



H A N D B O O K

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

2023 - 2024

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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	8
Community Covenant	9
Community Worship	9
Student Senate	9
Weekly Email Communication	10
Community Meals	10
Counseling and Spiritual Direction.....	10
Emergency Financial Assistance	10
Textbook Vouchers	10
Travel Grant Funds	11
Lodging Options	11
PikePass	11
Parking.....	12
Name and Door Badges.....	12
Job Postings & Career Resources	12
Disabilities Policies and Procedures.....	12
Grammarly	13
Directors of Ministerial Formation/Denominational Support	13
Financial Aid.....	13
The Family Educational Rights and Privacy Act (FERPA).....	13
Seminary Student Directory	15
Substance Abuse	15
Policy Regarding Sexual Harassment and Grievance Procedure.....	15
THE CAMPUS.....	15
The Killen Commons.....	15
Coffee Lounge	16
The Front Desk	16
Prayer Room/Day Room	16
Student Senate Room	16
Study Rooms	16
Facility Usage	17

The Phillips Library	17
Phillips Library Collection	17
Library Services	17
Circulation Information.....	17
Course Reserves	18
Writing & Tutoring Assistance	18
Library Hours.....	18
Meinders Chapel	19
Labyrinth.....	19
Restrooms	19
Going Green! Recycle, Conserve, Re-use.....	19
Smoke-free Environment.....	20
Weapons	20
Security.....	20
When A Crime Has Occurred:	20
When an Accident Has Occurred:.....	21
When Sexual Assault Has Occurred:	21
REGULAR FACULTY	21
AFFILIATE FACULTY	23
VISITING RESEARCH FACULTY	23
WHO'S WHO AT PHILLIPS	23
Executive Staff	23
Directors of Programs and Services	23
Staff	24
OVERVIEW OF THE PROGRAM.....	24
Introduction	24
DMIN Sessions	25
DMIN Worship.....	25
SCHEDULE	25
Foundation Phase	26
Specialization Phase	26
PASTORAL LEADERSHIP IN WORSHIP AND PREACHING (PLWP).....	28
Candidacy	28
The Oral Presentation.....	28
Academic Year	29
Academic Probation and Dismissal	30
Appeals Process and Academic Misconduct	30
Assessment and Student Portfolios.....	30

Attendance	31
Class Cancellation	31
Change in Specialization.....	32
Computer Technology.....	32
Homiletics Specialization Computer Requirements.....	32
Context for Ministry.....	32
Enrollment Issues: Requirements	33
Enrollment Issues: Course Load Adjustments	34
Adding and Dropping Courses	34
Course Withdrawal.....	34
Incompletes and Extensions	35
Audit Policy.....	35
Grades and Grading Procedures.....	35
Graduation	37
Inclusive Language.....	37
Leave of Absence	37
Program Continuation Course	38
Withdrawal	38
Readmission.....	38
Semester-Hour, Definition	38
Special Students.....	39
Specialization Continuation Course	39
Style Guidelines for Research Papers.....	39
Time Limit	39
Sexual Harassment Policy.....	39
Tuition Refund Schedule.....	39
Fees	40
Payment	41
APPENDIX I: MISCELLANEOUS DMIN COURSES	42
Research Courses	42
Non-Credit Courses	42
APPENDIX II: RUBRICS FOR DMIN ASSESSMENT	43
Rubric for DMIN Portfolio Assessment	43
Rubric for DMIN Project Report Assessment	45
APPENDIX III: ACADEMIC MISCONDUCT	48
APPENDIX IV: TITLE IX GENDER DISCRIMINATION AND SEXUAL HARASSMENT	51
APPENDIX V: DMIN HYBRID MODEL.....	52

APPENDIX VI: STUDENT COMMUNITY COVENANT	53
APPENDIX VII: SPECIALIZATION ELECTIVE PROPOSAL.....	55
Guidelines for the Project	56
WELCOME AND INTRODUCTION TO THE PROJECT PHASE	57
ATS Standards for DMIN Projects.....	58
THE CURRICULAR DESIGN OF THE PROJECT PHASE.....	59
DMPR 900 Research Methodology and Methods	59
DMPR 905 Project Development Seminar	60
DMPR 902 Project Proposal Course	60
DMPR 906 Project Course	61
DMPR 902.01 906.01 Project Proposal and Project Course Continuations...	61
The Specialization Elective	61
Grades and Grading Procedures	62
Candidacy	63
MAJOR PARTICIPANTS IN PROJECT PHASE.....	64
Faculty Participation.....	64
Student Responsibilities	67
Participation of Persons in Student’s Ministry Setting	67
Policy for Institutional Review Board.....	68
GETTING STARTED: THE PROJECT PROPOSAL	69
The Research Model	69
Thinking about the Act of Ministry.....	72
A Word about Methods	72
The Elements of a Project Proposal	73
THE PROJECT REPORT AND ORAL PRESENTATION.....	75
The Project Report	75
The Oral Presentation.....	76
INSTRUCTIONS FOR SUBMISSION OF FINAL COPIES OF PROJECT REPORT.....	77
Front Matter	79
Back Matter	81
Submission of Final Copies	82
APPENDIX A: BIBLIOGRAPHY OF USEFUL RESOURCES	84
Resources for Practical Theology	84
Resources for Social-Scientific Research and Congregation Studies	85
Resources for Research and Writing	85

APPENDIX B: COMMON GRAMMATICAL AND STYLISTIC ISSUES.....	88
APPENDIX C: STYLE GUIDES	90
APPENDIX D: POLICY FOR INSTITUTIONAL REVIEW BOARD	94
APPENDIX E: RUBRIC FOR DMIN PROJECT REPORT ASSESSMENT	106
APPENDIX F: CHECKLIST FOR COMPLETING THE PROJECT PHASE.....	108
DMIN PROJECT TIMELINE	110
CANDIDACY YEAR.....	111
Assessment Questions for Project Proposal:.....	112
Assessment Questions for the Project Report:	113

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 Handbook, which includes the seminary policies on which the procedures in this handbook are based. The handbook is available online at <https://www.ptstulsa.edu/current-students/academic-resources/>.

Student Resources and Services

Student Services Resources on Mighty Networks

Phillips Student Services provides resource and digital engagement with the student community via the Student Connection Mighty Network. All students are enrolled into the Mighty Network upon admission to Phillips, and should visit the Mighty Network to ask

questions about student resources and to access student-related (non-academic) resources.

Additional information can also be found in the Canvas Academic Resources Site.

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 **Tuesdays at 11:30 am** in Meinders Chapel. Additional chapel services are also scheduled when concentrated or weekend courses are in session. During DMIN Sessions, worship services or other communal spiritual practices may occur.

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 Office of Student Services. 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 Canvas.

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 Session and often coincide with scheduled chapel services.

You are also welcomed 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 DMIN session 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/DMIN session 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 Session, 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 Canvas.) 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. Payment should be made in the Business Office. A receipt will be issued showing payment has been made for the replacement badge. Give the receipt to the front desk to pick 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 Canvas. For students interested in investigating career options beyond the local church, there is also a "Career Resources List" located in this section of Canvas.

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 Senior

Director of HR and Title IX Coordinator 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 Canvas.)

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 Canvas.

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 Canvas 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 Canvas 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 with snacks available for a nominal fee.

A First Aid Kit 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/Day Room

There is a prayer room/day room in the building near Classroom 305 on the Southeast side of the building. Students, staff, faculty, and visitors may use this room as a resting area to practice prayer, meditation, or reflection. This room is also supplied for individuals nursing infants. When using the space, please prioritize privacy for individuals who are nursing.

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 Canvas 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
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Concentrated Course Weeks

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

DMIN Session

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

Meinders Chapel

The Meinders Chapel provides sacred space for 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 front desk or the Media Manager 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.

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; MDiv, Brite Divinity School,; MTh, *ibid.*; PhD, Texas Christian University, . Ordained. Christian Church (Disciples of Christ). Phillips since 2018.

Joseph Bessler

Robert Travis Peake Professor of Theology

BS, Northwestern University; MA., Harvard University; PhD, University of Chicago. Roman Catholic Church. Phillips since 1992.

Peter Capretto

Assistant Professor of Pastoral Care and Culture

BA, Allegheny College; MTS, Vanderbilt Divinity School; CPE, Nashville Clinical Pastoral Education Partnership; MA, Vanderbilt University; PhD, *ibid.* Phillips since July 2020.

Arthur F. Carter

Assistant Professor of New Testament

BA, Wake Forest University; MDiv, Colgate Rochester Crozer Divinity School; MA, Brite Divinity School; PhD, Vanderbilt University.

Licensed. National Baptist Convention USA. Phillips since 2018.

Warren Carter

LaDonna Kramer Meanders Professor of New Testament. BA, Victoria University of Wellington, New Zealand; BA (Hons) First Class, Victoria University of Wellington, New Zealand; BD, Melbourne College of Divinity; ThM; *Ibid.*; PhD, Princeton Theological School. Phillips since 2019.

Annie Lockhart-Gilroy

Associate Professor of Christian Education and Practical Theology

BA, Dickinson College; MDiv, Princeton Theological Seminary; PhD, Garrett-Evangelical Theological Seminary. Ordained. United Methodist Church. Phillips since 2018.

Lisa Wilson Davison

Johnnie Eargle Cadieux Professor of Hebrew Bible

BA, Lynchburg College; MDiv, Brite Divinity School; MA, Vanderbilt University; PhD, *Ibid.* Ordained. Christian Church (Disciples of Christ). Phillips since 2010.

Kathleen D. McCallie

Associate Professor of Ministerial Leadership and Ethics

BA, Oklahoma State University; MA, *ibid.*; MDiv, Perkins School of Theology; PhD, University of Oklahoma. Ordained. United Church of Christ. Phillips since 2013.

Nancy Claire Pittman

Associate Professor of the Practice of Ministry

BA, Texas Christian University; MDiv, Brite Divinity School; PhD, Southern Methodist University. Ordained. Christian Church (Disciples of Christ). Phillips since 2005.

Allie Utley

Assistant Professor of Liturgy and Practical Theology

BA, Appalachian State University; MA, The Ohio State University; MDiv, Austin Presbyterian Theology Seminary, PhD, Vanderbilt University. Ordained. Presbyterian Church, USA. Phillips since 2021.

Briana Wong
Assistant Professor of the History of World Christianities
BA Columbia University, MDiv Princeton Theological Seminary, PhD, Ibid. United Methodist Church. Phillips since 2022.

Chelsea Yarborough
Assistant Professor of African American Preaching, Sacred Rhetoric, and Black Practical Theology.
BA, Elon University, MDiv, Wake Forest School of Divinity, PhD, Vanderbilt University. Ordained. National Baptist. Phillips since 2022

Affiliate Faculty

Anne Carter Walker
Affiliate Assistant Professor of Practical Theology and Vocational Formation
BA, PhD, Claremont School of Theology. United Methodist Church.

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

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

Visiting Research Faculty

Lisa A. Dellinger, Visiting Assistant Professor of Constructive Theologies. BS, University of Central Oklahoma; MDiv, Phillips Theological Seminary; PhD, Garrett-Evangelical Theological Seminary. Phillips since 2020.

Who's Who at Phillips

Executive Staff

President.....Nancy Claire Pittman, PhD
Interim Vice President for Academic Affairs and Dean.....Lisa Davison, PhD
Vice President of Finance and Administration..... Karen McMillan, CPA CGMA
Secretary of the Corporation Ashley Gibson

Directors of Programs and Services

Associate Dean of Academic and Student Affairs Anne Carter Walker, PhD
Director of AdmissionsCortney Lemke
Director of Recruitment Ulysses Allen

Dean of the Library and Research Services..... Sandy C. Shapoval, MTS, MLIS
 Director of Black Church Studies Arthur Carter, PhD
 Interim Director of the Doctor of Ministry Program..... Annie Lockhart-Gilroy, PhD

Staff

Financial Aid Officer Todd Mantock
 Registrar Virginia Thompson
 Student Accounts (Bursar) Michelle Harper, MBA
 Executive Assistant to the Dean and Faculty
 and to the Director of DMIN Programs Sharon Russ
 Student Services Coordinator Megan Lovins
 Assistant Dean of the Library and Instruction Librarian Katherine Casey, MLIS
 Preservation, Archives, and Serials Librarian.....
 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 30 semester-hour program in three phases distributed as follows:

Core Phase: 9 hours in Foundation Courses

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

Specialization Phase: 12 hours in Specialization Seminars

3.0 hours per seminar for a total of 4 courses

Project Phase: 9 hours in Proposal and Project Courses

- 3.0 hours Research Methodology and Methods
- 2 hours Project Development Seminars
- 2.0 hours Project Proposal Course
- 2.0 hours Project Course

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

- Pastoral Leadership in Worship and Preaching(PLWP)
- Pastoral Leadership in Improvisational Ministry (PLIM)

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, Pastoral Leadership in Church and Society (PLCS), Transformation Leadership for Women in Ministry, and Pastoral Leadership in Transformational Leadership in Intercultural Community (PLICC)

DMIN Sessions

The DMIN program meetings on campus are scheduled in October, January, and June for one-week DMIN class sessions. Students may choose to spend additional days for library time, meetings with faculty, and enjoy spending time on campus in addition to the days their class meets. Course work including reading and written assignments is required prior to the DMIN session dates, and final assignments will usually be due later in the semester or term in which the DMIN session occurs. The October Session is a part of Phillips Fall term. The June Session is a part of the Phillips summer term; the January Session is a part of the Phillips spring semester. Faculty will make deadlines for all course work clear in their syllabi and in class.

Four credit specialization courses are 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.

DMIN Worship

During every DMIN Session, students, faculty, and staff gather for corporate spiritual practices. These practices are 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.

Schedule

Class Week (On Campus)	Project Seminars
October 16-20, 2023	N/A
January 8 - 12, 2024	January 13, 2024
June 10-14, 2024	June 15, 2024
October 7-11, 2024	N/A
January 6-10, 2025	January 11, 2025
June 9-13, 2025	June 14, 2025

See Appendix V for more details.

Detailed Description of Program Phases

Foundation Phase

Foundation Phase Courses, required for all students, will be taught during DMIN Sessions. Often these courses will be shaped by the areas of interest defined by the faculty of each specialization.

Practical Theology and 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.

Research Methodology and Methods

This Project Course focuses on different approaches to research with congregations, individuals, and on acts of ministry. The methodologies and methods learned in this course will not only aid you in the completion of your DMIN project, but also provide you skills for regular congregational study and assessing the success of congregational changes.

Specialization Phase

Specialization Phase Courses can be taken either in concentrated formats during the October, January, or June DMIN Sessions or during a regular academic semester.

Typically, four courses, with 3 hours credit per course, will be offered. Many of these courses are cross-listed with advanced masters courses. Students may also take an advanced-level course in the MDiv program that is not cross-listed, provided that they make arrangements with the professor regarding additional coursework commensurate with DMIN-level work and that they receive the approval of the specialization coordinator and the DMIN Director. See Appendix VII Specialization Elective Proposal.

Otherwise, the requirement for electives may be fulfilled either as an online model in which student workload 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 an 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.

In rare circumstances students who wish to change specializations within the Phillips DMIN program may petition the DMIN Director and the Degrees Program 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 Worship and Preaching (PLWP)

Specialization Coordinator: Dr. Allie Utley

allie.utley@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).

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 October DMIN Session is held during this semester). The second semester begins in early January and ends in mid-May (the January DMIN Session is held during this semester). Annual commencement exercises are held at the end of the second semester.

The summer term begins in early to mid-June (the June DMIN Session is held during this semester) 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 “Canvas 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.

A student who changes ministry settings at any time in the program must meet with the Director to explore how this affects their study.

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 session 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 Session, the DMIN Director 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 "Core" 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 Canvas and the course syllabus will be posted at least **30 days** before class begins.

DMIN Students are considered full-time in any semester or term in which they take at least 3 credit hours in the Core phase, 3 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 Core 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 Core 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 Methods and Methodology Course. 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 44 in 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 the first business day of June and September 15 and are available to students by June 15 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 Registrar or DMIN Director. 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 (DMIN899) 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 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

If the completed drop slip is returned (email and faxes are accepted) to the Registrar’s Office, the refunds are applied as follows:

- Within the first 6 contact hours of the course 100%
- Within the first 9 contact hours of the course 80%
- Within the first 12 contact hours of the course 50%
- Beyond the first 12 contact hours of the course 0%

This tuition refund policy applies equally to students enrolled in all courses regardless of schedule configuration (e.g., weekly, weekend, concentrated, arranged, online). The refund policy is subject to change upon notification.

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 session 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 session, 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 Bursar 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 "Current Students," "Billing and Payments," then "Student Payments"). Cash, check, or credit card payments may also be made in the Business Office.

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 project concerns and</p>

practice, reflecting
insufficient achievement

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. Use of any AI platform (ChatGPT and others) is considered plagiarism unless the professor approves the use of AI for an assignment. 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 any student(s) have committed an act of academic misconduct, they shall notify the person(s) involved using that person's seminary email account to make them aware of possible charges and evidence available. The faculty member in whose class the misconduct is believed to have occurred will also arrange for a meeting with the student(s) to discuss the charges and evidence unless the student(s) decline. If the student has not replied to the faculty member's notification within three working days, this will be taken as an indication that the student has declined the initial meeting. Administrators, staff members, or students who have knowledge of acts of possible misconduct will report this information to the faculty member concerned and that faculty member, in turn, will conduct the meeting discussed above.

Should the faculty member decide that a penalty is warranted, they may, at their discretion, assess responsibility and determine consequences. If the student admits fault and accepts such disposition of the case, or if the student has declined the initial meeting,

or if the student offers no response to the faculty member during or within 48 hours following scheduled start time of the initial meeting, the faculty member will administer the consequences within three working days following the initial meeting, and file with the office of the dean a written report of the charge, the evidence and the consequences administered. If the student maintains innocence or is unwilling to accept the judgment of the faculty member, or if the faculty member has reason to recuse themselves, 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 dean's designee will meet with the person charged within five working days to discuss the charges and review the evidence. This meeting does not presuppose that the person charged is at fault but is only for the purposes of determining the facts and explaining the 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 fault is admitted, a penalty is fixed according to the guidelines given below but only after the dean or the dean's designee has met with the professor involved and discussed possible actions. If, however, the person charged maintains innocence, an ad hoc committee will be appointed by the dean to conduct a hearing to make a determination of fault. Willful failure of a person charged with academic misconduct to appear before the committee means that the student is in default and consequences will be decided and administered.

The ad hoc committee, chaired by the dean or dean's 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

For DMIN students who started before October 2022, specialization classes follow a hybrid model. The 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.**

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 the DMIN session 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)

DMIN Session, 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 sessions: one synchronous meeting online prior to class, then after on-campus days, one meeting in February, one meeting in March.

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

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

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 Associate Dean of Academic and Student Affairs.

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 DMINCanvas 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

<http://www.ptstulsa.edu/>

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

2023 - 2024

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 , 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	900	Research Methodology and Methods	3 hours
DMPR	905	Project Development Seminar II (students participate in this course 4 times to earn a required total of 2 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 900 Research Methodology and Methods

This Project Course focuses on different approaches to research with congregations, individuals, and on acts of ministry. The methodologies and methods learned in this course will not only aid you in the completion of your DMIN project, but also provide you skills for regular congregational study and assessing the success of congregational changes. Students will leave the course with a draft project proposal.

DMPR 905 Project Development Seminar

Students must earn a total of 2 hours credit by participating in a minimum of 4 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 the Research Methodology and Methods course 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 Canvas 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 Canvas under Registrar Forms), and that they receive the approval of the specialization coordinator and the DMIN Director;
- D. A **seminar** taught during a DMIN session 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 email, zoom, 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 , email, zoom, or in person for consultation with students 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, <http://ptstulsa.edu/LibraryStudents> 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 "Canvas" 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: IUniverse, 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

I. 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 candidates for degrees from Phillips Theological Seminary, as well as research conducted by PTS Faculty members.

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) exists to guide the seminary's efforts to provide this protection and accountability.

II. Three Dimensions of Oversight and Accountability

The following material guides research practices involving human participants at PTS in Doctor of Ministry and Masters degrees, as well as Faculty research projects involving human participants.

1. The Doctor of Ministry Project Advisor and Reader along with the student assess the compliance of the project with the criteria in this document and in accord with the accompanying forms. The Advisor has the responsibility to supply this policy document to the student. Once the project proposal is near completion, together the Advisor and the student evaluate the proposal in relation to the IRB criteria to determine whether the proposal is compliant. The student files the dossier of signed forms with the Director of the Doctor of Ministry program who signs off on the dossier and forwards it to the Dean's office for filing.

The Dean's office notifies students of the completed process. This process of self-monitoring should be adequate for most DMIN projects. Any disagreements as to whether the criteria have been met, or uncertainty over whether further scrutiny is needed, are to be referred to the Chair of the Institutional Review Board who will in consultation with the Board member and respective parties address the issue.

2. Faculty members supervising Masters students whose thesis work involves research with human participants follow the same procedures and use the same forms as appropriate. The completed and signed forms are filed with the Dean's Office and students are notified of the completed process.

3. Relevant Faculty research projects with human participants are to be referred to the Chair of the Institutional Review Board for the Board's consideration. A Faculty member supplies the IRB with a brief project description and brief demonstration of compliance with criteria in Section III, 690.111 below. An expectation of self-monitoring and of accountability guides this process.

Revised 2.16.2022

INSTITUTIONAL REVIEW BOARD

The IRB shall consist of two faculty members appointed by the Dean for overlapping and staggered two-year terms. The Dean will designate one of these faculty members as chairperson. The IRB will meet as necessary during the fall and spring semesters.

III. The Common Rule for Research on Human Participants: National Science Foundation Phillips follows the definitions and guidelines of the Common Rule of eighteen federal agencies for research with human participants. The National Science Foundation document regulates research on human subjects by Federal Agencies and Departments. Many academic institutions follow these guidelines. While PTS is guided by the Common Rule, not all aspects of this Rule are relevant or applicable for Masters, Doctor of Ministry, and Faculty research. The following material, without claiming to be comprehensive, summarizes leading provisions in the Common Rule that are deemed to be particularly relevant for PTS practice.

Summary of Important Emphases in the Common Rule from the National Science Foundation Part 690 Protection of Human Subjects
690.101 Applicability and Discretion

- Applies to all research involving human subjects;
- An agency may adopt procedural modifications as may be appropriate;
- Agency heads (in our context, initially faculty advisors, thereafter the Institutional Review Board) retain final judgment as to whether a particular activity is covered by this policy;
- Agencies may waive provisions provided alternative procedures are consistent with the Belmont Report of 1979 on the execution of research that forms the basis for this policy.

The Belmont Report affirmed 1) Respect for all persons as autonomous agents with self determination and freedom to participate or not; 2) Beneficence in minimizing harm to any subjects; 3) Justice whereby there is no discrimination regarding participants and the research maintains a fair balance of risks and rewards.

690.102 Definition of a Human Subject

- a living individual about whom an investigator conducts research and gathers information through interactions and interventions.

690.104.3Cii What are benign behavioral investigations?

- Benign behavioral investigations are “brief in duration, harmless, painless, not physically invasive, not likely to have a significant adverse lasting impact on the subject.”
- The investigator considers the intervention will not be regarded by the subjects as “offensive or embarrassing”
- The work is not to be deceiving for subjects unless the subject agrees to it beforehand.

690.111 Criteria for IRB Approval of Research

- Risks to subjects are minimized. Minimal risk (690.102j) means “the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than ordinarily encountered in daily life or during the performance of routine physical, or psychological examinations or tests.”
- Any risks are reasonable in relation to benefits and knowledge;
- The research is particularly cognizant of, and employs safeguards to protect the rights and welfare of subjects who are vulnerable to coercion or undue influence “such as children, prisoners, individuals with impaired decision-making capacity or economically or educationally disadvantaged persons.”
- Privacy of individuals and confidentiality of all data are maintained;
- Informed consent for participation is documented;

Documents ensuring that these criteria are met (see below) are sent to the Director of the Doctor of Ministry program and are filed in the Dean's Office.

IV. DMIN and Masters Research Process: Rationale

The rationale for the following process is threefold.

1. The process of review and accountability is expedited by foregrounding the monitoring by faculty advisors and readers.
2. This document and the accompanying forms, engaged by the Faculty Advisor, Reader, and student, alert students and faculty to fundamental aspects of responsible research (e.g., informed consent to participate; minimal risk; respect for participants; respect for privacy/anonymity; protection for vulnerable participants; confidential and responsible protection of data). The process raises consciousness concerning these matters and is largely self-monitoring by the Advisor, Reader, and Student.
3. This process eliminates unnecessary and time-delaying submission to the IRB.

V. Process

1. After evaluation by the Advisor, Reader, and student, all DMIN student proposals will be evaluated to have met IRB criteria. The student submits the project proposal and signed forms to the Director of the Doctor of Ministry program who signs them and sends them to the Dean's Office for filing and notification of the student. Files are maintained for ten years. Participant Consent forms must be signed by participants and submitted to the Director of the Doctor of Ministry program no later than the completion of the project.
2. Some project proposals will require further actions to meet compliance as specified by the Faculty Advisor and/or by referral to the IRB. These actions must be completed before the forms are signed and submitted.

Required Signed Forms

- i. The IRB Evaluation Form.
- ii. The Detailed Project Description Form.
- iii. The Informed Consent Project Disclosure Form.

- iv. The Informed Consent Form: Individual Participants.
- v. The Informed Consent Form: Institutions.

All forms can be found on Canvas.

If Forms iii-v are not relevant to the proposal, write NA (Not Applicable) on the top of the form, sign and submit it.

Concerning Form iv, fill out the top half of the form with the appropriate information. Have participants sign the bottom half of the form after your project has been approved and when you begin your work with participants. Concerning Form v, procure the institution's approval for the project (if appropriate). If your project undergoes subsequent revision, you will again need to secure the institution's consent.

No research work can begin until the dossier of these forms has been completed and signed, and the student has submitted them to the Director of the Doctor of Ministry program.

VI. Appeal Process

If the above process does not result in agreement among the three participants (Advisor, Reader, student), or if any of the participants wishes the IRB to review the project for any reason, the matter is to be referred to the chair of the Institutional Review Board (IRB) for resolution. The chair of the Institutional Review Board will in consultation with the respective individuals address the situation. The IRB may seek clarification from any of the three participants. The IRB can approve or require clarification and/or revisions in the plan before granting approval. All decisions made by the IRB will be recorded in the minutes of its meetings and kept on file in the offices of the Director of the Doctor of Ministry program and of the Dean.

VII. Compliance

A student's failure to comply with these processes and requirements can result in being removed from the program.

Revised 2.16.202

IRB PROJECT EVALUATION FORM

INSTRUCTIONS: To evaluate if your project meets IRB standards, examine the following criteria with your faculty advisor and reader. Initial the boxes to confirm that criteria are met in the written proposal. Projects lacking consensus should be referred to the chair of the Phillips’s IRB committee.

	Advisor	Reader	Student
Methods and procedures respect the dignity of participants and protect anonymity wherever appropriate—especially in the final project report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectives, methods, risks, and data-handling procedures are described for participants on the relevant forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before proceeding to any human-subject research, informed consent will be received from all participating subjects and institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collected is used only for the purposes for which consent is obtained; and then appropriately reported, stored, and/or destroyed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All methods and procedures to be employed are safe and involve minimal risk to life, health, safety, or well-being of participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any risks to participants are clearly outweighed by potential benefits to other pastors, caregivers, churches, and societies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If included, minors and vulnerable participants are given opportunity to make informed assent; written consent will be obtained from appropriate guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With the above criteria evaluated, indicate the project’s IRB status from the following two options. Sign, date, and submit to Phillips’s DMin director to proceed with project. Projects that consult with Phillips’s IRB (option 2 below) must also be signed by the Phillips IRB Chairperson.

- 1. Project committee has internally evaluated that project meets all safety criteria.
- 2. Following IRB consultation, project committee evaluated that project meets all safety criteria.

Faculty Advisor:		
Reader:		
Student:		
IRB Chairperson: <i>(for option 2 only)</i>		
	Signature	Date

DETAILED PROJECT DESCRIPTION

INSTRUCTIONS: For all projects, complete the following form to provide a detailed description of your project’s research design, purpose, and structure. Attach to this form any research tools planned for use in this project, including but not limited to questionnaires, interview guides, and tests. Research tools not included for review are prohibited from project use. Wherever needed, attached longer answers as separate sheets to this form. Student, faculty advisor, and reader must sign and date this completed form.

GENERAL PROJECT INFORMATION:

Student Name:	
Project Title:	
Degree Program:	
Faculty Advisor:	
Faculty Reader:	
Date Submitted:	
Research Setting:	
Permission to conduct research in this setting been obtained.	Yes: <input type="checkbox"/> No: <input type="checkbox"/> N/A: <input type="checkbox"/>
If “No,” explain:	

BRIEF DESCRIPTION OF RESEARCH DESIGN AND METHODOLOGY: (~200 – 300 words)

RISK / BENEFIT ASSESSMENT:

How will you recruit volunteer participants for your project, and procure their informed consent?

Are participants at risk of physical, mental, or social discomfort, harm, or danger? Describe in detail.

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

Will deception be used in this research? Yes: No:

If "Yes," explain the specifics of your debriefing process:

Will research subjects be anonymous? Yes: No:

If "Yes," explain the specific ways you will ensure participant privacy and anonymity are protected.

Will subjects be minors (<18 years of age)? Yes: No:

If "Yes," how will guardian consent and minors' assent be obtained?

USE OF DATA:

What data collection and storage methods will be used to ensure confidentiality is protected?

What are your plans to use, disseminate, and share data acquired through this research project?

How long will data be kept until destroyed?

I agree to abide by the policies and practices of the PTS Institutional Review Board, and by the ethical research standards of my field of study. I also agree to report any significant changes in the procedures, methods, or instruments of this research project to my faculty advisor for additional review.

Faculty Advisor:

Faculty Reader:

Student:

Signature

Date

INFORMED CONSENT RESEARCH DISCLOSURE

NOTE TO STUDENT: Fill out this form for your participants in as accessible language as possible.

NOTE TO READER: Thank you for considering participation in research conducted under the auspices of Phillips Theological Seminary. To ensure you are fully informed on the details of this project before consenting, a disclosure of its research design, purpose, and structure is provided below. Please do not sign the Informed Consent Form without reading this disclosure carefully. If you have any questions about this project or your rights as a participant, please contact the student below.

Project Title:	
Student Name:	
Student Address:	
Student Phone:	
Student E-Mail:	
Faculty Advisor:	

What is the Purpose of This Project?

What Methods Does This Project Use?

Whom Is This Project Intended to Benefit, and how Might They Benefit?

Are There Any Risks in Participating in This Research? If so, What Are They?

Where and How Will the Findings of This Research Be Shared?

INFORMED CONSENT FORM: INDIVIDUAL PARTICIPANTS

INSTRUCTIONS: This informed consent form is to ensure that all participants in the research project—including where applicable guardians and minors—freely and knowingly consent to participation. Before completing this form, please review the details of this project provided in the accompanying “Informed Consent Research Disclosure.” Upon initialing and indicating your preferences in all fields, please sign and date at bottom of page.

Project Title:	
Student Name:	
Student Address:	
Student Phone:	
Student E-Mail:	
Faculty Advisor:	

I, (participant name, printed) _____ hereby agree to participate in the above-named research project, and to have my participation recorded and transcribed. I am fully informed of the following details of participation in this research (initial to indicate):

	Initials
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.	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/>
I understand that I may stop participating in this research project and may withdraw my consent at any time up until the time of publication.	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/>
I understand I have the right to ask questions and raise concerns about this project, and may ask the above-named student for more information at any time.	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/>

Though not required for participation in this research project, I elect the following (if relevant):

	Yes	No
I give my permission for my photograph to be reproduced.	<input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/>
I give permission to be contacted with any follow-up question after participation.	<input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/>

PARTICIPANT SIGNATURE	DATE	STUDENT SIGNATURE	DATE
GUARDIAN SIGNATURE	DATE	MINOR SIGNATURE	DATE

INFORMED CONSENT FORM: INSTITUTIONAL

INSTRUCTIONS: This informed consent form is to ensure that all organizations participating in the research project below freely and knowingly consent to participation. It is to be completed by an authorized representative of a participating institution. Before completing this form, please review the details of this project provided in the accompanying “Informed Consent Research Disclosure.” Upon initialing and indicating your preferences in all fields, please sign and date at bottom of page.

Project Title:	
Student Name:	
Student Address:	
Student Phone:	
Student E-Mail:	
Faculty Advisor:	

Participating Institution:

I, (institutional representative, name printed) hereby agree that organization I represent will participate in the above-named research project, and to have our participation recorded and transcribed. Acting on behalf of my institution, I am fully informed of the following details of our participation in this research (initial to indicate):

	Initials
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.	<input style="width: 40px; height: 25px; border: 1px solid black;" type="checkbox"/>
We understand that we may stop participating in this research project and may withdraw our consent at any time up until the time of publication.	<input style="width: 40px; height: 25px; border: 1px solid black;" type="checkbox"/>
We understand we have the right to ask questions and raise concerns about this project, and may ask the above-named student for more information at any time.	<input style="width: 40px; height: 25px; border: 1px solid black;" type="checkbox"/>

Though not required for participation in this research project, we elect the following (if relevant):

	Yes	No
We give permission for photographs of research activities to be reproduced.	<input style="width: 20px; height: 15px; border: 1px solid black;" type="checkbox"/>	<input style="width: 20px; height: 15px; border: 1px solid black;" type="checkbox"/>
We give permission to be contacted with any follow-up question after participation.	<input style="width: 20px; height: 15px; border: 1px solid black;" type="checkbox"/>	<input style="width: 20px; height: 15px; border: 1px solid black;" type="checkbox"/>

REPRESENTATIVE SIGNATURE	DATE	STUDENT SIGNATURE	DATE

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 Methods and Methodology.
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 adviser 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?