terms or conditions of employment shall specifically provide to the contrary.
6. Amendments: The associate dean for admissions and student services may, from time to time, after consultation with appropriate faculty, staff, and student groups, propose amendments to this policy and procedure.
APPENDIX V: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the seminary receives a request for access. Students should submit to the registrar, dean, associate head or other appropriate official, written requests that identify the records(s) they wish to inspect. The seminary official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the seminary official to whom the request was submitted, that official shall advise they student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading. Students should write the seminary official responsible for the record, clearly identify the part of the records they want changed, and specify why it is inaccurate or misleading. If the seminary decides not to amend the records as requested by the student, the seminary will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. This information includes the student’s name, home and business address, email address, telephone numbers, place of employment, date and place of birth, degree program, photograph, class level, enrollment status, dates of attendance, degrees and awards received, the most recent educational institution attended by the student, and other similar information.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the seminary in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
a person or company with whom the seminary has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Phillips Theological Seminary to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office  
   U.S. Department of Education  
   600 Independence Avenue, SW  
   Washington, DC 20202-4605
APPENDIX VI: DISABILITIES POLICIES AND PROCEDURES

Consistent with its mission to educate women and men for varied Christian ministries in church and society, Phillips Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. Accordingly, the Seminary aims to provide reasonable accommodation for qualified individuals with a disability to ensure their access and participation in Seminary programs.

Once admitted to PTS, but at least 6 weeks prior to matriculation, entering students requesting accommodations should petition the Office of the Associate Dean for Admissions and Student Services for consideration. Current students should petition as early as possible, but at least 6 weeks prior to the beginning of the semester in which accommodations are requested. Later submission of documentation may result in a delay in implementing any accommodation plan.

In support of the written petition, students must submit relevant, current documentation of a disability from a qualified health professional(s). The associate dean will forward these materials to an educational consultant with special training in disabilities who will suggest appropriate action to the Seminary.

Appropriate documentation should include:
- a description of the disability, including duration and severity;
- test scores and interpretation, if relevant;
- information concerning prescribed medications and their potential side effects;
- assessment of substantial disability-based limitations and how they relate to the educational environment;
- recommendations concerning educational accommodations.

The Seminary reserves the right to request additional documentation, if needed. No documentation will result in a waiver of PTS admissions policies, regulations regarding acceptable behavior, or course objectives and requirements, including the attendance policy. All costs for testing and assessment in support of the petition are the responsibility of the student, although testing costs may be reimbursed by health insurance companies.
Educational consultant charges are the responsibility of the Seminary. After receiving the educational consultant’s evaluation, the associate dean for admissions and student services, in consultation with the dean and the student, will recommend specific accommodations. Implementation expenses, if any, are the responsibility of the student.

After a plan of action has been determined, the student must fill out a notification form, listing the instructors, academic adviser, and director of ministerial formation who should be notified about the learning disability and the recommended accommodations. Information about student disabilities is only provided to individuals on a need-to-know basis. The associate dean will consult with instructors about implementing the accommodation plan. Notification forms must be completed by the student each semester.

If a student requests accommodation directly from a faculty member without completing the procedures outlined here, the faculty member should counsel the student to contact the associate dean for admissions and student services. Accommodations for reported disabilities should not be provided without notification from the associate dean.

At the point of each portfolio review, students with disabilities who have negotiated specific accommodations should evaluate with their advisers and the associate dean the effectiveness of their accommodation plan.

August 2007