

PHILLIPS  SEMINARY

H A N D B O O K

Doctor of Ministry Program in Pastoral Leadership and Guidelines for the Project

2021 - 2022

**Doctor Ministry of Program:
Kathleen D. McCallie, PhD, Director**
kathy.mccallie@ptstulsa.edu

Phillips Theological Seminary
901 N. Mingo Road
Tulsa, Oklahoma 74116
918-610-8303
918-610-8404 (FAX)
www.ptstulsa.edu

Updated June 15, 2021

Contents

WELCOME AND INTRODUCTION..... 7

These churches need leaders:..... 7

Purpose and Goals of the DMin Program..... 7

MISSION OF PHILLIP THEOLOGICAL SEMINARY 8

Identity Statement 8

Mission Statement 8

How to Use This Handbook..... 8

STUDENT RESOURCES AND SERVICES 9

Student Services Section in Moodle 9

Community Covenant..... 9

Community Worship 10

Student Senate..... 10

Weekly Email Communication 11

Community Meals..... 11

Counseling and Spiritual Direction..... 11

Emergency Financial Assistance..... 11

Textbook Vouchers 11

Travel Grant Funds 12

Lodging Options 12

PikePass 12

Parking..... 12

Name and Door Badges 13

Job Postings & Career Resources 13

Disabilities Policies and Procedures..... 13

Grammarly 14

Directors of Ministerial Formation/Denominational Support 14

Financial Aid..... 14

The Family Educational Rights and Privacy Act (FERPA) 14

Seminary Student Directory..... 16

Substance Abuse 16

Policy Regarding Sexual Harassment and Grievance Procedure..... 16

THE CAMPUS 17

The Killen Commons..... 17

The Front Desk..... 17

Prayer Room..... 17

Day Room..... 17

Student Senate Room 17

Study Rooms 18

Facility Usage..... 18

The Phillips Library	18
Phillips Library Collection.....	18
Library Services.....	18
Circulation Information	19
Course Reserves	19
Writing & Tutoring Assistance	19
Library Hours	19
Meinders Chapel	20
Labyrinth	20
Restrooms	20
Bulletin Boards.....	21
Going Green! Recycle, Conserve, Re-use.....	21
Smoke-free Environment	21
Weapons	21
Security.....	22
When A Crime Has Occurred:.....	22
When an Accident Has Occurred:	23
When Sexual Assault Has Occurred:.....	23
REGULAR FACULTY	23
AFFILIATE FACULTY.....	24
VISITING RESEARCH FACULTY	25
WHO'S WHO AT PHILLIPS	25
Executive Staff	25
Directors of Programs and Services	25
Staff.....	25
OVERVIEW OF THE PROGRAM.....	26
Introduction	26
DMin Fortnights.....	26
DMin Worship	27
SCHEDULE	27
Typical Concentrated Week Schedule	28
DETAILED DESCRIPTION OF PROGRAM PHASES	29
Foundation Phase	29
Specialization Phase.....	29
PASTORAL LEADERSHIP IN HOMILETICS (PLH).....	31
Degree Plan for Pastoral Leadership in Homiletics.....	32

PASTORAL LEADERSHIP IN CHURCH AND SOCIETY (PLCS)	33
Degree Plan for Pastoral Leadership in Church and Society	34
TRANSFORMATIONAL LEADERSHIP FOR WOMEN IN MINISTRY (PLCSW)	35
Degree Plan for Transformational Leadership for Women in Ministry	36
PASTORAL LEADERSHIP IN IMPROVISATIONAL MINISTRY	37
Course Descriptions and Phases	38
PASTORAL LEADERSHIP IN TRANSFORMATIONAL LEADERSHIP IN INTERCULTURAL COMMUNITY	39
Degree Plan for Transformational Leadership in Intercultural Community	41
PROJECT PHASE	41
Candidacy	43
The Oral Presentation	43
ACADEMIC POLICIES AND PROCEDURES	45
Academic Year	45
Academic Probation and Dismissal	45
Appeals Process and Academic Misconduct	46
Assessment and Student Portfolios	46
Attendance	46
Class Cancellation	47
Change in Specialization	47
Computer Technology	47
Homiletics Specialization Computer Requirements	47
Context for Ministry	48
Enrollment Issues: Requirements	48
Enrollment Issues: Course Load Adjustments	50
Adding and Dropping Courses	50
Course Withdrawal	50
Incompletes and Extensions	50
Audit Policy	51
Grades and Grading Procedures	51
Graduation	52
Inclusive Language	52
Leave of Absence	53
Program Continuation Course	53
Withdrawal	53
Readmission	54
Semester-Hour, Definition	54
Special Students	54
Specialization Continuation Course	54
Style Guidelines for Research Papers	54

Time Limit.....	55
Sexual Harassment Policy	55
Tuition Refund Schedule	55
Fees.....	55
Payment.....	56
APPENDIX I: MISCELLANEOUS DMIN COURSES	58
Research Courses	58
Non-Credit Courses	58
APPENDIX II: RUBRICS FOR DMIN ASSESSMENT	59
Rubric for DMin Portfolio Assessment.....	59
Rubric for DMin Project Report Assessment.....	61
APPENDIX III: ACADEMIC MISCONDUCT	64
APPENDIX IV: TITLE IX GENDER DISCRIMINATION AND SEXUAL HARASSMENT	66
APPENDIX V: DMIN HYBRID MODEL TO BEGIN JUNE 2020	67
APPENDIX VI: STUDENT COMMUNITY COVENANT.....	69
APPENDIX VII: SPECIALIZATION ELECTIVE PROPOSAL.....	71
Guidelines for the Project	73
WELCOME AND INTRODUCTION TO THE PROJECT PHASE.....	74
ATS Standards for DMin Projects	75
THE CURRICULAR DESIGN OF THE PROJECT PHASE	76
DMPR 904 Project Development Seminar I.....	76
DMPR 905 Project Development Seminar II.....	77
DMPR 902 Project Proposal Course	77
DMPR 906 Project Course	78
DMPR 902.01 906.01 Project Proposal and Project Course Continuations.....	78
The Specialization Elective	78
Grades and Grading Procedures	79
Candidacy	80
MAJOR PARTICIPANTS IN PROJECT PHASE.....	81
Faculty Participation.....	81
Student Responsibilities	84
Participation of Persons in Student’s Ministry Setting	84
Policy for Institutional Review Board.....	85
GETTING STARTED: THE PROJECT PROPOSAL.....	86

The Research Model	86
Thinking about the Act of Ministry.....	89
A Word about Methods	89
The Elements of a Project Proposal	90
THE PROJECT REPORT AND ORAL PRESENTATION	92
The Project Report	92
The Oral Presentation.....	93
INSTRUCTIONS FOR SUBMISSION OF FINAL COPIES OF PROJECT REPORT	94
Front Matter	96
Back Matter	98
Submission of Final Copies	99
APPENDIX A: BIBLIOGRAPHY OF USEFUL RESOURCES.....	101
Resources for Practical Theology	101
Resources for Social-Scientific Research and Congregation Studies.....	102
Resources for Research and Writing	102
APPENDIX B: COMMON GRAMMATICAL AND STYLISTIC ISSUES	105
APPENDIX C: STYLE GUIDES	107
APPENDIX D: POLICY FOR INSTITUTIONAL REVIEW BOARD.....	111
Policy for Inquiries into Unethical Conduct on the part of the Researcher	114
Form for Research Plan	121
Phillips Theological Seminary	121
Sample Form for Informed Consent.....	125
[Include this if you are photographing the participant]:	125
Sample Information (to be Distributed with Informed Consent Form)	126
Sample Form for Informed Consent of Governing Board of a Congregation	127
Sample Information for Governing Board.....	129
APPENDIX E: RUBRIC FOR DMIN PROJECT REPORT ASSESSMENT.....	130
APPENDIX F: CHECKLIST FOR COMPLETING THE PROJECT PHASE	132
DMIN PROJECT TIMELINE	134
CANDIDACY YEAR	135
Assessment Questions for Project Proposal:.....	136
Assessment Questions for the Project Report:	138

Welcome and Introduction

Welcome to the Doctor of Ministry 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 Seminary is to empower students 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:

- Act as responsible contextual theologians demonstrating advanced skills in biblical studies, history of Christianity, and theology;
- Exercise advanced skills in pastoral leadership specific to the objectives of the area of specialization (see description of each specialization); and
- 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 Phillip Theological Seminary

Identity Statement

Phillips Theological Seminary offers theological education dedicated to learning the way of Jesus in order to cultivate vital congregations, communities, conversations, and the public good.

Mission Statement

The seminary's mission is to learn and teach how to be: attentive to God; responsible biblical and theological interpreters; faithful individuals, congregations, and communities acting with God to transform the world.

Phillips 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. Phillips communicates its policies and procedures to students primarily through the Phillips catalog, the DMin student handbook and each term's course schedule. The DMin handbook is designed to be a valuable tool for your work at Phillips. Please read it carefully and then keep it in an accessible location so that you can refer to it as needed.

At orientation, a significant portion 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 Phillips Academic Catalog, which includes the seminary policies on which the procedures in this handbook are based. The catalog is available online at <https://www.ptstulsa.edu/current-students/academic-resources/>.

Student Resources and Services

Student Services Section in Moodle

Within Moodle, students will find a Student Services section containing information related to the following topics:

1. Worship Space
2. Student Handbook, Services, and Resources
3. Grammarly & Turnitin
4. Financial Aid
5. Student Senate Information
6. Job Postings & Career Resources
7. Denominational Formation
8. Forms
9. Book Lists
10. Prayer Board
11. Syllabus
12. Phillips Online Store
13. IT & Electronic Resources
14. Meet the Faculty
15. CPE & SYM Information
16. Mental Health Resources
17. IDI Resources (Intercultural Development Inventory)

Community Covenant

An integral part of seminary learning is the ability to have discussions about difficult subjects which challenge our understanding of the creation and the ways of Jesus. We strive to cultivate a culture within our learning community that values diversity, honors difference, and exemplifies respect. All students are asked to sign and abide by the Community Covenant, see appendix VI.

Community Worship

The Phillips Worship Committee developed the following mission statement:

*The Phillips community in worship
bears witness to the Holy,
affirms human dignity and experience,
embraces the arts,
learns the way of Jesus,
acts with God to transform the world,
and celebrates shalom together.*

During the 13-week fall and spring semesters, worship is ordinarily held on **select Tuesdays at 11:30 am** in Meinders Chapel. Additional chapel services are also scheduled when concentrated or weekend courses are in session. As well, during DMIN Fortnight sessions, chapel is held each morning 8:30 am when foundation or specialty courses are meeting on campus.

Due to COVID-19, when concentrated courses are offered completely through Zoom and no students come to campus, chapel is held each day classes are in session at 11:30 am CST online.

Distance students may also “attend” worship services via Zoom or Facebook Live. Contact the Office of Admissions and Student Services for more information.

Guest preachers and speakers, which may include faculty, staff, and special guests from the area, are often invited to serve as worship leaders.

If you would like to be involved in worship planning, please contact the worship directors or seminary chaplain. We hope the services will speak to the needs of our diverse community and help us be in relationship with God and all of God's creation.

Student Senate

The Student Senate is a body of degree-seeking student representatives elected each spring semester for the following academic year. The Senate works to create and support a spirit of hospitality within our diverse community. Student Senate members are available as resource persons for both on-campus and online students. According to their mission statement, “The Phillips Student Senate exists to promote the interests of students in the larger seminary community and to support students in academic, social, and personal facets of their seminary experience.” The Senate will serve as liaisons to the faculty, staff, and administration of the seminary. A list of current Student Senate members can be found in the Student Services section in Moodle.

Weekly Email Communication

A weekly email newsletter known as “**The Update**” is issued by the office of admissions and student services every Friday. It contains important dates, information and announcements related to the seminary community.

Community Meals

Community meals are scheduled throughout each semester and DMIN Fortnight and often coincide with scheduled chapel services.

You are also welcome to bring your own food from home. There is a refrigerator in the Coffee Lounge for student use.

Counseling and Spiritual Direction

If students need assistance from someone outside their life situation, referrals can be made to pastoral counselors, spiritual directors, diversity & inclusion coaches, and/or consumer indebtedness counselors. (Some financial assistance is available to help with these services. Some pastoral counselors accept insurance reimbursement.) The seminary will cover up to 4 sessions at up to \$75.00 each. Please contact the Office of Admissions and Student Services to obtain services.

Emergency Financial Assistance

There is a Student Emergency Fund, supported through chapel offerings, student senate 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. (The maximum amount to be awarded at any given time is \$250.00) Repayment is not required, but contributions from the recipients are encouraged after the recipients' situations have improved.

Contact the office of admissions and student services for assistance. You may rely on confidentiality.

Textbook Vouchers

Access to course textbooks is a necessary element of academic success. The Student Senate members recognize that some students may not have access to funding before a semester or Fortnight starts to make such purchases, so they have devised a voucher system to assist students with obtaining resources before classwork begins.

A student may request up to \$250.00 a semester/Fortnight for the purpose of purchasing textbooks from any vendor of the student's choosing. The full amount of the voucher request is to be paid back by February 28th for spring semesters, June 30th for summer sessions, and September 30th for fall semesters. (Repayment insures funds are again available for the next semester's students who need assistance.) To obtain a voucher form, please get in touch with the office of admissions and student services.

Travel Grant Funds

Any student who is currently enrolled in a degree program at Phillips, lives at least 100 miles from campus, and who is in good academic standing, may apply to the office of admissions and student services for a travel grant to offset transportation and lodging expenses. Any funds awarded must be used while the student is enrolled in a degree program at the seminary.

Funds may be used for travel, lodging, and meal expenses incurred as a direct result of the student's progress toward degree completion.

A student may apply for up to \$250.00 per academic term. A student may not receive more than \$500.00 in travel grants within an academic year. Maximum allowances for particular items are as follows:

- **Lodging**- \$100 per night, including tax. Additional expenses charged to a hotel room such as movies, snacks, and drinks are not reimbursable
- **Fuel**- the reimbursement rate if driving one's own car shall be based upon receipts provided for fuel purchase during the dates of travel for which the grant is approved
- **Airfare**- receipts for airline tickets are still subject to the \$250.00 per term grant limit

Contact the office of admissions and student services for information and an application.

Lodging Options

If you need a place to stay during a concentrated or weekend course or a DMIN Fortnight, please contact the office of admissions and student services for a current list of lodging options. (This list is also housed in the Student Services site in Moodle.) Some local hotels kindly offer discounted rates for Phillips students. In addition to hotel options, a local monastery has *limited* space and welcomes students for a small donation.

PikePass

If you use an Oklahoma turnpike coming to Tulsa, you can get a PIKEPASS. It will save you money, time, and the aggravation of having to have cash in hand. Call 1-800-745-3727, notice the signs at the tollbooths that tell you where a PIKEPASS can be obtained, or check the web at www.pikepass.com.

Parking

Students are welcome to use the gated parking lot in the back (east) side of the main building and enter from there. Parking stickers will be issued during new student orientation. 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.

Name and Door Badges

All students are issued an ID badge that includes their photograph and library bar code. This badge also provides the student with building and gate access Monday through Friday from **7:45 am to 8:30 pm**, and on Saturday during scheduled weekend class hours. If the door badge is lost or misplaced, there will be a replacement charge of \$10.00. **This expense is the responsibility of the student and should be paid at the front desk when picking up the new ID badge.**

For security and identification purposes, students' guests (including family members) and all other guests should sign in at the reception desk and get visitor badges to wear while they are on the campus.

*****Building exits in the library are for EMERGENCY use only.*****

Job Postings & Career Resources

The seminary does not offer a formal placement service for students. However, the seminary regularly receives a wide variety of job notifications from churches and institutions. These are posted on a job board located in the Commons and in the Student Services section in Moodle. For students interested in investigating career options beyond the local church, there is also a "Career Resources List" located in this section of Moodle.

Disabilities Policies and Procedures

Phillips Theological Seminary recognizes disability as an aspect of diversity, the inclusion of which is vital to the seminary community and to society. The office of admissions and student services has worked to identify opportunities to strengthen our academic programming by making available to all students' various disability resources intended to bolster success and make the learning environment accessible and inclusive to all. Students with disabilities can begin the collaborative process of accessibility by contacting the office of admissions and student services to develop a partnership, generate solutions, and implement reasonable accommodations.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. The seminary's Dean of Students shall serve as the institution's ADA Coordinator for students with disabilities. The full Disabilities Services manual can be found on the website or obtained from the office of admissions and student services. (It is also available in the Student Services section in Moodle.)

Grammarly

The seminary has purchased a subscription to Grammarly, a cloud-based English-language writing-enhancement platform developed by Grammarly, Inc. Grammarly's editing and proofreading resources check more than 250 grammar rules. It evaluates things like: subject/verb agreement, use of definite and indefinite articles, comma splicing, and potential misplaced modifiers. To access this resource, please contact the Office of Admissions and Student Services or go to the Student Services section of Moodle.

Directors of Ministerial Formation/Denominational Support

Directors of ministerial formation help students who plan to seek ordination to move appropriately through the stages required by their particular denomination. Please see the Denominational Formation section in the Student Services site in Moodle for a complete list of contact information. These individuals are also happy to field denomination-related questions for DMIN students and masters-level students who are not seeking ordination.

Financial Aid

Phillips Theological Seminary provides tuition assistance to all degree-seeking students. (Graduate Certificate, Audit, and Special Students are not eligible for tuition assistance.)

Phillips Theological Seminary offers tuition aid grants to all students enrolled in degree programs. Tuition Aid grants are distributed as follows:

- DOC/UCC Students: 80%
- All Other Students: 60%
- Underrepresented Racial/Ethnic Groups: 80%

Tuition aid grants are issued based on a student's self-reporting.

A Financial Aid Handbook is emailed to every new student at the time they receive their letter of acceptance. This Handbook is also available on the seminary website and in the Student Services Moodle site. Please consult this resource for a full description of the seminary's financial aid and student loan policies.

The 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:

- 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, director of admissions and student services 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 the student of the correct official to whom the request should be addressed. Letters of Recommendation, submitted for admission decisions, are not a part of a student's education record and thus are destroyed upon enrollment.

- 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 their 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.

- The right to consent to disclosures of directory 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; a person or company with whom the seminary has contracted (such as seminary security, attorney, auditor, or collection agency); 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 their tasks.
 - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

- 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

Seminary Student Directory

In addition to the categories that are listed by FERPA as directory information (see above), Phillips Theological Seminary considers a student's denomination to be directory information. Students must notify the registrar if they do not wish to have any or all of these information categories, including denomination, considered as student directory information.

Substance Abuse

The Board of Trustees of Phillips Theological Seminary adopted this 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 as described in the Facility Usage Policy.

Policy Regarding Sexual Harassment and Grievance Procedure

The complete PTS Policy Regarding Sexual Harassment and Grievance Procedure may be found in the Academic Catalog, see appendix IV.

The Campus

The Killen Commons

The Phillips campus consists of two buildings: the Cadieux Building and the Tabbernee Conference Center. The Killen Commons is housed within the Cadieux Building and is an area used for a variety of purposes. The space is for “hanging out,” studying, eating, and celebrating. It is your home away from home and is meant to be a place of comfort.

There is a “snack cart” in this space. All items are 50¢.

A First Aid Kit and the computer and printer in the Commons area are free and available for student use.

Coffee Lounge

On the back hall off the Killen Commons you will find our Coffee Lounge. It is also a great space for relaxing and food preparations. There you will find:

- microwave ovens for heating snacks and lunches
- a refrigerator for students to store small amounts of food for a limited time
- a coffee bar
- a USB charging station
- chairs and tables for studying and visiting

The Front Desk

The front reception desk is the place to:

- leave mail for faculty and staff
- obtain replacement parking stickers or replacement door badges
- report any concerns related to the facilities, such as paper or toner problems, plumbing problems, etc.
- find the lost and found
- locate the security guard in the evening when that person is not making rounds.

Prayer Room

There is a prayer room in the building near the Killen commons area on the east hallway. It is intended as quiet place for students, staff, faculty, and visitors.

Day Room

There is also a day room, set aside as a quiet place for resting and napping. It is located next to the Prayer Room.

Student Senate Room

The Student Senate Room, which is located just outside classroom #302, is open and available to all. It is a resource center maintained by the Student Senate for all students.

The student senate maintains a book exchange in their room on campus. Students are welcome to leave books they no longer need and take anything from the shelf they find helpful.

Study Rooms

There are group study rooms, a copier and a few supplies for students in the library. Your student fee helps cover the cost of the copier, paper and supplies found there. Ask for assistance at the circulation desk, if necessary.

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 the front desk for specific details regarding the facility usage policy and the facility usage non-discrimination policies.

The Phillips Library

The Phillips Library is located at the North end of the main Phillips Seminary building. The staff is always happy to show you the layout of the library and orient you to the materials and technology you will need to be successful at Phillips.

Library Contact Information: ptslibrary@ptstulsa.edu / 918-270-6437

Access to the library catalog, all online resources, and library service through your Single Sign on login. From the [Phillips Seminary Home page](#), click on **Student Login** and use your Single Sign On credentials.

From the menu select **Primo**, which links to the library catalog and all online library resources. The red ribbon across the top of the page has links to the **Library Homepage, A to Z Databases, Writing Help**, and more.

Phillips Library Collection

The library collections at Phillips Seminary comprise holdings of approximately 100,000 items, making it the largest graduate theological library in the region extending from Dallas to Kansas City and St. Louis to Denver. The library serves as an important resource for theological students, religious professionals and researchers in the area.

The collection reflects the ecumenical and non-sectarian mission of the seminary. The library provides access to 100,000 monographs, 750 hard copy and electronic books and journals, DVDs, CDs and microtext items.

The library is pleased to have several special collections: *The Beasley Rare Book Room*, *Imbler Discipliana Collection*, and *Merrick Hymnody Collection*.

Library Services

The library provides access to electronic databases, books and other resources. For problems contact us at ptslibrary@ptstulsa.edu or call 918-270-6437.

Circulation Information

Phillips offers services to our community that include people spread throughout a large geographic region. Our library's circulation policy reflects that uniqueness.

Books, DVDs, and CDs from our main collection circulate for 28 days. Materials can be renewed as long as no one else has placed a hold on the item. For renewal assistance please contact the library at ptslibrary@ptstulsa.edu or 918-270-6437.

See the library section on the seminary website for helpful information on borrowing, downloading, and renewals of these important resources.

Course Reserves

Course reserves are available two ways: books and other physical materials are located on the Reserves shelves in the reference area, and electronic materials (articles, book chapters, etc.) are located in your Moodle course e-reserves folders. If you have trouble locating reserves materials contact the library circulation desk at phillipslibrary@ptstulsa.edu or 918-270-6437.

Writing & Tutoring Assistance

The seminary is deeply invested in the success of every student (both at the master's level and doctoral level) and has developed a tutoring program that covers up to four hours of tutoring with a seminary-approved writing/tutoring coach, per semester, at no cost to the student. For more information on working with a tutor, contact the Instruction Librarian, Katherine Casey (katherine.casey@ptstulsa.edu / 918-270-6432).

Library Hours

A current calendar of library hours can always be found on the [Library Page](#). The library is closed on all seminary holidays.

Regular Library Hours

Monday * Wednesday * Thursday & Friday	8:00 am – 5:00 pm
Tuesdays	8:00 am – 6:30 pm

Saturday Hours

Saturday, only when weekend classes are held on campus (see DMin section for exceptions)	10:00 am – 2:00 pm
--	--------------------

Concentrated Course Weeks

Mondays * Tuesday * Wednesday * Thursday	8:00 am – 8:00 pm
Friday	8:00 am – 5:00 pm

DMin Fortnight

Monday * Tuesday * Wednesday * Thursday	8:00 am – 8:00 pm
Friday	8:00 am – 5:00 pm
Saturday between fortnights	12:00 pm – 6:00 pm

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 the worship directors or the front desk before making changes to the arrangement of the chapel furniture or before operating the chapel sound and video equipment. Note: services are often Livestreamed, so if you would like to attend a service and prefer not to be on camera, feel free to sit in the chairs along the outside wall. If you would like more information about accessing the Livestreamed chapel services, please contact the office of admissions and student services.

Labyrinth

The seminary has a meditation garden and labyrinth located adjacent to the Tabbernee Conference Center. Walking the labyrinth is an ancient and modern Christian spiritual practice. The garden contains trees, flowers, and plants that are indigenous to Oklahoma. Both the garden and labyrinth are wheelchair accessible. If you would like to have access to the garden and labyrinth, those arrangements can be made at the front desk.

Restrooms

The U.S. Department of Education, under Title IX of the Education Amendments of 1972 states that schools where federal loan programs are available to students may not discriminate based on a person's sex, including a person's self-identified gender identity.

Employers are legally required to provide workers reasonable access to restroom facilities. The U.S. Department of Labor's Occupational Safety and Health Administration requires that employers make toilet facilities available so that employees can use them when they need to do so, and the employer may not impose unreasonable restrictions on employee use of facilities.

Phillips complies with OSHA and with Title IX. Restrooms are placed throughout the building. Some of those restrooms are available for any person who identifies as male or female. In addition, there are two restrooms on the south side of the building and two in the library which are gender neutral, having sliding locks for privacy, and which are identified by appropriate signage.

Bulletin Boards

Bulletin boards are located in the Killen Commons and are intended for communication within the Phillips community. It is the policy of Phillips Theological Seminary that, apart from coursework, only seminary activities, outside events which carry a Phillips sponsorship, news and notices of Phillips-related people (including alums and former faculty, staff, and trustees), and specific denominational information pertaining to ministerial certification, judicatory announcements for ministry, and ministerial appointments or positions may be posted on bulletin boards, sent by email, or in other ways distributed as notices. Events, activities, promotions, and invitations of interest to the community not falling into the above criteria shall be forwarded to the office of admissions and student services. Materials should be dated before posting and will be discarded after 60 days.

Going Green! Recycle, Conserve, Re-use

We believe all of God's creation is interconnected and interdependent, and we have a responsibility to conserve, recycle, and re-use as many of our resources as possible. The seminary is committed to utilizing biodegradable paper products for meal service.

In the Killen Commons you will find containers for recycling #1 and #2 plastic containers and aluminum cans. A box for paper is located by the library copier.

Please support the earth's resources by conserving, recycling, and re-using. Thank you!

Smoke-free Environment

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

No weapons of any kind are permitted on seminary grounds or in buildings.

Security

Phillips Theological Seminary strives to provide a safe and secure environment for students, faculty, staff, and visitors. We achieve this purpose through a community-friendly approach that enhances safety through the visibility of security personnel, along with preventative patrols.

The seminary employs a Facilities Manager, a Campus Security & Safety Officer, and a Campus Safety Specialist who work together to oversee the safety and security of the seminary's facilities and community members.

Potential criminal actions and other emergencies on campus should be reported by any student, faculty member, or employee by dialing Security at 918-852-4930 from 8:00 am - 9:30 pm or dialing Tulsa Police Department through Emergency 911 from 9:30 pm - 8:00 am.

For persons who must move around campus alone at night or for those with permanent or temporary disabilities, an escort can be arranged by calling Security at 918-852-4930.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Phillips provides a report on stats and types of crimes on campus for the previous three years. The Campus Crime Report is available in printed form, upon request, from the Seminary by contacting the office at 918-610-8303 or writing Phillips Theological Seminary, Attention: Campus Security & Safety Officer, 901 N. Mingo Road, Tulsa, OK 74116. For the safety and security of everyone, all entrances to the building will remain locked at all times. In addition to using your ID badge to enter the building, we ask that you please wear it anytime you are on campus to identify you as a Phillips student.

When A Crime Has Occurred:

When a crime has occurred, members of the Phillips community should contact the seminary receptionist during the day and campus security at night. Local authorities can be reached as shown below:

Campus Security– 918-852-4930
Police Emergency - 911
Tulsa Police – 918-596-9222
Crisis Intervention – 918-836-4357
Rape Hotline – 918-744-RAPE (7273)

In all situations where a crime may have occurred, especially those involving violence, timely reporting may be critical.

While crime has not been a problem on the Phillips campus, all members of the community are wise to take normal precautions of locking cars, keeping track of their valuables at all times, and staying in well-lighted places.

When an Accident Has Occurred:

- Check with those involved to see if anyone has been hurt.
- Phone 918-610-8303 from off campus, ext. 6400 if on a seminary phone, or go to the front desk to inform the receptionist or security person on duty of what has happened. That person will call the appropriate staff person. After 5:00 pm call 918-852-4930.
- Assist any person who has been hurt by staying with them and covering them if they are cold.
- Be cautious about moving anyone.

When Sexual Assault Has Occurred:

The Seminary relies on community and denominational educational programs to promote student awareness of rape, and other forcible and non-forcible sex offenses. Should a sex offense occur on campus, seminary personnel will assist the student in notifying the proper authorities, if requested by the student. Students should contact the office of admissions and student services or the dean's office.

Counseling is available for victims of sex offenses. Contact the director of admissions and student services for assistance and referral.

Regular Faculty

Lisa Barnett Assistant Professor of American Religious History
BA, University of Central Oklahoma, 1985; MDiv, Brite Divinity School, 2008; MTh, ibid., 2012; PhD, Texas Christian University, 2017. Ordained. Christian Church (Disciples of Christ). Phillips since 2018.

Joseph Bessler.....Robert Travis Peake Professor of Theology
BS, Northwestern University, 1979; MA., Harvard University, 1984; PhD, University of Chicago, 1996. Roman Catholic Church. Phillips since 1992.

Lee H. Butler, Jr.William Tabbernee Professor of the History of Religions and Africana Pastoral Theology
BA, Bucknell University, 1981; MDiv, Eastern Baptist Theological Seminary, 1985; MTh, Princeton Theological Seminary, 1988; MPHIL, Drew University, 1992; DMPHIL, ibid, 1994. Phillips since 2020.

Peter Capretto..... Assistant Professor of Pastoral Care and Culture
BA, Allegheny College, 2010; MTS, Vanderbilt Divinity School, 2012; CPE, Nashville Clinical Pastoral Education Partnership, 2013; MA, Vanderbilt University, 2016; PhD, ibid., 2019. Phillips since July 2020.

Arthur F. Carter Assistant Professor of New Testament
BA, Wake Forest University, 2004; MDiv, Colgate Rochester Crozer Divinity School, 2007; MA, Brite Divinity School, 2008; PhD, Vanderbilt University, 2016. Phillips since 2018.

Warren Carter.....LaDonna Kramer Meinders Professor of New Testament
BA, Victoria University of Wellington, New Zealand, 1976; BD, Melbourne College of
Divinity, 1985; ThM, *ibid.*, 1986; PhD, Princeton Theological School, 1991. Phillips
since 2019.

Annie Lockhart-Gilroy..... Assistant Professor of Christian Education and
Practical Theology
BA, Dickinson College, 1997; MDiv, Princeton Theological Seminary, 2005; PhD,
Garrett-Evangelical Theological Seminary, 2015. Phillips since 2018.

Sarah Morice Brubaker.....Associate Professor of Christian Systematic Theology
BA, Yale University, 1999; MTS., Duke University Divinity School, 2003; PhD,
University of Notre Dame, 2011. United Church of Christ. Phillips since 2009.

Lisa Wilson Davison.....Johnnie Eargle Cadieux Professor of Hebrew Bible
BA, Lynchburg College, 1988; MDiv, Brite Divinity School, 1991; MA, Vanderbilt
University, 1996; PhD, *ibid.*, 1999. Ordained. Christian Church (Disciples of Christ).
Phillips since 2010.

Kathleen D. McCallie.....Associate Professor of Ministerial Leadership and Ethics
BA, Oklahoma State University, 1981; MA, *ibid.*, 1984; MDiv, Perkins School of
Theology, 1988; PhD, University of Oklahoma, 2006. Ordained. United Church of
Christ. Phillips since 2013.

Nancy Claire Pittman..... Associate Professor of the Practice of Ministry
BA, Texas Christian University, 1979; MDiv, Brite Divinity School, 1984; PhD,
Southern Methodist University, 1997. Ordained. Christian Church (Disciples of
Christ). Phillips since 2005.

Susanna Weslie Southard Instructor in Ministry Studies
AB, Washington University, 1985; MDiv, Southern Methodist University, 1989; MA,
Vanderbilt University, 2006. Ordained. United Methodist Church. Phillips since
2007.

Allie Utley Assistant Professor of Liturgy and Practical Theology
BA, Appalachian State University, 2007; MA, The Ohio State University, 2009; MDiv,
Austin Presbyterian Theology Seminary, PhD, 2020. Phillips since 2021.

Affiliate Faculty

Grayson Lucky.....Affiliate Professor of United Methodist Studies
BA, Southern Nazarene University, 1968; MA, *ibid.*, 1975; MTh, Perkins School of
Theology, Southern Methodist University, 1983; DD, Oklahoma City University, 1999.
Ordained, United Methodist Church.

Ray A. Owens.....Affiliate Professor of Christian Social Ethics
and Black Church Studies
BA, University of Texas, 1989; MDiv, Princeton Theological Seminary, 1998; PhD,
ibid., 2005. Ordained. Progressive National Baptist Convention.

Visiting Research Faculty

Gary E. Peluso-Verdend, President Emeritus. Visiting Professor of Religion in Public
Life. BA, Carroll College, 1977; MDiv, Garrett-Evangelical Theological Seminary,
1981; PhD, University of Chicago, 1991. Ordained, United Methodist Church. Phillips
Seminary 1993-2000 and since 2005.

Who's Who at Phillips

Executive Staff

President.....Nancy Claire Pittman, PhD
Vice President for Academic Affairs and Dean..... Lee H. Butler, Jr, PhD
Vice President of Finance and Administration..... Karen McMillan, BSBA
Secretary of the Corporation Ashley Gibson

Directors of Programs and Services

Dean of Students MaryAnn Morris, MTS
Interim Director of Supervised Year in Ministry/Chaplain..... Susanna Southard, MDiv
Dean of the Library and Research Services..... Sandy C. Shapoval, MTS, MLIS
Director of Black Church Studies Arthur Carter. PhD

Staff

Financial Aid Officer Todd Mantock
Registrar Virginia Thompson
Student Accounts (Bursar) Michelle Harper
Executive Assistant to the Dean and Faculty
and to the Director of DMin Programs.....Tammye Jurena
Administrative Assistant to Students Services Megan Lovins
Assistant Dean of the Library and Instruction LibrarianKatherine Casey, MLIS
Preservation, Archives, and Serials Librarian..... Hannah Johnson. MSM
Reserves and Access Services Librarian Avery Welden, MLIS
Cataloging and Technical Services Librarian Lucy Franklin, MLIS

Overview of the Program

Introduction

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

Foundation Phase: 9 hours in Foundation Courses

3.0 hours Pastoral Leadership in Context

3.0 hours The Biblical Message and the Praxis of God

3.0 hours Constructive Theology of Ministry

Specialization Phase: 16 hours in Specialization Seminars

4.0 hours per seminar for a total of 4 courses

Project Phase: 7 hours in Proposal and Project Courses

0.5 hour Project Development Seminar I

2.5 hours Project Development Seminar II

2.0 hours Project Proposal Course

2.0 hours Project Course

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

- Pastoral Leadership in Homiletics (PLH)
- Pastoral Leadership in Church and Society (PLCS)
- Transformational Leadership for Women in Ministry (PLCSW)
- Pastoral Leadership in Improvisational Ministry (PLIM)
- Pastoral Leadership in Transformational Leadership in Intercultural Community (PLICC)

In past years other specializations were offered. Some students are now in project phase, completing the program in Pastoral Leadership in Spiritual Formation or Renewal of Christian Vocation.

DMin Fortnights

The DMin program meetings on campus are scheduled in January and June for two-week periods called "DMin Fortnights." Students who can block out those weeks for library time, chapel services, and meetings with faculty enjoy spending time on campus in addition to the days their class meets (depending upon the required contact hours in each course). Course work including reading and written assignments is required prior to the fortnight dates, and final assignments will usually be due later in the semester or term in which the Fortnight occurs. The June Fortnight is a part of the Phillips summer term; the January

Fortnight is a part of the Phillips spring semester. Faculty will make deadlines for all course work clear in their syllabi and in class.

Students are not required to be on campus the entire fortnight. Classes will meet for five days Monday-Friday during one week of the fortnight. Chapel begins at 8:30 a.m.; classes will run from 9:00 a.m. to 5:30 p.m. with an hour and a half for lunch and appropriate breaks.

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 Phillips staff and faculty and other interested persons.

Due to schedule adjustments required by COVID-19, all classes will meet by Zoom only rather than on campus in June 2020. We hope to resume on campus class meetings in time for the January 2022 fortnight.

Beginning January 2021 courses will be offered in a hybrid model (5 days of class meetings on campus, plus online, synchronous sessions via Zoom). Online meetings will always be conducted on Thursday nights. Project seminars will be offered on the Saturday following the concentrated class week. See appendix V for more details regarding the on campus meetings for hybrid model.

Schedule

Class Week (On Campus)	Research Week	Project Seminars 904/905
June 21 – 25, 2021	June 28 – July 2, 2021	June 26, 2021
January 10 - 14, 2022	January 3-7, 2022	January 15, 2022
June 20 – 24, 2022	June 27 – July 1, 2022	June 25, 2022
January 9 – 13, 2023	January 16 – 20, 2023	January 14, 2023
June 19 – 23, 2023	June 26 – 30, 2023	June 24, 2023
January 8-12, 2024	January 15-19, 2024	January 13, 2024
June 17-21, 2024	January 24-28, 2024	June 22, 2024

See Appendix V for more details.

Typical Concentrated Week Schedule

Monday	8:30	Worship
	9:00-5:30	Foundation Phase and Specialization Phase Courses
Tuesday	8:30	Worship
	9:00-5:30	Foundation Phase and Specialization Phase Courses
Wednesday	8:30	Worship
	9:00-5:30	Foundation Phase and Specialization Phase Courses
Thursday	8:30	Worship
	9:00-5:30	Foundation Phase and Specialization Phase Courses
Friday	8:30	Worship
	9:00-5:30	Foundation Phase and Specialization Phase Courses
Saturday	8:30-12:30	Project Development Seminar 904
	1:00-5:00	Project Development Seminar 905

Detailed Description of Program Phases

Foundation Phase

Foundation Phase Courses, required for all students, will be taught during DMin Fortnights. Each course, with 3 credit hours per course, will require synchronous online meetings via Zoom before and after the concentrated week. Often these courses will be 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.

Pastoral Leadership in Context

DMIN 807

This course invites students to engage and critique leadership 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.

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.

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. See Appendix VII Specialization Elective Proposal.

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 Phillips 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.

Pastoral Leadership in Homiletics (PLH)

Specialization Coordinator: Dr. Richard F. Ward

richard.ward@ptstulsa.edu

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. 45).

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

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

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.

Preaching for Change

DPLC 735

This course introduces students to the study of congregations and their social contexts as demonstrated in persuasive speech and preaching. The course includes study of examples of sermons from recent social movements that led to changes in public policy such as the women suffrage movement, the labor movement, and the civil rights movement. The use of multiple Phillips faculty and others as guest speakers will be a major feature of this course.

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.

Core Homiletic Seminar II**DPLH 722**

Using the themes 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.

Elective Research Practicum**DMIN 898**

Each student is responsible for arranging one elective that will help them in the development of a project in consultation with the specialization coordinator and the DMin director.

Degree Plan for Pastoral Leadership in Homiletics

DMIN 807	Pastoral Leadership in Context	3.0 hours
DMIN 808	Biblical Message & the Praxis of God	3.0 hours
DMIN 809	Constructive Theology of Ministry	3.0 hours
DPLC 735	Preaching for Change	4.0 hours
DPLH 723	Media and the Church	4.0 hours
DPLH 722	Core Homiletic Seminar II	4.0 hours
DMIN 898	Elective Research Practicum	4.0 hours
DMPR 904	Project Development Seminar I	0.5 hours
DMPR 905	Project Development Seminar II	2.5 hours
DMPR 902	Project Proposal Course	2.0 hours
DMPR 902.01	Project Proposal Continuation Course	0.0 hours
DMPR 906	Project Course	2.0 hours
DMPR 906.01	Project Continuation Course	0.0 hours
	TOTAL	32.0 hours

Pastoral Leadership in Church and Society (PLCS)

Collaborating for Change

Specialization Coordinator: Dr. Joseph Bessler

joe.bessler@ptstulsa.edu

In the “Pastoral Leadership in Church and Society: Collaborating for Change” (PLCS) specialization, clergy leaders will reflect on theoretical and theological themes as they relate to significant cultural issues like gender, race, and interfaith relations while developing skills for leading churches and their institutions towards social transformation.

“Good leadership requires you to surround yourself with people of diverse perspectives who can disagree with you without fear of retaliation.”

Doris Kearns Goodwin, *A Team of Rivals*.

The way of Jesus calls for reconciliation and relationship building. Pastors can increase their own capabilities and expand the agency of persons in their communities through building transformational partnerships within congregations and with civic organizations for collective action in public life.

When pastors and/or congregational members feel the tug of engagement toward issues of social justice in the wider community then discussions of “church and world” take on added depth and urgency. At such junctures congregations and pastors must inevitably wrestle with issues of vocation and responsibility, assess priorities of pastoral care within the community and the witness of faith in public life, and discuss in quite serious terms what Christian ministry asks of each of us. Such conversations—in themselves quite difficult—are vital components in gauging both the energy and commitment required to embrace the work of social transformation.

The following courses comprise the Specialization phase of the PLCS:

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 Phillips faculty and others as guest speakers will be a major feature of this course.

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 Kathy McCallie, the spring 2018 immersion course in Washington DC, featured the Faith and Public Policy studied through the Disciples Center for Public Life and similar mainline denominational agencies. This

course examined the way of Jesus in relationship to public life and enabled students to develop skills for building partnerships.

Preaching for Change

DPLC 735

This course introduces students to the study of congregations and their social contexts as demonstrated in persuasive speech and preaching. The course includes study of examples of sermons from recent social movements that led to changes in public policy such as the women suffrage movement, the labor movement, and the civil rights movement. The use of multiple Phillips faculty and others as guest speakers will be a major feature of this course.

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 their proposed project. This course may be chosen from MDiv course offerings at Phillips (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

DMIN 807	Pastoral Leadership in Context	3.0 hours
DMIN 808	Biblical Message & the Praxis of God	3.0 hours
DMIN 809	Constructive Theology of Ministry	3.0 hours
DPLC 735	Preaching for Change	4.0 hours
DPLC 731	International/National Immersion Experience	4.0 hours
DPLC 730	Core Church and Society I	4.0 hours
DMIN 898	Elective Research Practicum	4.0 hours
DMPR 904	Project Development Seminar I	0.5 hours
DMPR 905	Project Development Seminar II	2.5 hours
DMPR 902	Project Proposal Course	2.0 hours
DMPR 902.01	Project Proposal Continuation Course	0.0 hours
DMPR 906	Project Course	2.0 hours
DMPR 906.01	Project Continuation Course	0.0 hours
	TOTAL	32.0 hours

Transformational Leadership for Women in Ministry (PLCSW)

Specialization Coordinator: Dr. Lisa Davison

lisa.davison@ptstulsa.edu

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 issues 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 Phillips faculty.

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

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

History of Women in 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.

International/National Immersion Experience**DPLC 731**

Led by a Phillips 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.

Strategies for Collaborative and Transformational Leadership in Community**DPLC 734**

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.

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 their proposed project. This course may be chosen from MDiv course offerings at Phillips (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 Transformational Leadership for Women in Ministry

DMIN 807	Pastoral Leadership in Context	3.0 hours
DMIN 808	Biblical Message & the Praxis of God	3.0 hours
DMIN 809	Constructive Theology of Ministry	3.0 hours
DPLC 733	History of Women in Christianity	4.0 hours
DPLC 731	International/National Immersion Experience	4.0 hours
DPLC 734	Strategies for Collaborative and Transformational Leadership in Community	4.0 hours
DMIN 898	Elective Research Practicum	4.0 hours
DMPR 904	Project Development Seminar I	0.5 hours
DMPR 905	Project Development Seminar II	2.5 hours
DMPR 902	Project Proposal Course	2.0 hours
DMPR 902.01	Project Proposal Continuation Course	0.0 hours
DMPR 906	Project Course	2.0 hours
DMPR 906.01	Project Continuation Course	0.0 hours
	TOTAL	32.0 hours

Pastoral Leadership in Improvisational Ministry
Specialization Coordinator: Dr. Kathleen McCallie
kathy.mccallie@ptstulsa.edu

Tumultuous times require agile leadership skills. The tools of improvisation help leaders adapt to changing demands. Ministerial leaders must balance a broad range of general skills with competencies needed in their specific context. This specialization allows flexibility to design a program with more elective options in order to tailor the studies to a particular focus. After completing the foundation phase courses, students craft their specialization seminars in consultation with their adviser drawing on available offerings. Through this 32 semester hour program, pastors will develop their gifts according to a direction they design themselves for casting new visions and implementing transformation for God's work in the world.

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

- 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 the student's own denominational heritage;
- Articulate and engage from a theological, biblical and ethical standpoint important cultural issues as they intersect with race, gender, economic and cultural globalization, and interfaith relations;
- Analyze and interpret contexts, not only of ministry settings, but also of the context in which people live and practice their faith;
- Develop justice-seeking strategies including tools of innovation and improvisation for community engagement and social change around particular issues of common concern.

Course Descriptions and Phases

Foundation Phase: 9 hours in Foundation Courses:

- Pastoral Leadership in Context--3 hours
- The Biblical Message and the Praxis of God--3 hours
- Constructive Theology of Ministry--3 hours

Specialization Phase: 16 hours in Specialization Seminars:

- Seminar I – 4 hours
 - Seminar II – 4 hours
 - Elective related to DMin project – 4 hours
 - Elective related to DMin project – 4 hours
- (Seminars and Elective choices could include Master's seminars with additional assignments to be arranged in consultation with the professor.)

Project Phase: 7 hours in Proposal and Project Courses:

- Project Development Seminar I – 0.5 hour
- Project Development Seminar II – 2.5 hours
- Project Proposal Course – 2 hours
- Project Course – 2 hours

**Pastoral Leadership in Transformational Leadership in Intercultural Community
Specialization Coordinator: Dr. Sarah Morice Brubaker**

sarah.morice.brubaker@ptstulsa.edu

Loving one's neighbor requires knowing one's neighbor. Pastors and nonprofit leaders need new ways of working as good neighbors who embrace opportunities for cultural diversity. We need strong competencies in navigating cultural difference and teaching others to be more open in intercultural communication. Even groups that think of themselves as mostly homogenous engage in conversations about these differences through global economic system and the internet. Talking across cultural divides – whether of nationality, religion, socioeconomic status, racial identity, ethnicity, political persuasion, region, urban vs. rural culture, or other variable – requires practices of listening, reflecting, learning, translating, cue reading, relationship building, acknowledging painful histories, and receiving and offering forgiveness. This specialization gives focused attention to those skills, and the conceptual knowledge necessary to support those skills. It is designed for students who find that intercultural community building is a major part of their work, who care about doing it well, and who are excited by the challenges and rewards of intercultural dialogue.

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

- Appraise and implement diverse models of dialogue and collaboration. These models will be drawn from the theological disciplines as well as other discourses such as philosophy of education, social science, community organizing, and the arts. Graduates will understand the models' basic features and terminology, will be able to compare the models with each other, will skillfully choose and apply models to different types of situations, and will assess their own skill in practicing these models so that they are able to teach them to others. Finally, graduates will demonstrate deep investment in dialogue being done well.
- Prioritize theologically informed self-reflection. Successful graduates will be able to courageously consider how their identities have taken shape within a matrix of systems that amplify some voices and silence others. They will neither avoid thinking about their own unearned privilege and/or internalized oppression, nor will they become unproductively stalled by guilt over it. Rather, they will have a regular practice of reflecting on their actions with attention, compassion, and a willingness to acknowledge and learn from mistakes.
- Articulate and implement reparations and reconciliation models. Successful graduates will understand what their own tradition says about confession and forgiveness, and will also understand several other visions of healing, repair, and reconciliation from diverse discourses. They will have the skills to teach

this understanding to others in their contexts. In addition, successful graduates will appraise ways in which power and privilege can influence expressions of, and calls for, confession and forgiveness. They will transfer this skill beyond the content of the program's courses and apply it to new situations that they encounter in ministry.

- Develop responsible use of their own voices. Successful graduates will have cultivated a public voice and platform appropriate to the work of intercultural dialogue in their contexts; they will also know how to use their power to promote other voices that would have a harder time getting a hearing. Moreover, they will be able to encounter new situations and thoughtfully discern which approach to use and give their reasons for doing so.

The following courses comprise the Specialization phase of the PLCIC

Reconciliation Reparation? Confession & Forgiveness in an Unjust World DPLC 736

In this course, students will engage theologies of confession and forgiveness drawn from multiple historical and cultural contexts. Students will analyze the operation of power in these models, by considering such questions as: who rightly has the power to forgive? Who rightly has the power to insist upon forgiveness? What must confession consist of, and who gets to decide? Who can say when amends have been made? Students will engage with this inquiry with deep attention to a particular context: the community of Tulsa, and the legacy of the 1921 Tulsa Race Massacre. Accordingly, students will have the opportunity to speak with several local experts and to take trips to sites around Tulsa. Students will prepare by completing reading assignments that will help them be responsible theological interpreters of what they witness in Tulsa. Through their work in this course, students will generate an annotated guide to practices of confession and forgiveness appropriate to their contexts.

Global Hermeneutics and Religious Identities

DPLC 738

In this course, students will be introduced to the religious experiences, practices, and expressions of minoritized and/or formerly colonized communities. Students will uncover the implicit theologies operating within discourses of power, empire, colonialism, and resistance; and will learn how those discourses shape religious life and biblical interpretation. Students will learn to reflect critically on their own role as observers and overhearers of forms of life which are not their own, and to which they only have subjective and partial access. As a final project for the course, students will generate a toolkit for reading scripture in intercultural contexts, and will have the opportunity to workshop their toolkit with their colleagues and invited guests/community partners.

International/National Immersion Experience

DPLC 731

Students in this DMin track are required to take one immersion course offered by Phillips Seminary. Since some immersion courses are offered in 3 credit hour masters-level formats, DMin students are asked to contact the instructor in advance of the course to customize the requirements and assignments for DMin-level work. In addition, students in this track must normally take Practices of Intercultural Encounter in advance of their immersion course.

Degree Plan for Transformational Leadership in Intercultural Community

DMIN 807	Pastoral Leadership in Context	3.0 hours
DMIN 808	Biblical Message & the Praxis of God	3.0 hours
DMIN 809	Constructive Theology of Ministry	3.0 hours
DPLC 736	Reconciliation or Reparation?	4.0 hours
DPLC 731	International/National Immersion Experience	4.0 hours
DPLC 738	Global Hermeneutics & Religious Identities	4.0 hours
	Elective Related to DMIN Project	4.0 hours
DMPR 904	Project Development Seminar I	0.5 hours
DMPR 905	Project Development Seminar II	2.5 hours
DMPR 902	Project Proposal Course	2.0 hours
DMPR 902.01	Project Proposal Continuation Course	0.0 hours
DMPR 906	Project Course	2.0 hours
DMPR 906.01	Project Continuation Course	0.0 hours
	TOTAL	32.0 hours

Project Phase

See Guidelines for Project document for details

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 must arrange for an adviser and reader. These persons will be selected in consultation with each student and in light of their 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 Seminary faculty members and available in all semesters (including summer terms) in which their assigned students are enrolled in Project phase coursework.

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

- **DMPR 904** Project Development Seminar I, with .5 credit hour, 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 \$40 per hour. 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).
- **DMPR 905** Project Development Seminar II, with 2.5 hours credit, to meet, on an ongoing basis. This course will be required for all students in the Specialization and Project phases. Students must participate in a minimum of 2.5 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 course 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.

- **DMPR 902** Project Proposal Course, with 2 credit hours, 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.
- **DMPR 906** Project Course, with 2 credit hours, 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 (whichever 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, passed the Institutional Review Board committee review, and 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 Phillips 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 Seminary which are delineated in the Phillips catalog.

Academic Year

The academic year for Phillips 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 a 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 their project proposal or project, as determined by the 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 Phillips Academic Misconduct policy is found in Appendix III.

Assessment and Student Portfolios

Assessment for the DMin Program in Pastoral Leadership at Phillips, 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 Phillips, 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, Phillips 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, noted above, 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 posts-per-week on the discussion board or other activities. The instructor sets the minimum number of post-per-week required to be considered present. If a student fails to make that minimum number of posts-per-week, they will be considered absent for that week. If a student is absent more than 20% of the semester, they cannot pass the course.

Class Cancellation

The seminary will send automated text and voicemail messages to notify students of emergencies, inclement weather, or to relay other time-sensitive information.

In case of inclement weather, such as heavy snow or ice, call 918-270-6467 for a recorded announcement indicating whether or not Phillips has cancelled classes.

Change in Specialization

In rare circumstances students who wish to change specializations within the Phillips DMin program may petition the DMin director and the Degree Programs 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

Seminary uses computers to teach and convey vital information. Therefore, all incoming DMin students are required to have access to the following 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 Phillips. Every student will be assigned a Phillips student email account that will be used for all seminary-related correspondence.

- Computer - PC (Windows 7 or higher), MAC (OS 10.7 or higher)
- Broadband internet service

Homiletics Specialization Computer Requirements

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

Windows Media Player, which requires:

- Windows 7 or later
- IE 11.0 or later

Movie & TV Player (included with Windows 10), which requires

- Windows 10

VLC Media Player, which requires:

- Windows 7 or later or MAC 10.7 or later
- IE 11.0 or later, Edge browser

QuickTime Player, which requires

- MAC OS 10.7 or Later

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 a new ministry setting. (See "Leave of Absence" page 53.) The context paper may be submitted at the conclusion of the leave of absence.

Enrollment Issues: Requirements

On March 1 and October 1, students will receive, via email the next DMin Fortnight Class schedule which will include a wealth of important details and reminders along with the up-coming course offerings. About that same time, students will also receive a separate email with their Program Trajectory Form.

Prior to each DMin Fortnight session, the DMin director, Dean of Students, and Registrar will coordinate enrollment recommendations for each student and those recommendations will be emailed to a student on their Program Trajectory Form. The course recommendation will be highlighted in yellow. (The Program Trajectory Form serves as both an "enrollment form" and a program completion tracking tool.) A student must confirm the class selection or respond with an email request to make a suitable course change. For students in the "Foundation" phase of their program, they will

automatically be enrolled in the next required course being offered. Once a student moves into the "Specialization Phase" the student will have more enrollment flexibility.

Professors will post book lists with synchronous video-sessions **90 days** prior to the beginning of a course. As well, students can expect information prior to the beginning of each term with details about the class reading schedule and pre-assignments. The course will be made available in Moodle and the course syllabus will be posted at least **30 days** before class begins.

NOTE: Every DMin student is required to take an immersion course in order to fulfill their program requirements.

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 \$150 continuation fee and a \$100 student fee for each semester and term in which a class is offered that the student needs for their 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 899.01 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 and Project Proposal 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 and Project Proposal 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 incomplete deadline of March 1 spring semester and September 1 summer 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 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 (if filed by deadline), \$40 per incomplete (if filed after deadline) and \$40 per extension of incomplete.

For information about tuition refunds on dropped courses, see the Tuition Refund Schedule on page 55 and this handbook.

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 \$40 per semester hour 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.

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. Grades are due to the registrar March 15 and September 15 and will be mailed to students by April 1 and October 1. 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. 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.

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 their Project Report accepted. The student must pay a graduation fee (see Tuition fees on page 55). In order to receive a diploma, the student must have a final draft of the 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 leaders of religious communities, 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, gender identity, ethnic group, age, profession, religion, economic status, national group, sexual orientation, marital status, etc. The seminary community strives to move beyond binary gender language and makes it a point to be sensitive to each individual's preferred pronouns.

- Phillips 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.
- Phillips 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.
- Phillips 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. To make initiate that process, a student should begin by emailing the Dmin director explain the rationale for the leave and then requesting a Leave of Absence form from the Dean of Students. 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 reenroll 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 \$150 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.

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.

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.

A student who has 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 Admissions Committee.

Semester-Hour, Definition

In accord with regulations announced by the United States Department of Education in October 2010, the Phillips 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 Phillips 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

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 not eligible for Phillips tuition assistance or federal financial aid.

Specialization Continuation Course

If a required class is not offered for a student in a particular term, they may enroll in **DMIN 899.01 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 the 9th ed. of the Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. Chicago: University of Chicago Press, 2018. 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, Phillips 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/.

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 "Phillips Policy Regarding Sexual Harassment and the Grievance Procedure" may be found in Appendix IV.

Tuition Refund Schedule

The following tuition refund schedule applies for dropped courses:

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
General Student Fee (including technological support fee; per semester)	\$125

Project Proposal/Project Continuation Courses	\$150
Graduation fee (diploma) (does not include cap and gown purchases)	\$100
Administrative fee for binding DMin project.....	\$75
Audit Fee for DMPR 904 Project Development Seminar I.....	\$40
Audit Fee for DMPR 905 Project Development Seminar II.....	\$40
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

Before any seminary tuition assistance:

Tuition for 32 hours (at \$480 per hour).....	\$15,360
Student fees.....	\$1,500
Graduation fees	\$100
Administrative fee DMin Project Binding.....	\$75
TOTAL.....	\$17,035

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

Payment

Tuition and fees are due in full the first week of the semester or fortnight, although a deferred payment plan may be arranged. Students will be informed of payment options before the beginning of the semester.

Students with delinquent accounts may not enroll. Furthermore, they may receive neither a diploma nor a transcript until the account is paid in full. 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.

Please mail payments to:

Phillips Theological Seminary
Phillips Student Accounts
901 North Mingo Road
Tulsa, OK 74116-5612

Credit card payments can be made at www.ptstulsa.edu (go to “Academics,” “Costs and Scholarships,” then “Student Payments”). Cash, check, or credit card payments may also be made in person at the front reception desk.

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 a course that relates to their proposed project or a specific and relevant practice of ministry. This course may be chosen from advance MDiv course offerings at Phillips (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.

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 \$125 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 899.01

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 Phillips Faculty Senate, October 25, 2010

Categories for assessment:

WD=Well Demonstrated; D=Demonstrated; ND=Not Demonstrated

	16 Hour—Advanced Integration Has the student demonstrated ability to draw upon MDiv education and their own ministerial practice while integrating knowledge and skills learned in DMin classes with contextual analysis?	Exit—Contribution Has the student made a contribution to ministerial praxis (theological reflection and pastoral skills), pastoral leadership, and the church’s ministry and mission?
Expected Courses Completed:	Foundation courses; at least two Specialization courses	Specialization courses; Project Phase courses
Criteria for Assessment:	<p>WD= Creative thoughtful integration of MDiv curriculum, current coursework and ongoing practice, reflecting excellent achievement</p> <p>D=Basic integration of MDiv curriculum, current coursework and ongoing practice, reflecting satisfactory achievement</p> <p>ND=Little to no integration of MDiv curriculum, current coursework and ongoing</p>	<p>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</p> <p>D=Basic contribution to the study and practice of ministry, solid summary of issues relevant to chosen specialization and</p>

practice, reflecting
insufficient achievement

project concerns and
reflecting satisfactory
achievement in
development of DMin
project
ND=Little to no
contribution to the study
and practice of ministry,
reflecting insufficient
achievement in
development of DMin
project

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

	Well Demonstrated	Demonstrated	Not Demonstrated
Contribution to ministerial praxis (theological reflection and pastoral skills), pastoral leadership, and the church's ministry and mission?	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	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	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
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;	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;	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

	relates directly to the concerns raised in the project; demonstrates integration with issues raised in project	relates directly to the concerns raised in the project; demonstrates some integration with issues raised in project	insignificant; little or no integration with issues raised in project
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
Contextual Analysis	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	Offers a presentation of the ministerial context that is somewhat supported by data drawn from several sources	Presents ministerial context based only on one's own observation, demonstrates little awareness of differing ways of understanding context
Presentation of Data	Detailed presentation of all data gathered with careful descriptions of how they were gathered	Clear presentation of all data gathered	Presents no data, or presented in non-systematic way, over-reliance on summaries

Evaluation and Critique	Assesses data effectively, providing sufficient analysis and explanation to support assertions and convince readers	Offers reasons to support assertions; begins to interpret evidence and make connections	Offers little evidence of any kind or misreads data
Composition and Style	Confident rhetorical style and authorial voice; ability to communicate ideas clearly; free of spelling, punctuation, and grammatical errors; effective use of style guidelines	Fairly fluid rhetorical style that communicates ideas with some clarity; some minor errors that annoy but do not impede understanding	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

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 Doctor of Ministry Educators, Austin, April 2010 and is used by permission.

Appendix III: Academic Misconduct

Integrity is a fundamental principle of academic life. Those who have the privilege of being members of the Phillips Seminary community have an 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. Paraphrasing or even extensive rewriting of another's work does not eliminate the need to give appropriate credit. Any time an expression or idea is borrowed, appropriate credit must be given. In formal papers, quoted material must be documented as such and all sources must be cited. Cheating includes using unauthorized materials, information, or study aids in any academic examination or exercise. Submitting a paper for more than one class will not be allowed, unless special permission is secured from both professors. Any paper, or major part thereof, or other work turned in for two courses will not meet the requirements and will result in a "0" (F) for that assignment in either or both courses.

Procedure for Academic Misconduct Charges

If a faculty member believes that an act of misconduct may have occurred, he or she shall notify the person(s) involved to make them aware of possible charges and evidence available. The faculty member will also arrange for a meeting with the student(s) to discuss the charges and evidence, unless the student(s) decline. 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, the student may, at their discretion, assess guilt and pronounce judgment. If the student admits guilt and accepts such disposition of the case, the faculty member will administrate the punishment within three working days following the initial meeting, and file with the Office of Academic Affairs 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 the deans 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 Academic Dean or their 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 Academic 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 Vice President of Academic Affairs and Academic Dean or their 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 dismissed 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: Title IX Gender Discrimination and Sexual Harassment

It is the policy of Phillips Seminary that no member of the academic community may sexually harass another. Sexual harassment is any attempt to coerce an unwilling person into a sexual relationship, to subject a person to unwanted sexual attention, to punish a refusal to comply, or to subject a person to unwanted sexual attention as a condition of employment, compensation, promotion, or grades. Sexual harassment is also the creation of a hostile environment through the use of offensive or demeaning language, signs, jokes, or pranks. Students should consult the complete policy in the Academic Catalog.

Appendix V: DMin Hybrid Model to begin June 2020

The new hybrid model requires students to come to campus one week and complete additional work through synchronous and asynchronous sessions.

All online, synchronous sessions will meet on **Thursdays 7-9:15 pm. CST.**

Due to COVID-19, all classes will meet online only during the June 2021 fortnight. When it is safe to resume meeting on campus in person, we will proceed with the hybrid plan including concentrated weeks plus synchronous and asynchronous online work.

The cohort that begins in June 2020 will take
DMIN 807 in June 2020
DMIN 808 in January 2021
DMIN 809 in June 2021

Less than half of the hours for each course will be offered through online delivery –

A typical schedule would include: 6 online hours in 3 *ZOOM* sessions, one before fortnight and 2 after, plus 14 hours of online asynchronous work.

Typical Hybrid Schedule for DMin courses:

For a 4-hour course (60 hours total. 40 hours on campus, 16-18 hours online learning asynchronous, 6 hours online learning synchronous – this allows extra hours in case of absence)

Fortnight, 40 hours on campus:

- (8) Monday: 8:30-noon and 1:00- 5:30 pm
- (8) Tuesday: 8:30-noon and 1:00- 5:30 pm
- (8) Wednesday: 8:30-noon and 1:00- 5:30 pm
- (8) Thursday: 8:30-noon and 1:00- 5:00 pm
- (8) Friday: 8:30-noon and 1:00- 3:00 pm

Plus: 16-18 hours online learning (3 weeks: about 5 hours each week video lecture, discussion board, film or documentary)

January fortnights: one synchronous meeting online prior to class, then after on-campus days, one meeting in February, one meeting in March.

June fortnights: synchronous meeting online first week in June, then after on-campus days, one meeting in July, one meeting in August.

6 hours synchronous online – (2.4 hour sessions for 4 weeks) Thursdays 7- 9:15 pm. CST.

For a 3-hour course (45 hours total. 40 hours on campus, 3-5 hours online learning asynchronous, 4 hours online learning synchronous)

Same schedule as 4-hour courses with less online asynchronous and only 2 sessions of synchronous meeting (one before and one after on-campus sessions).

Appendix VI: Student Community Covenant

Student Community Covenant

Phillips Theological Seminary, a graduate seminary affiliated with the Christian Church (Disciples of Christ), is dedicated to learning the way of Jesus in order to cultivate vital congregations, communities, conversations and the public good. We are a community of teachers and learners seeking to be faithful to God through disciplined, reasoned, and reflective study of scripture, religious tradition, and human experience. The seminary's mission is to learn and teach how to be: attentive to God; responsible biblical and theological interpreters; faithful individuals, congregations and communities acting with God to transform the world.

The Student Community Covenant is intended to shape and inform a set of expectations for student life conducive to optimal learning in a safe environment. The purpose is to provide a clear sense of how we as a community pay deep attention to the biblical witnesses, to the theological heritage of those committed to understanding the work of God, and to the varieties of cultures and contexts that comprise our 21st-century world in an educational community. This covenant is not intended to ascribe to a particular set of beliefs but to create a community respectful of the diversity of culture and context of students, faculty, and staff.

Communities must have the ability to hold dialogue in a manner which is safe, respectful, and enhances our mutual learning. Therefore, as a student member of the Phillips community, I covenant:

- To be present in gifts and voice, willing to share my relevant life experiences as well as increase my knowledge of the lives and experiences of others by listening carefully, particularly to those who are too often invisible or too often pushed aside, and to seek reconciliation when I offend or am offended.
- To learn the art of personal care to prepare myself for the challenges of ministry and life balance by maintaining my attentiveness to God. This might include developing a spiritual formation plan, a healthy physical life, continued reflective study, and/or other appropriate practices.
- To develop a vocational identity that transforms and sustains me throughout my ministry, wherever and however that may be, including actively working to expand multicultural awareness, meaningful friendship with peers, and opportunities for ongoing education.
- To have awareness of the multiplicity of roles in our lives that necessitates the establishment of priorities for ourselves and to support peers in their seminary journey. Participation in the process of learning involves submitting course work

on time, taking course attendance seriously, and engaging with the subject matter both respectfully and thoughtfully.

- To refrain from any form of verbal or physical harassment based on personal characteristics such as race, gender, gender identity, sexual orientation, political belief, marital status, national origin, religion, age, physical and mental disabilities, and any legally protected characteristic. In light of our technologically connected world, the concept of relationship extends to social media forms of expression.

In addition to these individual commitments, students are expected to comply with all federal, state and local laws. All students, degree-seeking or otherwise, are bound to intentionally pursue the commitments described in this Student Community Covenant, as well as all other policy handbooks and the Academic Catalog. These principles are also intended to discourage any conduct that is likely to have an adverse effect on the Seminary. A student should expect consequences, up to and including dismissal from the Seminary, if the student is not able to maintain the standards of the Student Community Covenant in Phillips-related activities, whether the concerning activity or behavior takes place on-campus, off-campus, or in cyberspace. In addition to receiving an appropriate response from the Student Services office, students may be held accountable according to their own denominational standards.

No, I am unwilling at this time to sign this covenant and request a conversation with the Dean of Students.

Printed Name: _____ Date: _____

OR

Yes, I agree to honor this covenant

Yes, I agree to this covenant with the following proviso(s):

Printed Name: _____ Date: _____

Signature: _____

Appendix VII: Specialization Elective Proposal

**Phillips Theological Seminary
Specialization Elective Proposal
DMin Program in Pastoral Leadership**

Please use this form to request an Independent Study or permission to take a masters-level course with additional work for Specialization credit. See "See "Specialization Elective Guidelines" in the DMin Handbook on the DMin Moodle site.

Name: _____ Date: _____

DMin Specialization Track: _____ Semester: _____ Year: _____

___ Request for an Independent Study

___ Request to take a Master's Level Course (Extra work required for the 4th hour of credit must be negotiated directly with the professor and described below)

Study/Course Title Description: _____

Professor: _____

Describe the purpose for the class or independent study and how it related to your project. As well, list the proposed meeting dates with the Professor for an Independent Study and outline the written requirements for an Independent study or the extra work expected for a masters-level course:

Proposed bibliography:

Approved by Professor: _____ Date: _____

Approved by DMin Director: _____ Date: _____

=====

Office Use Only Original To: Registrar

Copies to: DMin Director Faculty Consultant Student Student File

**Guidelines for the Project
Doctor of Ministry Program
Pastoral Leadership**

2021 - 2022

Welcome and Introduction to the Project Phase

Welcome to the Project Phase of the DMin Program in Pastoral Leadership at Phillips Theological Seminary. In this phase you will produce a central piece of your program, a DMin project in which you contribute original research and reflection on the character and practice of some aspect of ministry. In the written report of this project, you will demonstrate the ability to integrate theological reflection as it is practiced in the traditional theological disciplines (Bible, History of Christianity, Systematic and Constructive Theology) with the practice of ministry as it is typified by your specialization. You will also utilize a research model that enables you to design a significant act of ministry that will yield evidence that can be gathered, analyzed and evaluated both theologically and socio-scientifically.

This means that you will be engaged in at least two conversations on several levels:

- a conversation between your actual practice of ministry and a theoretical research model that guides reflection about that practice for the purposes of the DMin project;
- and a conversation between the theological disciplines listed above and other theoretical frameworks drawn from the human sciences that facilitates reflection on ministerial practice.

These dialogues take place in and are shaped by the various contexts, (i.e., congregational, local, denominational, regional, theological, etc.) in which you carry out your ministry. Therefore, careful and respectful study of your ministry setting and the larger communities in which it is situated will be a significant part of your research.

To be more exact, you will be developing a specific “act of ministry” that will yield evidence that can be analyzed and assessed with both standard scientific tools drawn from the human sciences and your own theological commitments. An act of ministry may be a particular task designed with the project in mind or an ongoing aspect of ministry that you examine very carefully for the purposes of this project. However, the act of ministry is defined by you in consultation with your project committee, it must be a particular, concrete and limited practice that you will actually perform and evaluate during the time you are enrolled in DMPR 906 Project Course, after your proposal has been approved by your committee, including adviser, reader and DMin director, and the Phillips Institutional Review Board for Research with Human Participants. At the same time, you must be able to show how your chosen act of ministry intersects with your theological frame of reference, your ministerial context, and theories drawn from the human sciences.

The faculty of Phillips recognizes that this is difficult and complicated work that requires skills of conceptualization, analysis, and integration that you may not have used in such a significant way in any of your previous education. The purpose of this Handbook is to offer you the information you need as you develop these skills and produce a project of which you and the faculty of Phillips can be justifiably proud. In these pages, you will find specific information about the curricular design of the Project Phase, the plan of the project, including the models and methods you will utilize, form and style matters, student and faculty responsibilities, and helps for getting started and shaping your project. Throughout this phase of your study, the DMin director, the specialization coordinator, your adviser, and your reader will be available to interpret and aid you in all aspects of this important work.

ATS Standards for DMin Projects

The Association for Theological Schools of the United States and Canada, one of the accrediting agencies of Phillips, has adopted the following standards that guide our understanding of what students are producing in this phase:

“The [DMin] program shall include the design and completion of a written doctoral-level project that addresses both the nature and the practice of ministry. The project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry.

“The ministry project should demonstrate the candidate’s ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results, and should reflect the candidate’s depth of theological insight in relation to ministry.

“Upon completion of the doctoral project, there shall be an oral presentation and evaluation. The completed written project, with any supplemental material, should be accessioned in the institution’s library.”

(from The *Bulletin* of the Association of Theological Schools, June 2004, p. 213.)

The Curricular Design of the Project Phase

In the Project phase, which includes 7 hours of the total program, DMin students begin work on an original project that makes a contribution to the study and practice of ministry within their chosen specialization. During this phase they will be assigned an adviser and reader to help them complete a project proposal, project report, and an oral presentation. They proceed through the Project phase by enrolling in the following four courses:

DMPR	904	Project Development Seminar I	.5 hour
DMPR	905	Project Development Seminar II (students participate in this course 5 times to earn a required total of 2.5 hours)	.5 hour
DMPR	902	Project Proposal Course	2 hours
DMPR	906	Project Course	2 hours

A description of each course and its requirements follows:

DMPR 904 Project Development Seminar I

This course, with .5-hour credit, will be offered on the Saturday following the Concentrated Class week from 8:30 am – 12:30 pm with additional online hours required. 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 second Foundation course (e.g., DMIN 807 Pastoral Leadership in Context, DMIN 808 Biblical Message and the Praxis of God, DMIN 809 Constructive Theology of Ministry).

As a part of the requirements of 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 as review after they have taken it for credit. The audit fee will be \$40. 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).

DMPR 905 Project Development Seminar II

Students must earn a total of 2.5 hours credit by participating in a minimum of 5 sessions with .5 credit hour earned per session on an ongoing basis. This course will be offered on the Saturday following the Concentrated Class week from 1:00 pm – 5:00 pm with additional online hours required. This course will be required for all students in the Specialization and Project phases.

The goals of the **Project Development Seminar II** are:

- to facilitate peer learning as a tool for achieving clarity and accountability about a student's 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, specific portfolio assignments that advance the project. 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.

DMPR 902 Project Proposal Course

This course, with 2 hours credit, consists of independent study and progress toward a project proposal and will be arranged between student and adviser. The reader will also be consulted. When the proposal in written form has been accepted by adviser, reader, specialization coordinator, and DMin director, the student will be granted candidacy for the DMin degree.

DMPR 906 Project Course

This course, also with 2 hours credit, may be taken only after passing the Project Proposal Course. It consists primarily of the carrying out of the act of ministry as a research tool and writing the final report. It is also arranged between student and adviser; again, the reader, DMin director, and specialization coordinator will be consulted as needed.

DMPR 902.01 906.01 Project Proposal and Project Course Continuations

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 first semester of enrollment, in the following semester the student will enroll in DMPR 902.01 Project Proposal Continuation Course or DMPR 906.01 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, they must re-enroll in the Project Proposal course or the Project course (whichever is applicable) or may be terminated from the program.

The Specialization Elective

The Specialization elective described in the DMin Program Handbook has a specific relationship to the Project phase in that its purpose is to help students explore in depth a topic related to their project. By the time students enroll in this course, toward the completion of other Specialization phase courses, they should have delineated the issues and topics for their project that need further research and reflection. In consultation with the DMin director and the specialization coordinator they will design a course that is directly related to a primary concern to be addressed in the project. Their design should include a basic bibliography, possible assignments, and suggestions for faculty members who might direct their work in this course.

This course may take one of the following formats:

- A. An **online model** in which student workload would be commensurate with the seminar format, typically taught during a Fall or Spring semester;
- B. A **directed study format**, only for use as the elective, to be arranged between one or two students and a professor with the approval of the specialization coordinator of the track and the DMin director (Independent Research/Study

form available in the Student Services Site in Moodle under Registrar Forms). Again, course work should be commensurate with the in-class model while recognizing that forty-eight contact hours between professor and student would be overwhelming;

- C. An **advanced-level course in an MDiv program**, provided that students make arrangements with the professor regarding additional coursework commensurate with both DMin-level work and an additional hour's worth of credit (Independent Research/Study form available in the Student Services Site in Moodle under Registrar Forms), and that they receive the approval of the specialization coordinator and the DMin director;
- D. A **seminar** taught during a DMin Fortnight which would usually include synchronous sessions on Thursday night before and after the concentrated week plus Monday through Friday meetings in a concentrated course week.

Students must make arrangements for their elective course and seek the approval of their specialization coordinator and the DMin director **at least one full semester in advance** of the time the course is to be taught.

Grades and Grading Procedures

In the **Project Phase**, courses are graded "S" (Satisfactory progress), "P" ("Pass") or "F" ("Fail"). A passing grade is the equivalent of a B-.

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, the student 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 email.

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 ("P"), sent back for revisions ("S"), or failed ("F").

Candidacy

Once a student's project proposal has been passed by the committee including reader and Dmin director as well as the IRB board, 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.

Major Participants in Project Phase

Faculty Participation

From the time of admission until students are assigned a faculty adviser, the DMin director serves as their faculty adviser in all aspects of the program. After they complete Project Development Seminar I, Specialization coursework, and the third twenty-page draft of the initial project proposal, students must arrange for both a project adviser and a project reader. These persons will be selected in consultation with each student in light of her or his particular direction of the proposal. Please note that the specialization coordinator will be limited in the number of students for whom they may serve as adviser or reader.

Thus, four persons will comprise a student's faculty project committee: the adviser, the reader, the specialization coordinator, and the DMin director. The adviser will serve as chair of this committee and the final arbiter of all decisions regarding scheduling, content, and style and grammar issues. If the student has doubts about these or other matters, the first person they should consult is the adviser.

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 DMPR 902 Project Proposal Course, DMPR 906 Project Course, or a continuation of one of these two courses.

The Faculty Adviser

The responsibilities for the faculty adviser throughout the Project Proposal, Project and Continuation courses include:

- Being reasonably available during all semesters (including summer terms) by telephone, email, or in person for consultation with students currently enrolled as his or her advisee;
- Negotiating appropriate deadlines in relation to the schedules of the student, reader and adviser so that feedback can be given in a timely manner;
- Offering thorough review and critical evaluation of student's written work and oral presentations;

- Assigning the course grade for each semester (F, S, or P) in which student is enrolled in Project phase;
- Advising student about possible sources and resources related to DMin project topics;
- Consulting with the reader of the project and the DMin director about the student's progress and performance;
- Notifying the DMin director when a student's proposal or project report is nearing completion;
- Scheduling, participating in, and evaluating the oral presentation of the project in consultation with the student, reader, and DMin director;
- Serving as final authority of all matters of substance and style within the body of the project report;
- Approving final draft of the project report in consultation with the reader and DMin director.

The Faculty Reader

The responsibilities for the faculty reader throughout the Project Proposal, Project and Continuation courses include:

- Being reasonably available during all semesters (including summer terms) by telephone, email, or in person for consultation with students for whose work they have agreed to serve as reader;
- Giving timely feedback to adviser and student within mutually agreed time frames;
- Offering thorough review and critical evaluation of student's written work and oral presentations;
- Advising student about possible sources and resources related to DMin project topics;
- Consulting with the adviser of the project and the DMin director about the student's progress and performance;
- Participating in and evaluating the oral presentation of the project.

The Specialization Coordinator

The responsibilities for the specialization coordinator for students in his or her track (if not serving as adviser or reader) throughout the Project Proposal, Project and Continuation courses include:

- Consulting with the DMin director about appropriate assignment of advisers and readers for a student's proposal and project;
- Reading the final draft of a student's project proposal and consulting with adviser and reader concerning revisions and final grade;
- Reading the final draft of a student's project report and consulting with adviser and reader concerning revisions and preparation for oral presentation;
- Participating in and evaluating the oral presentation of the project.

The DMin Director

The responsibilities for the DMin director throughout the Project Proposal, Project and Continuation courses include:

- Communicating clearly to all parties expectations, deadlines, and other issues of concern in the process of developing and producing a DMin project and report;
- Reading the final draft of a student's project proposal and consulting with adviser and reader concerning revisions and final grade;
- Reading the final draft of a student's project report and consulting with adviser and reader concerning revisions and preparation for oral presentation;
- Assisting in arrangements for oral presentation, including room reservation and notification of Phillips faculty;
- Overseeing production of final draft of project report including issues of style, final approval, printing and binding, fees, and other last-minute matters;
- Dealing with unforeseen problems that might occur throughout the Project phase of each student.

Student Responsibilities

The Project phase of the DMin program is the place in which the individual student's abilities, interests and schedule become the primary focus as they seek to produce an original and creative project and report in service to the profession of ministry.

The following is a list of student responsibilities in this endeavor:

- Initiating all contact with faculty adviser and reader and requesting consultation about her or his DMin project on a regular and timely basis each term;
- Facilitating communication of expectations by summarizing, orally or in writing, what the student understood about revisions and corrections in consultations with the adviser, reader, or DMin director;
- Demonstrating adequate progress toward completing the project proposal and project report;
- Meeting appropriate negotiated deadlines for submission of written materials to be evaluated and graded by adviser or instructor;
- Maintaining current and consistent enrollment in the DMin program and requesting appropriate leave of absence, when necessary, from the director;
- Submitting written materials that reflect academic competency to do post-graduate doctoral study and research.

Participation of Persons in Student's Ministry Setting

By its very nature, a DMin project is both contextual and communal. That is to say, the project is grounded in a particular setting that is populated by persons with varying degrees of allegiance to the setting, to its leaders, and to the DMin student, with a complex and rich history of interaction with one another and the larger community in which the setting is situated, and with their own theological interests and commitments. And the project is communal because ministry itself is communal, occurring among people who are connected to one another in a variety of ways. This means that people among whom the DMin student works are of necessity involved in

the project and its requisite acts of ministry. However, the specific ways in which they participate in a project must be dictated by the issues raised in the project. At a minimum, the student will elicit some sort of evaluation of the project. In all cases, students must strive to treat all persons with respect, compassion and justice.

Policy for Institutional Review Board

We understand two values to govern research with human participants conducted under the auspices of Phillips:

- the extension of human knowledge that will benefit individuals, churches, societies, and indeed all creation; and,
- the ethical and theological requirement that God's compassion, respect, and justice for all participants is demonstrated in research conducted under the auspices of Phillips Theological Seminary.

The faculty of Phillips seeks to create a reasonable balance between these two values and to minimize risk for participants and researchers in all cases. Further, we seek to provide adequate protection, responsibility, and mutual accountability for all persons involved in terms of gathering, evaluating and publishing data. For these reasons an Institutional Review Board has been formed to guide the seminary's efforts to provide this protection and accountability. All DMin students must submit their research plans to the IRB for review and approval. Detailed information is found in Appendix IV.

Getting Started: The Project Proposal

The project proposal is a written document that serves as a very detailed roadmap for the project. It includes a description shaped by a research model and methods for evaluation of the project, a thick description of the context, a theological framework, a discussion of the theories and practices that are a part of the project, and a detailed description of the acts of ministry to be performed. All of these elements must be incorporated in some way in the proposal. How they are placed and utilized is up to the student as they design the project.

At Phillips, we expect that a fully-developed project proposal will be a complete and well-written description of the project before the act of ministry is actually performed in the context. In fact, the Phillips faculty intends a proposal to be so complete that all a student has to do once a proposal is approved is to carry out the act of ministry, write up the results using the methods for analysis already developed and include some sort of final chapter that summarizes results and offers theological reflection on them.

For many students in the DMin program the theories, tools and language of the social sciences are unfamiliar and will require some independent work to develop facility in them. A list of resources that previous students and faculty have found useful is included in the bibliography in Appendix I. In addition, students will want to consult with the DMin director, faculty members, and one another as they shape their project around a research model and make use of various methods in data collection, analysis, and evaluation. What we mean about various terms like “model,” “act of ministry,” and “method,” can become very confusing very quickly. Basic explications at this point which can serve as touchstones for developing the proposal may be helpful.

The Research Model

The **research model** serves as a kind of story of how the research will proceed once a proposal has been approved. Another way to think of the model is as a framework around which a student builds the project. As a student gains some clarity about the act of ministry and the methods used with data, a research model will provide a way to put all these elements together.

For the most part, DMin students at Phillips practice some version of “action research”—an approach to inquiry and study that is used in a variety of arenas including education and the social sciences. Kathryn Herr and Gary L. Anderson summarize key characteristics of this approach like this:

Action research is inquiry that is done *by* or *with* insiders to an organization or community, but never *to* or *on* them. It is a reflective process, but is different from isolated spontaneous reflection in that it is deliberately and systematically

undertaken and generally requires that some form of evidence be presented to support assertions. What constitutes evidence or, in more traditional terms, data is still being debated. Action research is oriented to some action or cycle of actions that organizational or community members have taken, are taking, or wish take to address a particular problematic situation. The idea is that changes occur either within the setting and/or within the researchers themselves.¹

As implied by this listing, action research is change-oriented and collaborative— an exercise in communal and participatory work toward change for the better. Further, such an approach must include some sort of ethical and theological understanding of what “the better” toward which change is promoted might be.

Within this broader approach are more specific research models, (think of these as narrative-like organizations of research), that students have used at Phillips in the past including:

- **The Functional Change Model:** The student gathers information about the situation, individual, or group before an act of ministry is performed. The same situation, individuals, or group are then tested after the act of ministry has been performed in order to determine the effects of the act of ministry. While one means of determining these effects is an objective measure (for instance, a test or questionnaire), other methods of assessing change may be used (for instance, observable change in the situation, participants' subsequent participation in other aspects of the church's program, or participants' ability to train others).
- **The Team Model:** Two DMin students who are roughly at the same place in the program perform the same act of ministry in their respective settings and then compare the results. This model enables the students to explore the effects that different institutional settings may have on a particular form of ministry. They are able to explore the reasons why a program or project works one way in one setting and another way in another setting.
- **The Pre-Ministry/Post-Ministry Model:** The student performs the same act of ministry two times. After performing the first act, the student reflects on the experience, does additional reading and consulting with advisers, then performs the second act. It is expected that the two acts of ministry will be similar to one another, but the second act will profit from reflecting on the previous experience. The report will describe how the second act of ministry differed from the first and will explore the reasons for the difference.

¹ Kathryn Herr and Gary L. Anderson, *The Action Research Dissertation: A Guide for Students and Faculty* (Thousand Oaks: Sage Publications, 2005), 3-4.

- **Theological Appropriation of a Secular Theory Model:** The student carries out an act of ministry designed to show how a secular theory (e.g., counseling theory or a theory of social change) can be used in ministry. It is expected that the student will subject the secular theory to a theological critique both before and after it is used in ministry and that the theory will be modified through this critical appropriation.
- **Practical Theology Model:** The act of ministry is used to shape the student's theological perspective. The student in this model has a theological issue or set of issues on which greater clarity is desired. The act of ministry is used to help provide that clarity. The project report develops the student's theological perspective as informed or modified by the experience of the particular act of ministry.
- **Integrative Model:** The student's academic and practical areas are integrated by the act of ministry itself. For example, a student may have some ideas about how the Bible can be used in pastoral counseling, but the actual integration of Biblical studies and pastoral counseling occurs in the act of counseling rather than in advance of the counseling activities. The report then indicates in what ways the student was able to integrate the two areas (academic and practical) through the project itself.
- **Continuous Assessment Model:** The student has repeated encounters with an individual or group, during which a diary or journal or other method of recording the encounters is kept and ongoing theological reflections are made. For example, the student may have a series of pastoral visits with one or more parishioners who are terminally ill. The report documents the minister's growth in ministerial skill and the changes in his or her theology during the series of encounters.
- **Theological Reflection Model:** The student reflects upon the relationship between a particular aspect of his or her ministry and a specific theological problem, concept, or issue (for instance, the problem of evil, eschatology, the doctrine of scripture, Christology, the doctrine of God). The project report is a constructive theological statement growing out of the student's reflections and practice.

This list of models is not intended to be exhaustive. Rather, it should suggest to students that many different ways of constructing and organizing research are possible. Students may use one of these models, combine two or more of them, or develop different models. Additional research resources may be consulted in order to develop these models more fully.

Thinking about the Act of Ministry

The **act of ministry** is a specific and concrete practice that a student performs in her or his context in order to generate data for analysis and evaluation to support a hypothesis about the practice of ministry within the student's specialization. This act might be a workshop or series of workshops, a series of preaching events, an ongoing communal practice within the worshipping congregation or in the larger community, a curriculum of some sort, a series of counseling sessions, or any other form that directly relates to the hypothesis with which a student is working.

Students should develop these acts with the following criteria in mind:

- The act of ministry should be completed within at least one of the student's various contexts, i.e., the local congregation, a grouping of ministers, a denominational region or conference, a geographical community, etc.;
- The act of ministry should be related to the specialization in which the student is studying in the DMin program.
- The act of ministry should be limited enough to be completed in two years.
- The act of ministry should make a significant contribution to the student's particular ministerial praxis and to the body of literature about ministerial praxis.

Again, the information provided here about the act of ministry is not exhaustive. We encourage students to think creatively about this part of the project so that what the student actually performs is an integral part of the project and provides useful information for the student, for the people in her or his context, and for those who make of their project report.

A Word about Methods

The word "method" is used so much in relation to many aspects of the project that some basic word of clarification may be helpful at this point.

First, students will make use of methods for data collection, analysis and evaluation as they perform their acts of ministry. These include surveys, questionnaires, interviews, focus group discussions, various documents in a setting, field notes, etc. In the social sciences a good rule of thumb for these methods is what is called "triangulation:" the use of three sources of data as tools for confirming hypotheses, intuitions, and results.

Second, often students are engaged in testing various methods or strategies related to their specialization. So, for example, a student might test the effectiveness of a rhetorical strategy in preaching, a counseling method, a community organizing method, a method for enhancing the spiritual formation of a particular group. In this case, methods are

often drawn from various theoretical stances and approaches that are studied in the specialization coursework.

Third, within the traditional theological disciplines, i.e., Biblical Studies, the History of Christianity, Theology, the word method is often used to describe approaches to the subject at hand. For instance, theologians often speak of making use of a correlative method in which Christian traditions are brought into relationship with human experience. Biblical scholars speak of historical-critical or literary-critical methods to be used in the study of various texts. These kinds of methods are discussed in the two Foundation courses, Biblical Witness and the Praxis of God and The Constructive Theology of Ministry, that are offered as students begin this program. As students develop their own theological framework for their projects, they will make use of some of these methods.

The Elements of a Project Proposal

At Phillips we encourage students to develop a detailed and very specific project proposal that will need very little refinement for the final project report produced after the act of ministry is completed. Both the proposal and the final project report should include the following elements: The Proposal must be 40 pages or less.

1. Project Definition 2-3 pages

This portion includes a brief definition of the project the student wishes to undertake. Booth, Colomb and Williams, in *A Manual for Writers of Research Papers, Theses and Dissertations*, say that a description consists of a sentence like this:

1. "I am working on the topic of X
2. because I want to find out Y
3. so that I can help others understand Z."²

In this section, should also appear a brief description of the research model that is framing the project and the methods that will be used to collect, analyze and evaluate data.

2. Ministry Setting 5-7 pages

This section serves as a thick description of the student's present ministry and contexts (social, religious, theological, political, economic, etc.) that are related to the project questions. It should include as much data about the context as is relevant for exploring the questions raised in the project.

²Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, "Part I: Research and Writing: From Planning to Production," in *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian, 9th Edition (Chicago: The University of Chicago Press, 2018), 6.

3. Theological Framework

7-10 pages

This is a discussion of the theological framework that informs the project. Here, the student must show how the project and all its elements relate to the student's own theological stance. Further, in this chapter the student should draw upon the resources of Christian tradition as they shape theological commitments. These resources might include particular biblical texts, movements or major figures in the history of Christianity, conversation with specific theologians. The resources that are chosen and utilized should relate directly to the concerns the student is addressing in the project. These concerns will also determine the theological questions that students should address in this chapter.

4. Other Theoretical Issues, Resources

7-9 pages

In exploring project themes and developing the act of ministry, students will often make use of other theories, resources, or techniques from the human sciences and other cognate disciplines. If so, students should include a chapter in which these are described in some detail, including IRB issues and review.

5. Project Outline

5-6 pages

A description of the act of ministry, as it is shaped by the research model, including who will be involved, the specific procedures for carrying out the project, and a description of the methods used to collect, analyze and evaluate data. This section might also include a timeline for carrying out and completing the act.

6. Bibliography

5 pages

A bibliography of books, articles, and other resources to be used in developing the proposal and the project.

The student should include all of these parts in the proposal; however, the interests and questions of the project, as well as the student's creativity, should determine how these elements appear and are arranged.

The Project Report and Oral Presentation

The Project Report must be 50 pages or less. Appendix and Bibliography are not counted as part of the 50 pages. Students enrolled prior to June 2019 may be exempt from the 50 page limit.

Once a proposal has been approved by the student's faculty project committee and the research plan has been accepted by the Institutional Review Board, the student may enroll in DMPR 906 Project Course and begin the actual act of ministry. Throughout this period, the student will want to keep adequate notes about what is happening during this period and continue reading and writing on themes in the project. At the conclusion of the act, the student will finish the first draft of the project report and submit it to her or his faculty project committee.

The Project Report

The Project Report should follow the general structure of the proposal with the addition of at least three items:

1. Expansion of the Project Outline (5th part listed above) **5-6 pages**

At this point the student should include a detailed description of how the project was actually carried out, what actually happened, how it was actually evaluated, and the results of the evaluation.

2. Consequent Theological Reflection **8-10 pages**

This is an additional section in which the student reflects theologically on the experience of planning and doing the project. Doing the project should raise new questions and provide new insights about the issue focused upon and the model and methods used in the project. Thus, this section should involve the student in a reformulation of his or her theological understanding of this issue, of the situation that gave rise to the questions which led the student to do the project, and of the student's role in that situation. This section should contain both critical and constructive material. The student should use the experience of doing the project to reflect critically upon every step taken in planning and doing the project and to construct new theological justifications for and explanations of the issue and situation focused upon in the project.

These new theological justifications and explanations should in turn suggest new methods and models through which the issue and situation focused on in the project can be studied, evaluated and transformed. This post-project theological reflection may thus involve new reading, research, and consultation with the faculty project committee.

3. Conclusion

5-6 pages

Finally, the student should provide some concluding remarks about the project. A summary of salient points is helpful as are some remarks about implications for the student's ministry and future study.

After the first draft is completed and turned in, the student should allow for 3-4 weeks for the committee to respond. The adviser will officially notify the student about what changes are needed in the next draft and whether or not the committee has determined that the project can now be presented orally to the PTS faculty. If not, the adviser will tell the student what must be done to move forward. At this point, it is possible for the committee to determine that a project cannot be passed and that a student should leave the program.

The Oral Presentation

If the committee judges the project to be essentially complete, the adviser will begin to make arrangements with the student and the other members of the faculty project committee for the oral presentation. The DMin director will invite all full-time PTS faculty and the faculty of partner institutions to read the project report and attend the oral presentation. The DMin candidate and all members of the faculty project committee 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 28th of the academic year** if the student wishes to graduate in May of that year.

Instructions for Submission of Final Copies of Project Report

The following are format and submission requirements for the final version of the DMin project report, two copies of which will be archived in the Phillips Theological Seminary library.

What You Need to Know to Format Your DMin Project

Because of the complexity of the DMin project, and the fact that it will be bound, its formatting follows some *different guidelines* from Phillips class papers. The Phillips Style Guide is still helpful in some respects, but many significant differences supersede conventions of the Style Guide.

Style Sources That Are Required:

- **Turabian Manual for Writers, 9th edition**
 - You will want to purchase a copy of this. The 9th edition is a must since the Internet citation style is different from previous editions.
- **Chicago Manual of Style**
 - You can access this from the library website. Turabian draws from it: <http://www.chicagomanualofstyle.org/home.html>.
- **SBL Handbook of Style, 2nd edition.**
 - If you plan on continuing in biblical scholarship you will want to own a copy of this one, too.

A note (warning) about MS Word:

- If you will be using MS Word you will need to create the document by using the sections approach. This is the only way to control the required variable pagination. https://www.youtube.com/watch?v=TaEk_8l6vuY does a good job of showing how to do that.
- Double-sided printing is allowed...though some word processing software can handle double-sided printing with variable margin gutters, to my knowledge MS Word cannot.

Typeface

- Typeface is Times New Roman only, not any other cool typeface.
- 12-point always for the text, 10 pt. always for the footnotes. Bolding and italics are reserved for the labeling of chapter sub-sections only.
- Typeface color is always black, not any other color.

Margins

- General margins are 1.5 inches on the **left** (to make room for the binding), and 1 inch for the other three edges of the pages... except for the first pages of sections. More on that below in “Section Margins” and “Chapter Margins.”
- Section margins are different. A section is any new component – a chapter, a bibliography, a preface, an appendix – that requires the using of sectioning in Word. Top margins are different on the first page of most sections: 2 inches from the top. See the specific discussions on the various sections below for details.

Page Numbers

- Page numbers are handled differently from class papers. They are placed either at the bottom center of pages .5 inch up, or in the upper right .5 inch from the top edge of the page, and flush with the right margin (1 inch in).
- The project uses both Roman and Arabic numerals.
- But, *there will be no page number at all* on the approval page, the title page, the blank page that follows it – in other words, on all pages *before* the contents page.
- Numbering that occurs before the first page of the actual body of the thesis is done in *lower-case Roman numerals*, and is always centered at the bottom of the page one inch up, no matter how many pages are in that section.
- The very first page that gets a number at all is the contents page.
- If you have an introduction, that will be the first page that has an *Arabic* numeral on it. If you do not use an introduction, the first Arabic numeral will appear on the first page of chapter one.
- This brings us to another rule that applies only to the Arabic number sections: the first page number of any new chapter or section (like a new appendix or the bibliography) will have its page number at the bottom center of that page, .5 inch up from the edge of the page. *All the following page numbers of the chapter/section will be in the **upper right**.*
- The bottom-center/upper-right rule continues through the thesis, even throughout all the back matter.

The Order of Things

Here is a master list of the sections that can appear in the project, in the order that they be placed:

- Approval page
- Title page
- Copyright page
- Dedication page (optional)
- Epigraph page (optional)
- Table of Contents
- List of Figures (optional)
- List of Tables (optional)
- List of Illustrations (optional)
- Preface (optional)
- Acknowledgements (optional)
- List of Abbreviations (optional)
- Glossary (optional, optional positioning)
- Abstract
- Body of Text (not optional (☺))
- Illustrations (optional)
- Appendixes (optional)
- Glossary (optional, optional positioning)
- Bibliography
- Library Release

Front Matter

The “front matter” refers to the stuff on the list above that goes before the body of the text.

- **Approval page:** has no page number; not even counted in pagination; see Appendix III of this document for a template of this page. (Please note: “Turabian” refers to this page as the submission page);
- **Title page:** no page number is shown; counted invisibly as page i; see Appendix III for a template of this page;
- **Copyright page:** though no page number is shown it is still counted as page ii. The copyright info is positioned at the bottom of the page, immediately above the bottom margin, flush left in two lines. Type:

- a. Copyright © 201? by Your Name
- b. All rights reserved

- **Dedication page (optional):** no page number is shown; counted as page iii if you use one; use a *3-inch top margin* for this page;
- **Epigraph page (optional):** no page number; its page number is contingent on whether or not there is a dedication page; use a *3-inch top margin* for this page;
- **Contents page (it is *not* called “Table of Contents” in the project):** this is the first page that *displays* a page number. As with all front-matter pages, that number will be a lower-case Roman numeral. Label the first page CONTENTS at the top of the page in all caps, *two* inches down from the top. If your contents table goes on for more than one page, the following pages will continue to have their numbers showing at the bottom center .5 in. up.
- **Lists of figures, tables or illustrations (optional):** number all of these pages with small roman numerals in continuation from previous pages;
- **Preface or Acknowledgements (optional):** number all pages with small roman numerals;
- **List of Abbreviations (optional):** number all pages with small roman numerals.
- **Glossary (optional):** number all pages with small roman numerals;
- **Abstract:** the heading is in all caps: ABSTRACT. Number with small roman numerals. See Abstract guide included in Appendix III. An abstract should be 100 words long. The purpose is to give potential readers a clear and quick understanding of the project’s contents, not a thorough exposition of them.

The Text

The Body of Text comes next. Sometimes students have an Introduction, and sometimes they start off right away with CHAPTER ONE. Whichever you choose to do, this page will be the first to bear an Arabic page number. The first page is numbered at the bottom center, .5 inch up, and the subsequent pages of CHAPTER ONE show their page numbers on the upper right, one inch in and .5 inch down from the top edge of the page. Controlling this is why using sections is essential.

Each new chapter follows this page number positioning rule: first bottom center, next upper right.

- **Chapters and headings:** The chapter heading as well as the chapter title are both in all caps, and **not** bolded. (Bolding is reserved for labeling subsections - Thank you, Turabian.) There is a *double* double-space between the chapter title and the first line of text.

Example:

CHAPTER FIVE
SEPARATION AND INDEPENDENCE

- **Footnotes:** Footnotes as opposed to end notes are used. Footnotes are indented 5 points in on the first line. Let the footnote wrap around, single-spaced, if it is long. The only double spacing that happens is between separate footnotes.
How to cite Internet footnotes is handled excellently in the Turabian 9th edition and the PTS Style Guide 2018. (*Toss that Turabian 8th and earlier. It will feel really good.*)
- **Subheadings:** Oftentimes folks want to divide chapters into sub-parts. Turabian 9 has a set of rules addressing what kind of model of typeface to use.
 - a. 1st level down after the chapter name: Bold, centered, headline-style capitalization: Antioch Controversy
 - b. 2nd level down: Unbolded, centered, headline-style capitalization – The Episcopal Church
 - c. 3rd level down: Flush to the left, italicized, headline-style capitalization – *Emotional Intelligence Measures.*

Back Matter

The back matter is what the appendixes, Informed Consent form, bibliography, and the library permission page are called. They continue the Arabic numbering system where the first page number is at the bottom, and subsequent ones are at the upper left.

- **Illustrations (optional):** If you have all your illustrations in one spot in the back instead if distributed throughout, they are first after the body of the text. If not, the appendix is first. They continue the Arabic numeral system (if your last text page is 77, then the appendix page number is 78), and the bottom center-upper right rule kicks in again.

- **Appendix/es (optional):** follow next, or behind the body of text if you do not group your illustrations at the end. Though optional they are very common in projects since this is where you include surveys and gathered data. They continue the Arabic numeral system (if your last text page is 77, then the appendix page number is 78), and the bottom center-upper right rule kicks in again.

Often you will want to include prints or photocopies of pages in your appendix that are already numbered. Retain that pagination but continue your overall project pagination as well. (Yes, this happens.)

- **Informed Consent:** If you use one, the blank form will be included as one of your appendixes. Here is the link to the Informed Consent form: https://library.ptstulsa.edu/ld.php?content_id=54703772 that is used for parties used in your data gathering.
- **Bibliography:** The bibliography is sorted by author's last name. In the unusual case that you have a very long and complicated bibliography you can organize the bibliography by format or another practical scheme. The bottom center-upper right pagination rule applies. Please consult Turabian 9 or the PTS Style Guide 2018 for excellent bibliography details.
- **Library Permission Page:** The Library Permission page, https://library.ptstulsa.edu/ld.php?content_id=54703918, like the approval page, is neither counted nor numbered, and not mentioned in the contents. It is only needed for the two library copies. This page is also available at the Phillips Library website and the DMin "Moodle" site.

Submission of Final Copies

- **Clearance for Graduation:** After the DMin director and the Dean have given their final approvals the library director will check the formatting in preparation for binding. Send the director an electronic copy to start the checking process. It is very common to have several back and forth sessions for this final editing stage!
- **Binding:** The librarian will send off copies to be bound. Once the final version of the project is approved candidates must submit two copies on *archival quality*, 25% to 100% cotton bond or acid free document paper to the library at least two weeks before graduation. You can generally get archival paper at box office stores such as Staples or Office Depot. It is advisable to call first since you may be looking to acquire hefty amounts of paper. Include 6 blank pages of the same paper for each copy of the project to be used in binding.

* Students should not print final copies until their adviser, reader and DMin. director and the library director have signed off completely and all style and form matters have been approved.

Two copies of your thesis will be placed in the library collection. You can bind any number of copies above those two for your own use. Every year the binding price varies – In 2021 it is \$18.00 per copy.

- **RIM and the Abstract:** Students should also fill out online a “Research in Ministry Submission” form. To do this, go to: <https://www.hartsem.edu/wp-content/uploads/Research-in-Ministry-Project-Submission-Form.pdf> (see also <https://rim.atla.com/>); fill out the form and paste your abstract in the space provided. (Again, students should not do this until the project report has been approved in final form.)

Appendix A: Bibliography of Useful Resources

Resources for Practical Theology

Anderson, Ray S. *The Shape of Practical Theology: Empowering Ministry with Theological Praxis*. Downers Grove, IL: InterVarsity Press, 2001. [230 An243s](#)

Bevans, Stephen B. *Models of Contextual Theology*. Rev. and expanded ed. Maryknoll, NY: Orbis Books, 2002. 230 An243s 2001. [230.01 B4676m](#)

Browning, Don S. *A Fundamental Practical Theology: Descriptive and Strategic Proposals*. Minneapolis: Fortress Press, 1991. [230.01 B885f](#)

Harris, James H. *Pastoral Theology: A Black-Church Perspective*. Minneapolis: Fortress Press, 1991. [253.08996 H314p](#)

Killen, Patricia O'Connell. *The Art of Theological Reflection*. New York: Crossroad, 1994. [230.01 K48a](#)

Kinast, Robert L. *Let Ministry Teach: A Guide to Theological Reflection*. Collegeville, MN: Liturgical Press, 1996. [253.01 K51](#)

———. *Making Faith-Sense: Theological Reflection in Everyday Life*. Collegeville, MN: Liturgical Press, 1999. [248.482 K51m](#)

Neuger, Christie Cozad. *The Arts of Ministry: Feminist-Womanist Approaches*. 1st ed. Louisville, KY: Westminster John Knox Press, 1996. [253.082 A792 / EBSCO e-book also available](#)

Stone, Howard. *How to Think Theologically*. 3rd ed. Minneapolis: Fortress Press, 2013. [230.01 St716 2013](#)

Volf, Miroslav, and Dorothy C. Bass. *Practicing Theology: Beliefs and Practices in Christian Life*. Grand Rapids, MI: W.B. Eerdmans, 2002. [230 P8818](#)

Whitehead, James D. *Method in Ministry: Theological Reflection and Christian Ministry*. Rev. and updated. Kansas City: Sheed & Ward, 1995. [253 W5873](#)

Wood, Charles M. and Ellen Blue. *Attentive to God: Thinking Theologically in Ministry*. Nashville, TN: Abingdon Press, 2008. [269.2 W85023](#)

Resources for Social-Scientific Research and Congregation Studies

Ammerman, Nancy Tatom. *Studying Congregations: A New Handbook*. Nashville: Abingdon Press, 1998. [254 S933](#)

Coghlan, David. *Doing Action Research in Your Own Organization*. 5th ed. Los Angeles, CA: SAGE, 2019. [300.72 C656d](#)

Creswell, John W. *Qualitative Inquiry & Research Design: Choosing among Five Approaches*. 4th ed. Thousand Oaks, CA: SAGE, 2018. [300.72 C865q](#)

———. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. Thousand Oaks, CA: SAGE Publications, Inc, 2018. [300.721 C865r](#)

Herr, Kathryn. *The Action Research Dissertation: A Guide for Students and Faculty*. 2nd edition. Thousand Oaks, CA: SAGE Publications, Inc., 2015. [300.72 H4332a](#)

Moschella, Mary Clark. *Ethnography as a Pastoral Practice: An Introduction*. Cleveland, OH: Pilgrim Press, 2008. [253.7 M85e](#)

Myers, William. *Research in Ministry: A Primer for the Doctor of Ministry Program*. 3rd ed. Chicago, IL: Exploration Press, 2000. [253.072 M9929r](#)

Savage, Carl E. *Narrative Research in Ministry: A Postmodern Research Approach for Faith Communities*. Louisville: Wayne E. Oates Institute, 2008. [230.071 N1679](#)

Stringer, Ernest T. *Action Research*. 4th ed. Los Angeles: Sage Publications, 2014. [361 St863a](#)

Resources for Research and Writing

Abbott, Andrew Delano. *Digital Paper: A Manual for Research and Writing with Library and Internet Materials*. Chicago: University of Chicago Press, 2014. [808.02 Ab26d 2014](#).

Badke, William B. *Research Strategies: Finding Your Way Through the Information Fog*, 6th ed. Bloomington, IN: IUUniverse, Inc., 2017. [020.72 B1428r](#).

Barreto, Eric D. *Writing Theologically*. Minneapolis: Fortress Press, 2015. [808.0662 W9398 2015](#).

Bolker, Joan. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising and Finishing Your Doctoral Thesis*. New York: Henry Holt, 1998. [808.066378 B6383w 1998](#).

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams. *The Craft of Research*, 4th edition. Chicago: University of Chicago Press, 2016. [001.42 B64459 2016](#).

Collins, Billie Jean. *SBL Handbook of Style*, 2nd edition. Atlanta: SBL Press, 2014. [808.027 Sb41 2014](#).

Garner, Bryan A. *The Chicago Guide to Grammar, Usage, and Punctuation*. Chicago: The University of Chicago Press, 2016. [428.2 G1863c 2016](#).

Graff, Gerald. *They Say I Say: the moves that matter in academic writing*. New York: W.W. Norton, 2018. [808.042 G758](#).

A resource for guidance on summarizing what others have said ("they say") to set up one's own argument ("I say"). Also provides writing templates that show students explicitly how to make these moves in their own writing.

Huck, Geoffery J. *What Is Good Writing?* Oxford: Oxford University Press, 2015. [808 H865w, 2015](#).

Mann, Thomas. *Oxford Guide to Library Research*. Oxford: Oxford University Press, 2015. [025.524 M3158o 2015](#).

Mauch, James. *Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty*. New York: M. Dekker, 2003. [808.02 M441g 2003](#).

Miller, Casey and Kate Swift. *The Handbook of Nonsexist Writing: An Indispensable Guide for Overcoming Gender Bias in Language with Clarity and Sensitivity*. Lincoln, NE: IUUniverse.com, Inc., 2001. [428.2 M6127 2001](#).

Roach, Jonathan C. *Expressing Theology: A Guide to Writing Theology That Readers Want to Read*. Eugene: Cascade, 2015. [808 R53e 2015](#).

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses*. Eugene, OR: Wipf and Stock, 2011. [207.32 S4785q 2011](#).

Silvia, Paul J. *How to Write a Lot*. Washington, D.C.: American Psychological Association, 2007. [808.042 Si399h 2007](#).

Strunk, William, and E. B. White. *The Elements of Style*. Boston: Allyn and Bacon, 1999. [808.042 St898e 2000](#).

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th edition. Chicago: University of Chicago Press, 2018. [808.066378 T84m 2018](#).

Vyhmeister, Nancy J. *Your Guide to Writing Quality Research Papers: For Students of Religion and Theology*. Grand Rapids, MI: Zondervan Pub. House 3rd edition, 2014. [200.72 V991q 2014.](#)

Yaghjian, Lucretia B. *Writing Theology Well 2nd edition*. New York: Bloomsbury, 2015. [808 Y108w 2015.](#)

Zerubavel, Eviatar. *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations, and Books*. Cambridge: Harvard University Press, 1999. [808.02 Z55C 1999.](#)

Appendix B: Common Grammatical and Stylistic Issues

The following are fourteen commandments regarding various grammatical and stylistic issues:

- Thou shalt **avoid sentence fragments**, i.e., sentences without a subject or verb, unless there is a significant stylistic reason to use one—for emphasis or in quotation.
- Thou shalt **not split infinitives**; in other words, do not insert an adverb between the “to” and the verb of an infinitive. Example: He wants to really preach that sermon (a no-no). Better: He really wants to preach that sermon.
- Thou shalt **watch carefully for spelling and grammatical slip-ups**. Spell-check programs often do not contain theological or ministerial vocabulary and are programmed to correct to whatever vocabulary is in their data banks (hence “pericope” becomes “periscope”). They are also not able to read your mind with regard to homonyms, synonyms, or other word choices you intended to make.
- Thou shalt **use inclusive language**, especially when referring to humans. The PTS policy is in your handbook.
- Thou shalt make sure that **all subjects, including pronouns, and verbs agree in number** when referring to the same person, thing, or place. This task of making sure that everything agrees often requires extra trouble— so be it. Example: If the student does not like to study New Testament exegesis, they will enroll in an easier elective (a no-no). Better: If the student does not like to study New Testament exegesis, he or she will enroll in an easier elective. To avoid exclusive language or redundancy, you might also employ a “he” throughout one paragraph and then a “she” in the next paragraph, as long as your reader is clear about the person to whom you are referring.
- Thou shalt **try desperately not to end a sentence with a preposition**. Even though students are often taught that doing so is accepted English usage, it is still quite awkward stylistically.
- Thou shalt **learn to use commas correctly**. Generally speaking, they are used less now than they were 50 years ago, but the doctoral student really needs to master the rules. See Turabian, 21.2⁴

- Thou shalt **avoid the passive voice**, using it only when absolutely necessary to convey your meaning. The use of the word “I” to refer to the author of a paper or book has now passed into common usage and I urge you to use it when referring to yourself rather than resorting to some awkward circumlocution to avoid saying “I think/believe/write,” etc. Example: It is thought by some that ministers are lazy. Better: This author argues that ministers are lazy. Best: I argue that ministers are lazy.
- Thou shalt **use dashes and hyphens correctly**. See Turabian, 21.7
- Thou shalt **use adverbs to modify the verb and adjectives to modify the nouns** of any given sentence.
- Thou shalt **avoid “feeling” language to express thoughts, beliefs, opinions, ideas, or concepts**. Example: I feel like process theology offers a good foundation for understanding the relationship between science and religious belief (a no-no). Better: I am suggesting that process theology offers a good foundation . . .
- Thou shalt **notice that inanimate objects, ideas or places cannot do or say things**. Books cannot speak (the most common of these kind of errors); ideas cannot have opinions or teach anything; places cannot go anywhere. (Note this one well because this really bugs me and you will get very tired of my marking it on your papers .)
- Thou shalt **be aware that the word “theology,” except when it appears at the beginning of a sentence, is not capitalized**. Forms of theology are also not capitalized, i.e., process theology, liberation theology, feminist theology. However, theologies denoted by a person’s name or by a racial/ethnic group are capitalized, i.e., African-American theology, Wesleyan theology, Calvinist theology.
- Thou **shalt use the “Notes-Bibliography Style,”** described in the 9th edition of Turabian’s manual, in all citations and bibliographies of written work at Phillips.

⁴Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. (Chicago: The University of Chicago Press, 2018).

Appendix C: Style Guides

The following pages consist of style guides for formatting the front matter of the final project report. These are not merely suggestions! They are requirements.

TITLE IN ALL CAPITAL LETTERS
DOUBLE-SPACED, LINES APPROPRIATELY BROKEN,
CENTERED BETWEEN MARGINS

by

Your Name

2" top margin
1" bottom margin
1 ½" left margin
1" right margin

Adjust line spaces to be equal above
and below name

A Project Report

Submitted to the Faculty

In Partial Fulfillment of the Requirements

For the Degree of

Doctor of Ministry

Date to be at the 1" bottom margin.
Double space above to add institution
and location.

Phillips Theological Seminary

Tulsa, Oklahoma

May 2018

TITLE IN ALL CAPITAL LETTERS
DOUBLE-SPACED, LINES APPROPRIATELY BROKEN,
CENTERED BETWEEN MARGINS

2" top margin
2" bottom margin
1 ½ "left margin
1" right margin

The signature lines should run from the center within the left and right margins to the right margin
(4 1/2 inches from the left edge of the paper).

APPROVED:

Adviser

Reader

Director of Doctor of Ministry Program

Academic Dean

ABSTRACT

TITLE OF PAPER IN SAME FORM AS ON

TITLE PAGE

by

Your Full Legal Name

Phillips Theological Seminary

Adviser: Professor A; Reader: Professor B

The project evolved from the question: "How can a middle class congregation deal with very difficult and controversial issues concerning world hunger and poverty?" The hypothesis was that through the creation of "para-ecclesial" groups that were able to deal with the root causes of world hunger and poverty, its members would be able to work toward new alternatives concerning the problem. The model was a modified Shared Christian Praxis approach. The hypothesis was proven correct. With the creation of the "para-ecclesial" group, its members were able to discover new alternatives for themselves and their group.

(The abstract itself should be no more than 100 words to meet RIM guidelines.)

Appendix D: Policy for Institutional Review Board

Rationale: Two values govern this policy:

1. the extension of human knowledge that will benefit individuals, churches, societies, and indeed all creation; and,
2. the ethical and theological requirement that God's compassion, respect, and justice for all participants is demonstrated in research conducted under the auspices of Phillips Theological Seminary.

The faculty of Phillips seeks to create a reasonable balance between these two values and to minimize risk for participants and researchers in all cases. Further, we seek to provide adequate protection, responsibility, and mutual accountability for all persons involved in terms of gathering, evaluating and publishing data. For these reasons an Institutional Review Board (IRB; detailed below) has been formed to guide the seminary's efforts to provide this protection and accountability.

Phillips follows the definitions and guidelines of the Common Rule of eighteen federal agencies for research with human participants.⁵ The Common Rule defines research with human participants as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge."⁶ Furthermore, a "human subject" (or participant) refers to "a living individual about whom an investigator (whether professional or student) conducting research obtains

1. Data through intervention or interaction with the individual, or
2. Identifiable private information."⁷

⁵United States Department of Health and Human Services, "Title 45: Public Welfare; Part 46: Protection of Human Subjects," 2005, <https://www.hhs.gov/ohrp/sites/default/files/ohrp/policy/ohrpreulations.pdf> (accessed October 20, 2009).

⁶Health and Human Services, "Title 45 Part 46," §102. d.

⁷Health and Human Services, "Title 45 Part 46," §102. f.

The National Science Foundation (NSF) makes the following clarification:

This includes activities, which are intended to lead to published results, or for example, findings presented at a professional meeting. Classroom exercises, involving interactions with human participants, which are part of an educational program, and are not designed to advance generalizable knowledge, are not covered by this regulation. Similarly, evaluations for quality improvement or assessment of instruction are not considered research so long as they are not designed to create generalizable knowledge.⁸

In some research no risk or minimal risk is involved. In the Common Rule, "*minimal risk* means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests."⁹ Faculty members and students who conduct research which they believe entails no risk or minimal risk to human participants should consult with the chairperson of the IRB to determine whether or not a research plan should be submitted for approval.

Finally, the Common Rule exempts from this policy research activity in which the only involvement of human participants falls in several categories including "research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

- (i) Information obtained is recorded in such manner that human subjects can be identified, directly or through identifiers linked to the subjects; *and* (emphasis added)
- (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation."¹⁰

This point is particularly relevant for those conducting historical research with persons still living.¹¹

⁸National Science Foundation, "Frequently Asked Questions and Vignettes: Interpreting the Common Rule for the Protection of Human Subjects for Behavioral and Social Science Research" <http://www.nsf.gov/bfa/dias/policy/hsfaqs.jsp> p.13 (accessed March 3, 2009).

⁹Health and Human Services, "Title 45 Part 46," §102.i.

¹⁰Health and Human Services, "Title 45 Part 46," §101.b.2.

¹¹See Linda Shopes, "Human Subjects and IRB Review: Oral History, Human Subjects and Institutional Review Boards," www.oralhistory.org/do-oral-history/oral-history-and-irb-review/ (accessed October 15, 2009).

All students and faculty of Phillips who conduct research with human participants are required to demonstrate that they have adequately considered the following issues:

1. all methods and procedures to be employed are safe and involve no undue risk to life, health, safety, or well-being of participants;
2. any risks to participants, which must be delineated in the form for informed consent, are clearly outweighed by potential benefits to them and to other pastors, care-givers, churches, and societies;
3. methods and procedures reflect respect for the dignity and privacy of participants and avoid unwarranted invasion of privacy or disregard for anonymity;
4. participants are informed in writing of the study's objectives, methods, risks, and issues related to data collection, storage, and disposal, and give in writing informed consent about their participation in the study;
5. if minors or other vulnerable participants are included in the research, they are given opportunity to make informed assent, but that consent in writing will be obtained from the appropriate care-givers;
6. data collected is used only for the purposes for which consent is obtained and then appropriately reported, stored, and/or destroyed.

These will be the criteria by which all plans for research with human participants submitted to the Institutional Review Board (IRB; described below) will be assessed.

Institutional Review Board (IRB): This board shall consist of three faculty members appointed by the dean for three-year terms. One of these faculty members shall be designated chairperson by the dean. It shall meet as necessary during the fall and spring semesters. All decisions made by the IRB will be recorded in the minutes of its meetings and kept on file in the office of the dean. The IRB can approve, disapprove or require revisions in the plan before approval is granted. A written copy of the research plan and action by the IRB shall be kept in the student or faculty member's permanent file. (For students this file is located in the registrar's office; for faculty members this file is located in the dean's office.)

Procedure: Faculty members conducting research with human participants should submit a written research plan to the PTS IRB before beginning the research.

Students conducting research for a Masters thesis or a Doctor of Ministry project must submit a written research request for review and approval to the IRB before

beginning the actual research. At least two months, during the fall and spring semesters, should be allowed for the review and response of the IRB. No research plans will be accepted during the summer term. Students working on a Doctor of Ministry project should submit the research plan when the formal project proposal is near completion. They should submit the written plan to their adviser and reader for review before sending it to the IRB.

All researchers must submit four copies of their research plan to the IRB and allow two months for the committee to review and make a decision about the plan. They should include copies of all tests, questionnaires, inventories, consent/assent forms and letters to participants (See attached form).

Please Note: No participants may be approached, for pilot work or for the main study, until the researcher is informed in writing that the proposed research plan has been approved. Significant changes must also be cleared through the Institutional Review Board. Each item must be completed or identified as non-applicable.

An **expedited review** of the research plan of faculty members in need of timely response between scheduled meetings of the IRB may be conducted by a member of the IRB. All decisions in this case will also be recorded in the minutes of the following meeting of the IRB.

Policy for Inquiries into Unethical Conduct on the part of the Researcher

(Please note: this portion of the policy is currently under review by the institution in order that it and all such policies may be current and harmonious as far as possible [NCP, 1/4/10].)

Phillips Theological Seminary (PTS) is committed to fostering and maintaining an environment of rigorous education and preparation of men and women for ministry. This commitment includes an obligation to review all accusations of unethical conduct in the research activities of its students and faculty. If an individual in a supervisory capacity (i.e., an adviser or reader of a Masters thesis or a Doctor of Ministry project) has direct knowledge of an incident of unethical conduct on the part of a member of the PTS community, that supervisor is responsible for bringing the matter to the attention of the dean. If grounds for action exist, the supervisor may serve as complainant in such a matter and pursue whatever procedure is deemed appropriate.

The term "Unethical Conduct" when used in this document shall mean knowingly misrepresenting data, research procedures, or data analysis; plagiarism and other improprieties of authorship; violation of federal, state or institutional rules on research involving human participants; or other practices that seriously deviate from those commonly accepted within the scientific (or other relevant) community for proposing, conducting, or reporting research. Honest errors or honest differences in interpretation or judgments of data do not constitute unethical conduct.

Grievance Procedure for Unethical Conduct

The Grievance Procedure for Unethical Conduct provides an equitable mechanism to implement the Research with Human Participants 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 Research with Human Participants 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 be appointed by and report directly to the PTS president. If the seminary president is named in the grievance, another vice president will fill the role of president as described within this document and only for the purposes of the investigation. The committee will be representative of the diversity and variety of roles within the seminary community. It will be chaired by the chairperson of the IRB who will act as chief investigating officer. The rest of the committee will be comprised of representatives of the following groups or settings:

1. Masters students, or
2. Doctor of Ministry students,
3. Faculty Senate and
4. when appropriate, ministry site at which the research occurred.

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 chairperson of the IRB or the designated representative from any group is the accused, or otherwise is recused, they will be replaced by an appointment from the PTS president. (Again, if the president is named in the complaint, another vice president will appoint an appropriate replacement.)

A representative of each of the groups will be chosen by voluntary appointment when a complaint is made and deemed by the chairperson of the IRB as justifiable for review.

Complaint Procedure

1. The complainant should verbally present the complaint to the chairperson of the IRB or to the complainant's designated representative as promptly as possible after the alleged misconduct occurs. If the complaint is made to the complainant's representative, the representative should refer the complainant to the chairperson of the IRB or accompany the complainant to talk with the chairperson.
 - A. The initial discussion between the complainant and the chairperson of the IRB will remain confidential, with no written record.
 - B. Only in accordance with legal requirements or the PTS Research with Human Participants Policy, or in cases 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 chairperson of the IRB 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 chairperson of the IRB or after a good faith effort on the part of the chairperson of the IRB 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 chairperson of the IRB will inform the accused, in writing, of the allegation and of the identity of the complainant. A copy of this document will be sent to the complainant.
 - 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 chairperson of the IRB will provide the complainant and the accused 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 accused may file a written objection with the chairperson of the IRB 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.
 - I. The complainant and the accused are expected to cooperate with pertinent questions and supplying or authorizing the release of relevant information

when requested. If this cooperation is denied, the chairperson of the IRB shall inform the grievance committee, providing where possible his or her understanding of the reasons for the lack of cooperation.

- J. Efforts will be made to protect the complainant from retaliatory action by the person(s) named in the complaint.
 - A. The accused person will be asked to refrain from any interaction with the complainant, except during official procedures regarding the complaint.
 - B. The accused person 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. Both the accused person and the complainant shall be asked to comply with any other requests or procedures the chairperson of the IRB 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 chairperson of the IRB 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 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 Phillips Research with Human Participants 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 complaints, 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 Phillips. Dismissal of the complaint may be required by a legal process.

4. The chairperson of the IRB will gather all facts pertinent to the allegations of the complaints.
 - A. The investigation will be conducted promptly and impartially.
 - B. The investigation will include statement by the complainant(s), persons(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 unethical conduct exists to warrant any action, it may close the investigation and so notify the complainant in writing.

- B. If the committee concludes on the basis of the investigation that unethical conduct has occurred, a report will be made to the president of Phillips 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 accused will each be sent a copy of the report.
 - D. Reasonable efforts to maintain confidentiality will be made 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. Phillips prohibits any form of retaliation against any faculty, staff, or student of Phillips 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 separate complaint subject to disciplinary action by the president of Phillips.
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 Phillips 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

- A. **Cooperative Relationships:** In the event that a complaint is lodged against a PTS faculty member or student by a faculty member, staff member, or student of another educational institution with which PTS has entered a formal relationship, the chairperson of the IRB will meet as soon as possible with her or his counterpart (who handles unethical conduct in research) at that institution. Further, the PTS procedures will take precedence over the institutional counterpart; a complainant's representative may be invited to sit on the grievance committee for information and process. If the invitation is declined, the complainant shall be kept informed of disposition.
- B. **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 a 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.
- C. **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 unethical conduct regarding research. Those laws have their own procedural requirements, including time limits, for filing a complaint. Proceeding under this policy may not satisfy those requirements.
- D. **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.
- E. **Relation to Other Policies, Rules, Guidelines, Regulations or Procedures:** This policy is designed to provide definitions and procedures for handling cases of unethical conduct in research procedures. 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 unethical conduct in research procedures, unless those other procedures, rules, regulations, or terms or conditions of employment shall specifically provide to the contrary.

- F. Amendments: The IRB may, from time to time, after consultation with appropriate faculty, staff, and student groups, propose amendments to the grievance policy and procedure.

Approved by the Faculty Senate of Phillips Theological Seminary

*October 26, 2009
(Pending legal review)*

**Form for Research Plan
for Institutional Review Board (IRB)
Phillips Theological Seminary**

Name: _____

Date submitted: _____

Date approved: _____

Instructions: Please submit four copies of your research plan to the IRB and allow two months for the committee to review and make a decision about the plan. Include copies of all tests, questionnaires, inventories, consent/assent forms and letters to participants.

Please Note: No participants may be approached, for pilot work or for the main study, until you are informed in writing that the proposed research plan has been approved. Significant changes must also be cleared through the IRB. Each item must be completed or identified as non-applicable.

1. General Information:

a. Primary Investigator/Director of Project:

b. Adviser and Reader of Project (for students):

c. Degree for which Project is partial fulfillment:

d. Title of Project:

e. Funding for Project:

f. Setting(s) where Research will be Conducted:

g. Permission for research in setting(s) obtained? Yes___No_____(explain:)

- 2. Brief Description of Research:** (include hypothesis or research question; methodology; plans for pilot testing; sampling/selection of subjects; and method for evaluation of data – attach separate page if necessary)

- 3. Credentials of Investigator and/or Plan for Student Supervision:** (Outline here or attach CV)

- 4. Risk/Benefit Assessment:**
 - a. Will deception be involved? Yes _____ No _____
 - b. If so, what are your debriefing procedures?

 - c. Are participants at risk of physical, mental, or social discomfort, harm, or danger? (describe in detail)

 - d. What steps will be taken to minimize risk, to respect the feelings and dignity of participants, and to remedy harm?

 - e. How will voluntary informed consent/assent be attained (attach proposed informed consent form to this proposal)?

f. Will subjects be anonymous? Yes_____No _____

g. If so, how will participant privacy/anonymity being assured?

h. How will data confidentiality be protected?

i. Will participants be minors (under 18 years of age)? If so, how will parental consent be obtained? How will minors' assent be obtained?

5. Use of Data:

j. What are your plans to use, disseminate and share the data?

k. How will data be stored?

l. How long will data be kept until destroyed?

I have read the PTS policy on Institutional Review Board and agree to abide by it, and by the ethical research standards applicable to my field of study. I also agree to report any significant and relevant changes in the procedures or instruments to the IRB Committee for additional review.

Investigator:_____Date: _____

Adviser (for students):_____Date:_____

Sample Form for Informed Consent

Title of Project: _____

Primary Investigator/Director of Project: _____

Address: _____

Telephone: _____

Email: _____

I, _____ **(please print name)** hereby agree to participate in the above-named research project (detailed description included with this form), and to have my participation recorded and transcribed.

I understand that my participation may be reported in the written form of the project in print or online as described in the research plan.

I understand that I may stop my participation at any time, and that I may withdraw my consent at any time up to the final publication of project results by contacting the project director in writing at the email or street address listed above. If I have any questions about the project, I may write, email or phone the project director at any time.

I also understand that if I have concerns or questions about the conduct of this project I may contact the chairperson of the Institutional Review Board of PTS (the oversight committee for research with human participants).

Chairperson: _____

Contact Information: _____

[Include this if you are photographing the participant]:

I do _____ do not _____ give permission for my photograph to be reproduced.

I do _____ do not _____ give permission to be contacted with any follow-up questions following my participation at (if yes, please enter phone number or email address):

Signed (participant):

_____ Date _____

Signed (interviewer):

_____ Date _____

Sample Information (to be Distributed with Informed Consent Form)

Title of Project: _____

Primary Investigator/Director of Project: _____

Address: _____

Telephone: _____

Email: _____

This project is being conducted in partial fulfillment of the ____ degree at Phillips Theological Seminary under the auspices of Phillips Theological Seminary.

The purpose of the project is to investigate *(add your description in layperson's terms)*:

The research method(s) chosen for this project is/are *(identify your methods, e.g., anonymous questionnaire, structured interview, case study, open-ended interview, etc.)*

This project is intended to benefit whom in the following ways by providing information about:

This project may be published how:

This project may entail the following risks:

Sample Form for Informed Consent of Governing Board of a Congregation

Title of Project: _____

Primary Investigator/Director of Project: _____

Address: _____

Telephone: _____

Email: _____

_____ (**please print** official name of governing board of the congregation) hereby agrees that _____ (**please print** official name of congregation) will participate in the above named research project (detailed description included with this form), and will allow this participation to be recorded and transcribed.

We understand that our participation may be reported in the written form of the project in print or online as described in the research plan.

We understand that we may stop this participation by official action of this body at any time, and that we may withdraw consent at any time up to the final publication of project results by contacting the project director in writing at the email or street address listed above. If we have any questions about the project, we may write, email or phone the investigator/project director at any time.

We also understand that if we have concerns or questions about the conduct of this project, we may contact the chairperson of the Institutional Review Board of PTS (the oversight committee for research with human participants).

Chairperson: _____

Contact Information: _____

[Include this if you are photographing participants]:

We do _____ do not _____ give permission for photographs of research activities to be reproduced.

We do _____ do not _____ give permission to be contacted with any follow-up questions following participation at (if yes, please enter phone number or email address)

Signed (chairpersons of governing board)

_____ Date _____

Signed (investigator/project director):

_____ Date _____

Sample Information for Governing Board

Title of Project: _____

Primary Investigator/Director of Project: _____

Address: _____

Telephone: _____

Email: _____

This project is being conducted in partial fulfillment of the _____ degree at Phillips Theological Seminary under the auspices of Phillips Theological Seminary.

The purpose of the project is to investigate (*add your description in layperson's terms*):

The research method(s) chosen for this project is/are (*identify your methods, e.g., anonymous questionnaire, structured interview, case study, open-ended interview, etc.*)

This project is intended to benefit whom in the following ways by providing information about:

This project may be published how:

This project may entail the following risks:

If you have questions concerning the research in this project or your rights as a participant, you may consult with me as the investigator or with the chairperson of the Institutional Review Board of Phillips Theological Seminary. Currently this person is _____ and may be contacted at

Phillips Theological Seminary, 901 N. Mingo, Tulsa, OK 74116, 918-610-8303.

Email: _____

Appendix E: Rubric for DMIN Project Report Assessment

Approved by Faculty Senate, October 25, 2010

	Well Demonstrated	Demonstrated	Not Demonstrated
Contribution to ministerial praxis (theological reflection and pastoral skills), pastoral leadership, and the church's ministry and mission?	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	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	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
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

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
Contextual Analysis	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	Offers a presentation of the ministerial context that is somewhat supported by data drawn from several sources	Presents ministerial context based only on one's own observation, demonstrates little awareness of differing ways of understanding context
Presentation of Data	Detailed presentation of all data gathered with careful descriptions of how they were gathered	Clear presentation of all data gathered	Presents no data, or presented in non-systematic way, over-reliance on summaries
Evaluation and Critique	Assesses data effectively, providing sufficient analysis and explanation to support assertions and convince readers	Offers reasons to support assertions; begins to interpret evidence and make connections	Offers little evidence of any kind or misreads data
Composition and Style	Confident rhetorical style and authorial voice; ability to communicate ideas clearly; free of spelling, punctuation, and grammatical errors; effective use of style guidelines	Fairly fluid rhetorical style that communicates ideas with some clarity; some minor errors that annoy but do not impede understanding	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

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 F: Checklist for Completing the Project Phase

1. ___ Take DMPR 904 Project Development Seminar 1, usually after 2nd Foundation course is completed.
 - a. ___ Submit five to seven-page trial proposal to DMin director six weeks after the completion of DMPR 904;
2. ___ Enroll in first session of DMPR 905 Project Development Seminar II;
3. ___ Consult with DMin director and specialization coordinator about an adviser and reader for your project.
4. ___ Enroll in DMPR 902 Project Proposal Course and initiate contact with adviser and reader to arrange a meeting for discussion of project topic. At this meeting discuss with them preferred methods of contact (e.g., face-to-face, phone, or email) and expected time frames for receiving a response to questions and written materials.
5. ___ Submit all drafts of your proposal to your adviser, reader, and DMin director.
6. ___ Enroll in Project Proposal Course Continuation DMPR 902.01 if project proposal is not complete and passed by the end of the term.
7. ___ Submit a final draft of your project proposal to your faculty project committee.
8. ___ Submit a research plan to the Institutional Review Board. Allow two months for its action
9. ___ After receiving a passing grade for the project proposal and approval from the Institutional Review Board, enroll in the Project Course DMPR 906.
10. ___ Begin conducting your project. Consult regularly with your adviser.
11. ___ Once the project has been completed, begin writing the project report. See Project Guidebook for instructions for writing the final report.
12. ___ Enroll in Project Continuation Course DMPR 906.01 as needed.
13. ___ Submit a first draft of the Project Report to the faculty project committee. See Timeline in Appendix VII. Be prepared to make revisions. **Those students wanting to graduate in May should submit the first complete draft including reflections by May 1st of the year prior to graduation.**

14. ____ Expect to complete numerous revisions based on the comments of the committee. When the adviser, readers and DMin Director determine that the written project is nearly complete, schedule an oral presentation. **Those students wanting to graduate in May must complete their oral presentation by February 28th.**
15. ____ Present project orally, usually during the month of February.
16. ____ Submit final project with revisions suggested at oral presentation to adviser and DMin director. **Those students wanting to graduate in May must submit the final draft by March 15th prior to ordering cap and gown.**
17. ____ If your oral presentation and project report pass, make proper application for graduation with the seminary registrar's office. Check with student accounts to make sure all tuition graduation, diploma and other fees have been paid.
18. ____ After receiving the revised draft from the adviser and DMin director, make all final corrections and submit required material for final review to person designated by DMin director.
19. ____ Two weeks before graduation, submit a final, camera-ready draft of the Project Report, Approval Page, Abstract, signed RIM Submission Form, signed Copyright Approval Form, and library invoice to the library director. A student will not be able to participate in graduation ceremonies or receive a diploma until these items have been submitted.
20. ____ Celebrate!!!!!!!

DMin Project Timeline

During Specialization Phase

DMin Director assigns an adviser and reader. Every effort will be made to approve the student's request.

Student begins to meet with adviser and continues to write and develop proposal through coursework and research, keeping careful notes about the development of the project.

After the End of Specialization Coursework

Submit written **Project Proposal** to adviser. When the adviser thinks the proposal is satisfactorily completed, the student submits project proposal to the reader, concentration coordinator, and DMin Director for review.

Proposal will be approximately 30-40 pages including: see **Project Guidebook pg. 90-91**.

IRB Committee reviews project. This must be done before approval to pass to project phase.

The four-member committee will suggest revisions and consult with the adviser who will decide when to pass to project status (from proposal status). After proposal is passed, expect to spend approximately one year finishing action research, analyzing findings, writing and revising the results before turning in your completed project thesis report. Candidacy year begins when proposal is passed by the committee to project phase.

Each proposal will include a timeline with specific dates for submission deadlines and feedback targets. Depending on the advisor's and student's schedules drafts and feedback may be scheduled earlier than the following timeline for the final year.

Candidacy year: (expect to turn in approximately 3 drafts, making revisions after each)

Written draft of **Project Report** should be turned in to advisor no later than July 1st

Advisor should get feedback to student no later than August 15th

Student turns in second draft to advisor and DMin director no later than September 15th

Advisor should get feedback to student no later than October 15th

Final draft of Project Report should be turned in to advisor, reader, and DMin director no later than November 15th

Full committee reads **Final Draft** and makes comments by December 15th

Advisor should get feedback to student by December 15th

Semester before graduation:

If revisions need to be made in the final draft before the oral presentation is set, those revisions are due back from the student to the advisor by January 15th.

Adviser, Reader, Con Coordinator, and Director approve project for oral presentation – by February 1st.

Adviser, Reader, and DMin Director consult with student to schedule the oral presentation to be held prior to February 28th.

Before March 15th -- complete application for graduation and order cap and gown.

Two weeks prior to graduation – complete format corrections and preparation for binding.

Candidacy Year

Student turns in draft of project:

July 1st
September 15th
November 15th
January 15th

Advisor responds with comments:

August 15th
October 15th
December 15th
February 1 – approval for oral to be set

Appendix VIII: Self-Assessment Questions

These questions may help students and advisers evaluate and improve the project.

Assessment Questions for Project Proposal:

(See pages 90-91 for the elements of the proposal)

1. Project Definition

Can your audience understand what it is you hope to learn and why?
Have you introduced a brief overview of how you will conduct the act of ministry and what methods you will use to collect, analyze, and evaluate information?

2. Ministry Setting

Will your audience have a complex, deep understanding of this setting? Have you painted a rich portrait of the people and systems within this setting including history, burning issues, and hopes? Have you drawn multiple connections explaining how the dynamics within the setting give rise to how you imagined this act of ministry?

3. Theological Framework

Will your audience have a strong grasp of your own theological stance?
Did you draw a strong connection between resources of the Christian tradition and your own concerns?

Will your audience understand how your project connects with the broader conversation of theological reflection?

4. Other Theoretical Issues, Resources

What other theories or techniques provide the basis for this act of ministry and learning?
What additional areas of study contributed to your ability to complete this project?

5. Project Outline

Is your description detailed enough that someone could replicate your project?

Would they have additional questions about how you decided who would be involved or what steps you would take?

Did you include a proposed timeline for the project and how you would analyze and evaluate your discoveries?

6. Bibliography

Have you left out resources that informed the project in any way?

Assessment Questions for the Project Report:

(See pages 92-93 for the general structure of the report)

1. Expansion of the Project Outline

Can your audience understand how you conducted the act of ministry in detail? Did you include a detailed description of what actually happened during this act of ministry? Can your audience understand how you evaluated this act of ministry as you did?

2. Consequent Theological Reflection

What new theological questions and insights developed as you did this act of ministry? Did you state critical reflections about each step in your planning and implementation process?

What new theological explanations resulted? How has your theology changed because of the project?

3. Conclusion

How would you tell someone about the important highlights of your project in a brief summary?

Will your audience be able to outline salient points including why and how you did this act of ministry?

What single sentence can you craft to most effectively convey what you learned and how you learned it? Can your audience find that sentence in a prominent place in the conclusion?

Appendix IX: DMIN Forum

During the final day of each fortnight course all students, faculty, and concentration coordinators will be encouraged to attend a forum from 2:00-5:00 p.m. Each teacher who has taught during that fortnight will share highlights of the class including ways the course contributed to the overall concentration. Students will share reflections on how the course connected with their DMin process and projects. The afternoon will include time for each concentration coordinator to meet with students in that track. The goal of the forum is to improve communication within and among each concentration track.

Typical Outline for the DMin Forum

2:00-3:00 Reports from faculty teaching in that fortnight about course goals, highlights, and connection with DMin concentration track goals.

3:00-4:00 Reports from each student about course highlights, overall DMin program, and development of progress toward a project.

4:00-5:00 Meeting of each concentration group with their coordinator.