



# H A N D B O O K

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

**2025 - 2026**

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## 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

Phillips Student Services provides resources within the Academic Resources site of Canvas, under Module #5 Student Services and Resources, where students can go to access student-related resources, including information about:

1. Student Community Covenant
2. Student Forms
  - a. Parking permit
  - b. Student Emergency Fund
  - c. Inclement Weather

- d. Student Travel Grants
3. The UPDATE Student Newsletter
4. Counseling, Coaching, & Spiritual Direction
5. Lodging Options
6. Career Resources
7. Student Senate
8. Student Surveys
9. Student ID Badges & Student Directory
10. Phillips Online Store
11. Scholarship Opportunities
12. Active Shooter Preparedness and Emergency Evacuation

### **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.*

Community worship opportunities are held in person or in a virtual space at various times throughout the traditional schedule of weekly classes and during intensive and weekend courses. During DMIN Sessions, worship services and 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 resources 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 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 welcome to bring your own food from home. There is a refrigerator in the Coffee Lounge for student use.

## **Counseling and Spiritual Direction**

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

## **Book Scholarship – *No Application Needed!***

A program is in place that allows all degree-seeking students taking classes for credit to receive their required textbooks at no charge. Beginning in Spring 2026, once your enrollment is finalized funds will be added to your student account to cover the cost of your books.

For information on when these funds will be disbursed, please see the disbursement schedule in the billing section of the Academic Handbook. You can also contact the Business Office at [bursar@ptstulsa.edu](mailto:bursar@ptstulsa.edu) or (918) 270-6468.

To avoid delays in receiving your funds, we strongly advise that you sign up for eRefund through your student portal. For instructions, please see our [Billing Guide](#).

### **Emergency Financial Assistance**

A [Student Emergency Fund](#) is available to students in need of assistance for 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. Information about applying for Emergency Financial Assistance can be found in Canvas, within the Academic Resources site, under Module #5 Student Services & Resources. Student Services practices confidentiality of student circumstance and funds received.

### **Emergency Scholarship Assistance**

The Emergency Scholarship Fund is available to help pay the remaining balance on a Phillips Seminary student account when an unexpected crisis occurs in the student's life that has left them unable to fulfill the payment plan set up for tuition and fees. The funds are intended to assist a student in addressing an immediate, unexpected financial hardship which might otherwise prevent them from continued participation as a student at Phillips Seminary.

#### Eligibility

- Must be a current or returning Phillips student making satisfactory academic progress and in good academic standing, maintaining a minimum 2.5 GPA. ***Failed courses are not eligible for these funds if there was an incident of Academic Misconduct in that course.***
- Must have experienced an unexpected, unforeseen, and unavoidable emergency expense. Examples can include displacement/homelessness, death or illness in the family, loss of employment, victim of crime or accident, unexpected change in marital status, house fire or natural disaster, or other unexpected event that has caused financial hardship
- Must have exhausted all other financial options
- Must have a balance on billing account from tuition and fees

For more information on this scholarship, please contact Financial Aid Officer, Todd Mantock at [todd.mantock@ptstulsa.edu](mailto:todd.mantock@ptstulsa.edu) or (918) 270-6451.

### **Financial Need Scholarship**

The [Financial Need Scholarship](#) is available to help pay all or a portion of the balance for the current semester for degree-seeking PTS students in good academic standing who have demonstrated financial need.

#### Eligibility

- Must be a current or returning Phillips student
- Must be degree seeking in a Master's or DMin program
- Must be making satisfactory academic progress and in good academic standing, maintaining a minimum 2.5 GPA
- Must have submitted a current year FAFSA that shows documented financial need

For more information on this scholarship, please contact Financial Aid Officer, Todd Mantock at [todd.mantock@ptstulsa.edu](mailto:todd.mantock@ptstulsa.edu) or (918) 270-6451.

### **Travel Grant Funds**

The Travel Grant is available to assist students in good academic standing offset the cost of traveling to campus to complete their necessary courses. The grant applications are accepted for Fall (including A-term), Spring (including J-term), and Summer semesters. Maximum funding is \$500 per academic semester, not to exceed \$1,500 in an academic year.

#### Eligibility

- Must be a currently enrolled degree-seeking student or enrolled in a certificate program at Phillips
- Must live at least 100 miles (round trip) from campus
- Must be making satisfactory academic progress and in good academic standing, maintaining a minimum 2.5 GPA
- Must submit receipts prior to reimbursement

For more information on this grant, please contact the Director of Student Accounts at [bursar@ptstulsa.edu](mailto:bursar@ptstulsa.edu) or (918) 270-6468.

### **Tuition Insurance Reimbursement**

Phillips Theological Seminary has partnered with GradGuard to offer tuition insurance to students at a discounted rate to help them and their families overcome financial loss of an unexpected withdrawal. Phillips is proud to offer a reimbursement program that offers to reimburse the cost of \$1,500 of coverage. At the 1.1% cost of coverage, this equals \$18.00 per student.

Reimbursement payments will be made after the close of the registration period for the semester selected, typically 2 weeks after classes begin. For more information on GradGuard tuition insurance and to sign up, please see your student portal or [GradGuard.com](http://GradGuard.com).

For more information on this reimbursement program or tuition insurance, please contact the Director of Student Accounts at [bursar@ptstulsa.edu](mailto:bursar@ptstulsa.edu) or (918) 270-6468.

### **Lodging Options**

If you need a place to stay during a concentrated or weekend course or a DMIN Session, please contact student services for a current list of lodging options. (This list is also housed in the Academic Resources 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](http://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 **7:30am to 6:30 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 Associate Dean of Academic and Student Affairs 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.)

Tuition Aid grants are distributed as follows:

- DOC/UCC Students: 100%
- All Other Students: 80%
- Underrepresented Groups: 100%

***\* Effective Spring 2025, Phillips will provide increased tuition assistance to degree-seeking students so that no deserving student is denied the opportunity to obtain a theological education because of the cost.***

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 Handbook, see appendix IV.

## The Campus

### The Killen Commons

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. There is also a First Aid Kit in the Commons area 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 with grab & go breakfast options
- 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.

A food pantry is maintained by Student Senate and is available to all students. The student senate also maintains a book exchange in the same room. 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. 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 collection reflects the ecumenical and non-sectarian mission of the seminary. The library provides access to monographs, electronic books, journals, DVDs, CDs, microtext items, and more. The library has several special collections: *The Beasley Rare Book Room*, *Imbler Disciplina Collection*, and *Merrick Hymnody Collection*. The library serves as an important resource for theological students, religious professionals, and researchers in the area.

## **Library Contact Information**

[ptslibrary@ptstulsa.edu](mailto:ptslibrary@ptstulsa.edu), 918-270-6437

## **Library Hours**

[Library hours](#) vary by semester. The library is closed on all seminary holidays.

## **Access**

Get 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. Three tiles bring you into different areas of library service: Library Catalog (where you search for books, eBooks, and some articles), Library A-Z Database List (our complete selection of databases where you access all articles), and PTS Library where you find library information such as the [Writing and Research Lab](#) and more.

## **Circulation**

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. We do not charge overdue fines. Electronic book circulation time periods vary. For renewal and other assistance please contact The PTS Library 918-270-6437.

### **Online Library Resources**

The Phillips Library provides students with a wide variety of hard copy and online resources, including an extensive collection of electronic peer-reviewed journal and book databases. Access to library information and resources can be found on your SSO Single Sign On dashboard. Look for the purple tiles labeled [PTS Library](#), [Library A-Z Database List](#), and [The Library Catalog](#).

Select the PTS Library tile to access the [Writing and Research Lab](#). You will also find [DMin Student Resources and HSC Forms](#), [Citation Support](#), [Writing Support](#), and [Research Support](#), and more.

### **Interlibrary Loan**

If the library does not have a book or article that you need, we request it from another library. We mail those books to you. Usually, articles arrive as electronic attachments.

### **Course Reserves**

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

### **Mailing**

The library mails books to students who are outside of the Tulsa area.

### **Printing and copying**

The library offers free printing and copying. [Copyright](#) regulations always apply to any duplication activity.

### **OK-Share**

Oklahoma has a program that allows Phillips students to be able to access many academic libraries in the state. Check this list of participating [OK Share](#) libraries to see if a library you would like to visit is included. The University of Tulsa does not participate in the OK-Share program; however, we can negotiate with them to get you in if needed.

### **Technology for Visual Assistance**

The library offers the [JAWS](#) screen reader on one of its public computers. An [Amigo](#) is also available for onsite use.

### **Reference and Research Assistance**

[All librarians](#) are happy to assist you in your reference and research endeavors. For in-depth assistance contact [Katherine Casey](#) in the Writing and Instruction office.

### **Writing & Tutoring Resources**

The seminary is deeply invested in the success of every student, both master's and doctoral level. Writing support is provided to all students by the Instruction Librarian, Katherine Casey, and by seminary approved writing coaches. Information about writing support is located in the [Writing](#)

[and Research Lab](#). For more information, contact Katherine at [katherine.casey@ptstulsa.edu](mailto:katherine.casey@ptstulsa.edu), or 918-270-6432.

### **Grammarly**

The seminary provides a free Grammarly Premium subscription to all PTS students. Grammarly is 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 and provides feedback on the mechanics of writing, such as subject/verb agreement, use of definite and indefinite articles, comma splicing, and potential misplaced modifiers. Grammarly also provides plagiarism checks. To access your Grammarly Premium subscription, contact the Office of Student Services or visit the Academic Resources site on Canvas. The seminary is invested in the success of every student, at both the master's and doctoral levels. Writing support is available from seminary approved tutors who are Phillips graduates. For more information contact [Katherine Casey](#)/918-270-6432.

The [Writing Support LibGuide](#) contains a [Grammarly section](#) that includes a video about Grammarly and how to set it up and use it.

### **Meinders Chapel**

The Meinders Chapel provides sacred space for worship, prayer and silence. 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.

### **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 one 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.

Phillips provides document shredding options for students as well. Grey bins are located in the both the South Hall Copy Room, and the Executive Copy Room for disposing of documents. Be sure to remove staples, paper clips, and any non-paper items beforehand.

Please support the faithful stewardship of 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– 918-698-3598 from 8:00am-5:00pm and 918-852-4930 from 5:00pm-9:30pm**  
**Police Emergency - 911**  
**Tulsa Police Main Number – 918-596-9222**  
**Crisis and Sexual Violence Hotline – 918-743-5763 or 918-7HELPME or text SAFE to 207-777**

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-lit 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

Associate 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 Psychology, Culture, and Religion. 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.

Lisa Wilson Davison

Vice President of Academic Affairs and Dean and 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.

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.

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.

F. Douglas Powe, Jr., President and Mouzon Biggs, Jr. Professor of Methodist Studies. BA, Ohio Wesleyan University, 1987; MDiv, Candler School of Theology, 1998; PhD, Emory University, 2004. Ordained, United Methodist Church. Phillips Seminary since 2025.

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.

### **Affiliate Faculty**

Anne Carter Walker

Associate Dean of Academic and Student Affairs and Affiliate Assistant Professor of Practical Theology and Vocational Formation

BA, Oklahoma City University; MA, 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 .....Doug Powe, PhD  
Vice President for Academic Affairs and Dean ..... Lisa Davison, PhD  
Vice President of Operations .....Holly Becker, 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 Recruitment and Admissions .....Ulysses Allen, MS, MDiv  
Dean of the Library and Research Services..... Sandy C. Shapoval, MTS, MLIS  
Director of Black Church Studies ..... Arthur Carter, PhD  
Director of the Doctor of Ministry Program .....Annie Lockhart-Gilroy, PhD

### Staff

Financial Aid Officer ..... Todd Mantock  
Registrar ..... Virginia Thompson  
Assistant Vice President of Finance .....Michelle Harper, MBA  
Student Accounts (Bursar) ..... Ann Nelson, MBA  
Executive Assistant to the Dean and Faculty .....Sharon Russ  
Administrative Assistant to Student Services and DMin Program Assistant.... Staci Higgins  
Manager of Student Services and Student Communication ..... Megan Lovins  
Assistant Dean of the Library and Instruction Librarian .....Katherine Casey, MLIS  
Archivist and Special Collections Librarian ..... Phillipa Rosman, MLIS  
Reserves, Electronic Resources and Journals Librarian .....Avery Welden, MLIS  
Coordinator of Cataloging and Technical Services ..... 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
- 2.0 hours Project Development Seminars (2 courses, 1 credit hour each)
- 2.0 hours Project Proposal Course
- 2.0 hours Project Course

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

- Black Church Traditions and Public Proclamation (BCTPP)
- Leadership in Public Ministry and Social Transformation (LPMST)
- 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 various 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**

<b>Class Week (On Campus)</b>
October 13-17, 2025
October 20-24, 2025
January 5-9, 2026
June 1-5, 2026
June 8-12, 2026
October 12-16, 2026
October 19-23, 2026
January 4-8, 2027

### **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**

**DMPR 900**

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.

## **Black Church Traditions and Public Proclamation**

Leadership within Black Christian Traditions has a strong history of encompassing congregational and civil leadership. The DMin in Black Church Traditions and Public Proclamation seeks to continue this tradition. Students in this cohort will study issues directly concerning Black clergy, clergy serving in majority Black faith contexts, as well as those working with or alongside communities concerned with the effects of race, justice, and faith in people of African descent.

### **Goals:**

Upon completing the DMin, students will be taught:

- The histories and diversities of Black Church Traditions across the African diaspora.
- To identify and reflect on key issues in the development and practice of religiosity and faith-life throughout the African diaspora.
- To identify substantive roles of Black Church traditions and African American faith across religious, social, and political contexts.
- To articulate how the study of Black Church traditions and African American faith-life can enhance their own ministerial, vocational, and/or intellectual formation.
- Central themes, history, practices, and/or traditions to contextualize, integrate, and translate general and/or broad topics of study within the intellectual, theological, and or discursive practices of study of Black Church Traditions and African American Faith-Life.
- The needed essentials to create a final project within the legacy of Black Church Traditions and African American Faith Life.

### **Degree Plan for Black Church Traditions and Public Proclamation**

This specialization will use a cohort model designed to take three and a half to four years. It will begin in the Fall of 2025 and follow a practice of two weeks of two connected courses in the Fall and a travel course in June or an online course in the Spring.

The classes are as follows:

#### ***Fall 2025 (in Tulsa)***

Pastoral Leadership and Practical Theology in Context  
Education as a Practice of Freedom

#### ***June 2026***

Immersion Course to St. Croix, USVI

**Fall 2026 (in Tulsa)**

Constructive Theology of Ministry  
Preaching Justice- A Womanist Approach

**June 2027**

Immersion Course (Tentative)

**Fall 2027 (in Tulsa)**

The Biblical Message of God  
Methods and Methodology

**Spring 2028**

Project Development Course I (1 credit online)

**Leadership in Public Ministry and Social Transformation**

The DMin in Leadership in Public Ministry and Social Transformation brings together professionals from diverse ministry contexts who are dedicated to ministry in the public square. This specialization equips leaders to see the relationship between various religious and social movements, participate in liberatory praxes, and create public ministries rooted in social justice. At the end of the experience, the student will complete and present a project that utilizes liberative and/or decolonial methodologies for developing justice-oriented ministry praxis that can be applied in public ministry contexts.

**Specialization Courses**

Each student will take at least 2 of the 6 courses offered as part of this specialization:

- Education as An Act of Freedom
- History of Social Justice in the US
- Theology and Social Justice
- Preaching for Social Transformation
- Preaching Across Platforms
- Political Pastoral Theology

In consultation with the specialization coordinator, the student will also take an elective that gives them a deeper understanding of a particular topic in which they are especially interested. Students enrolled in this specialization may begin specialization phase courses at any point in their program.

**Degree Plan for Leadership in Public Ministry and Social Transformation**

DMIN 807	Pastoral Leadership and Practical Theology in Context	3.0 hours
DMIN 808	Biblical Message and the Praxis of God	3.0 hours
DMIN 809	Constructive Theology of Ministry	3.0 hours
	1 <sup>st</sup> of Required Courses	3.0 hours
	2 <sup>nd</sup> of Required Courses	3.0 hours
	Elective	3.0 hours

	Immersion Course or Immersive Directed Study <sup>1</sup>	3.0 hours
DMPR 900	Methods and Methodology	3.0 hours
DMPR 901.1	Project Development Seminars I	1.0 hours
DMPR 902	Project Proposal Course	2.0 hours
DMPR 903.1	Project Development Seminar II	1.0 hours
DMPR 906	Project Course	2.0 hours

### **Immersive Directed Study**

This will be an independent or small group study with a seminary partner<sup>2</sup> in a particular field of public ministry related to the student's vocational and research interests. This course is comprised of two parts. The first part is a semester long independent study with this partner. The second part requires spending 40 – 50 hours working with that partner in their local setting. At the beginning of the semester, the student will meet with the partner, create a reading list, and agree on a meeting schedule. The 40 – 50 hours being immersed in the ministry setting can happen at any time during the semester and would preferably happen at one time (over the course of a week). At the end of the semester, the student will produce a final assignment that connects the work studied and the experience of the weeklong involvement.

The goals of this option are to combine theory and practice and to give the option of a travelling period shorter than many immersion courses. As we seek to attract students who are not in congregational ministry, we are also preparing to have students who may have limited PTO.

### **Pastoral Leadership in Worship and Preaching**

**Specialization Coordinator: Dr. Allie Utley** [allie.utley@ptstulsa.edu](mailto:allie.utley@ptstulsa.edu)

The “Pastoral Leadership in Worship and Preaching” specialization is designed to enable pastors to gain clarity on how preaching and worship function in the life of a congregation or community. Students will be guided to think expansively about worship and preaching, engage critically with their contexts, and further develop the art of worship and preaching leadership. Students enrolled in this specialization may begin specialization phase courses at any point in their program. Graduates of this DMin program will be prepared to exercise advanced skills in worship and preaching including abilities to:

- Understand the embodied, cultural, biblical, theological and rhetorical nature of worship and preaching
- Utilize comprehensive analysis of a congregational or community setting as a tool for understanding the effectiveness of worship and preaching in a given situation.

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<sup>1</sup> Students may choose to take an Immersion Course that focuses on an issue of social justice or public ministry, or students may choose to do the Immersive Directive Study instead.

<sup>2</sup> This may be an individual but will most likely be an organization with an individual as the primary conversation partner.

- Form a “homiletic imagination” shaped by God’s justice, mercy, and love.
- Ask good questions about the practices of worship and preaching.
- Plan, execute, and deliver an integrative, qualitative project.

### Specialization Courses

Each student will take a core seminar in Preaching and Worship, a preaching and worship elective, and two courses from a different field. The courses in a different field will be taken in consultation with the student’s advisors, and final projects will be geared towards the student’s current project idea and themes of preaching and worship.

### Degree Plan for Pastoral Leadership in Preaching and Worship

DMIN 807	Pastoral Leadership and Practical Theology in Context	3.0 hours
DMIN 808	Pastoral Leadership and the Praxis of God	3.0 hours
DMIN 809	Constructive Theology of Ministry	3.0 hours
DPLLH	Core Seminar in Preaching and Worship	3.0 hours
DPLLH	Preaching & Worship Elective	3.0 hours
DPLLH	Elective Research Practicum	3.0 hours
DMIN 898	Elective Research Practicum	3.0 hours
DMPR 900	Methods and Methodology	3.0 hours
DMPR 905	Project Development Seminars (4)	2.0 hours
DMPR 902	Project Proposal Course	2.0 hours
DMPR 906	Project Course	2.0 hours
	TOTAL	30 hours

### Pastoral Leadership in Improvisational Ministry

This specialization allows students to pursue their interest by combining the goals of the other specializations. For their specialization courses, students will take one “Advanced Research Colloquy” course and three electives of their choosing.

### The Project Phase

#### 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 revision, 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 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 Academic Handbook.

### **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 Council. 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 Vice President of Academic Affairs and 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 Council 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**

The seminary uses computers to teach and convey vital information. Therefore, all incoming DMIN students are required to have access to the following 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 upcoming 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 9<sup>th</sup> ed. of the Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9<sup>th</sup> 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.

**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 Council 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.

**Student Billing**

The Business Office handles all matters related to student billing accounts for both new and returning students. Students should consult with the Director of Student Accounts for issues related to billing, payments, and refunds.

**Tuition, per credit hour**

Tuition for degree-seeking students.....	\$ 480.00
Tuition for graduate certificate students.....	\$ 140.00
Tuition for special students.....	\$ 140.00

**Student Fees, per semester**

General Student Fee, Fall/Spring .....	\$ 100.00
Student Life Fee, Fall/Spring.....	\$ 25.00
General Student Fee, Summer (Masters) .....	\$ 60.00

Student Life Fee, Summer (Masters) .....	\$ 15.00
General Student Fee, Summer (Doctor of Ministry).....	\$ 100.00
Student Life Fee, Summer (Doctor of Ministry).....	\$ 25.00
General Student Fee, Summer (non-degree) .....	\$ 60.00
Student Life Fee, Summer (non-degree) .....	\$ 15.00

**Course Fees, per credit hour**

CPE Program Transfer Fee .....	\$ 100.00
Audit Course Fee.....	\$ 40.00

**Course Fees, per course**

Immersion Course Fee (domestic trip).....	\$ 550.00
Immersion Course Fee (international trip, level I).....	\$ 900.00
Immersion Course Fee (international trip, level II).....	\$1,700.00
Outside CPE Program Transfer Fee (per credit hr.).....	\$ 100.00
DMin Project or Project Proposal Continuation Fee.....	\$ 150.00

**Other Student Fees**

Admissions Application fee.....	\$ 60.00
Background Check fee.....	\$ 60.00
Audit Application Fee.....	\$ 25.00
Degree Change Fee .....	\$ 25.00
Incomplete Fee .....	\$ 25.00
Late Complete Fee .....	\$ 40.00
Extension of Incomplete .....	\$ 40.00
Master’s Theses/DMin Project Admin Fee .....	\$ 75.00
Graduation Fee .....	\$ 75.00

**Payment**

All account balances should be paid in full by the first day of class each semester. If paying in full is not possible, you can set up a payment plan through your student portal to spread the cost over time. Before registration opens for the next semester, any account without full payment or a payment plan will have a hold placed on it. This hold will pause your ability to register for future courses and to receive your diploma until the balance is addressed. At the close of each semester, we review all accounts, and any balance from a prior semester that is not covered by a payment plan will be referred to an outside collection agency. Please note that students are responsible for any additional fees charged by the agency.

### Credit Balances

Disbursement is the process of applying your financial aid and payments to your student account. For the fall and spring semesters, this takes place after the fourth week of classes. For the summer semester, it happens after the second day of class. At that point, all charges and financial aid for the semester are finalized. If the total of your payments, credits, or financial aid is more than your charges, the extra amount will be returned to you as a refund. Refunds can be sent by paper check or, for the quickest and most secure option, by direct deposit. You can set up direct deposit anytime through your SONIS student portal so your funds reach you without delay.

### Tuition and Fee Refund Policies

If you withdraw from a course, you may be eligible for a full or partial tuition refund based on the date you drop the class. Course fees are refunded only if the course is dropped within the first two weeks of the fall or spring semester, or by the first day of the summer term. The tuition refund schedule below outlines how refunds are calculated based on how far you are into the course.

Weeks (Semester Courses)	Days (Term Courses)	Refund Rate
1-2	0	100%
3	1	80%
4	2	50%
5+	3+	0%

### 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
<b>TOTAL .....</b>	<b>\$17,035</b>

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

## Appendix I: Miscellaneous DMIN Courses

### 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.

### Credit Courses

#### **Project Development Seminar I (1 credit)**

**DMPR 901.1**

This semester long asynchronous course provides an opportunity for students to share project research and development and receive feedback from one another, members of the faculty, and the DMin Director. Students enroll the first semester they enroll in the project proposal course.

#### **Project Proposal Course (2 credits)**

**DMPR 902**

This semester long asynchronous course provides an opportunity for students to share project research and development and receive feedback from one another, members of the faculty, and the DMin Director. Students enroll the first semester they enroll in the project course. Students enroll in this course the first semester they begin their project proposal.

#### **Project Proposal Continuation Course (2 credits)**

**DMPR 902.1**

A continuation of DMPR 902, a student enrolls in this course if the proposal was not completed or accepted while enrolled in the project proposal course. If the student's proposal is still not completed or accepted in three subsequent and consecutive semesters, they must re-enroll in DMPR 902 again. A fee of \$150 will be charged.

#### **Project Development Seminar II (1 credit)**

**DMPR 903.1**

This semester long asynchronous course provides an opportunity for students to share project research and development and receive feedback from one another, members of the faculty, and the DMin Director. Students enroll the first semester they enroll in the project course.

#### **Project Course (2 credits)**

**DMPR 906**

In this course the student carries out the project and writes the project report that is submitted to the advisers and readers. Students enroll in this course after receiving a Pass in the Project Proposal Course.

**Project Course Continuation (2 credit)**

**DMPR 906.01**

A continuation of DMPR 906, a student enrolls in this course if the project was not completed or accepted while enrolled in the project course. If the student's project is still not completed or accepted after enrollment in the continuation course for three subsequent and consecutive semesters, they must re-enroll in DMPR 906. A fee of \$150 will be charged.

## 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><b>WD</b>= Creative thoughtful integration of MDiv curriculum, current coursework and ongoing practice, reflecting excellent achievement</p> <p><b>D</b>=Basic integration of MDiv curriculum, current coursework and ongoing practice, reflecting satisfactory achievement</p> <p><b>ND</b>=Little to no integration of MDiv curriculum, current coursework and ongoing practice, reflecting insufficient achievement</p>	<p><b>WD</b>= 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><b>D</b>=Basic contribution to the study and practice of ministry, solid summary of issues relevant to chosen specialization and project concerns and reflecting</p>

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
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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

	<b>Well Demonstrated</b>	<b>Demonstrated</b>	<b>Not Demonstrated</b>
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	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	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

	in the project; demonstrates integration with issues raised in project	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,	Offers reasons to support assertions;	Offers little evidence of any

	providing sufficient analysis and explanation to support assertions and convince readers	begins to interpret evidence and make connections	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. Administrators, staff members, or students who have knowledge of acts of possible misconduct will report this information to the faculty member concerned or the VPAA and Dean. Such reports will be investigated according to the following policy.

### **Definition of 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. Administrators, staff members, or students who have knowledge of acts of possible misconduct will report this information to the faculty member concerned or the VPAA and Dean. Such reports will be investigated according to the following policy.

Academic misconduct includes such unacceptable behavior as false representations in application materials or other reports, plagiarism, falsification of records, unauthorized possession of examinations, intimidation, bribery, submitting the same paper in two or more different courses, and cheating. It also includes assisting others in the acts mentioned above, as well as attempts to engage in such acts.

Utilizing text created by any Artificial Intelligence app/tool (i.e., using output generated by putting a prompt into an AI tool) in an assignment (e.g., papers, discussion forums, or any other written assignment) is considered Academic Misconduct unless the professor authorizes the use of AI for a specific assignment.

Plagiarism is an attempt to claim ideas or writings that belong to another as one's work without proper citation. This includes presenting direct quotes from a source without both a footnote and indication within the paper of the quoted material (i.e., quotation marks, block quote formatting, etc.). Paraphrasing, summarizing, using another author's ideas, and extensive rewriting of another's work without a proper citation is also plagiarism.

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.

Any form of Academic Misconduct will be subject to the policies in this handbook.

#### **Procedure for Academic Misconduct Charges**

If a faculty member believes that any student(s) has 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 declines. 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. If the faculty member has reason to recuse themselves, they should notify the VPAA and Dean for handling of the case.

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 Vice President of Academic Affairs and Dean (Academic 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, the student must file a written appeal with the VPAA and Dean within three working days following the initial meeting or notification.

Once the appeal has been filed, the VPAA and Academic Dean, or their designee, will meet with the person filing the appeal 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 purpose 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 Academic Dean or their designee has met with the professor involved and discussed possible actions. If, however, the person charged maintains innocence, an ad hoc committee will be appointed by the Academic Dean to conduct a hearing to make a determination of 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 Academic Dean or their designee, will include two faculty members and two students and will conduct its sessions using procedural rules that it has developed and adopted.

Hearings must be held within 15 working days after the initial filing of charges in the Academic 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**

The penalty for those found guilty of academic misconduct, regardless of when or how that judgment is rendered, shall be as follows. For a first offense, the consequences range from a grade of "F" on the assignment in question [a faculty member may choose to allow student to redo the assignment] to a grade of "F" in the relevant course, along with a letter to the Academic Dean about the misconduct. For a second offense in a subsequent semester, the consequences are suspension from the Seminary for a calendar year, and the student must reapply for admission after one calendar year. An academic misconduct conviction after returning from suspension (3<sup>rd</sup> offense) will result in the student's automatic dismissal from Phillips Theological Seminary and termination of the student's degree program.

Records of convictions 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 academic misconduct, including plagiarism, in the production of a major research project or thesis (i.e., an MDiv or MTS Thesis, MTS or MA(SJ) Integrative Paper, or DMin Project) will have his or her coursework terminated and will be permanently dismissed. If the degree has been granted before the misconduct 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 Handbook.

## 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.

## 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 21<sup>st</sup>-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 Handbook. 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):

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Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Appendix VII: Specialization Elective Proposal

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

*Please use this form to request an Independent Study or permission to take a masters-level course with additional work for Specialization credit. See "See "Specialization Elective Guidelines" in the DMIN Handbook on the DMIN Canvas 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 4<sup>th</sup> 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**

**2024 – 2025  
(Revised May 1, 2024)**

## Welcome and Introduction to the Project Phase

Welcome to the Project Phase of the DMin Program at Phillips Theological Seminary. In this phase, students will produce the culminating piece of the program, a DMin project in which students generate new knowledge regarding the practice of ministry. This scholarly endeavor consists of three parts: engaging in qualitative research, producing a written project, and presenting an oral presentation. All aspects of this project are done in consultation with members of the student's project committee. First, students will create and enact a qualitative research project with the method(s) of their choosing. In the written project, students will demonstrate the ability to place the findings from their qualitative research in conversation with theological concepts and theories from related areas of study. Students will then present their research, findings, conclusions, and any future suggested action in an oral presentation to their committee, the Phillips community, and invited guests.

The Phillips faculty recognizes that this is difficult and complicated work that requires skills of conceptualization, analysis, and integration that students may not have used in such a significant way in any of their previous education. The purpose of this section of the DMin handbook is to offer the information students need as they develop these skills and produce a project of which the student and the faculty of Phillips can be justifiably proud. In these pages, are specific information about the curricular design of the Project Phase; a general outline for all three parts of the project; student and faculty responsibilities; and information on form and style matters. All of this information is meant to help the student get started shaping their project. Throughout this phase of study, members of the project committee will be available to interpret and aid 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 [Doctor of Ministry] degree culminates with a written project that explores an area of ministry related to the student's vocational calling, utilizes appropriate research methodologies and resources, and generates new knowledge regarding the practice of ministry. An oral presentation and evaluation follow the completion of the written project to reflect mastery of the project and achievement of the program's outcomes. (from *ATS Commission Standards of Accreditation, Approved June 2020*).

## The Curricular Design of the Project Phase

Four courses (9 credit hours) within the curriculum are dedicated to the work towards the project to support each student as they generate new knowledge regarding the practice of ministry.

DMPR	900	Research Methodology and Methods	3 hours
DMPR	901	Project Development Seminar I	1 hour
DMPR	902	Project Proposal Course	2 hours
DMPR	903	Project Development Seminar II	1 hour
DMPR	906	Project Course	2 hours

### DMPR 900 Research Methodology and Methods

This course focuses on different approaches to research with congregations, individuals, and groups outside the congregational walls. The methodologies and methods learned in this course will not only aid students in the completion of their DMin project, but also provide skills for regular study of one's context and assessing the success of contextual changes. This course will particularly focus on epistemology, methodology, and methods, and the role they all play in research. Students will have an opportunity to craft or further develop an aspect of their project proposal at the conclusion of this course.

### DMPR 901 Project Development Seminar I

Students are enrolled in this course during the semester they are enrolled in the project proposal course (DMPR 902) for the first time unless they are first enrolled during the summer. If students are first enrolled in the summer, they will take the course during the following Fall semester. This semester long online course incorporates synchronous and asynchronous teaching. This course facilitates peer learning, accountability, and community support as students work together to fine-tune their project proposals.

### DMPR 902 Project Proposal Course

This course consists of independent study and progress toward a project proposal and will be arranged between the student and their committee. When the written proposal has been accepted by the committee, the student will be granted candidacy for the DMin degree.

### DMPR 903 Project Development Seminar II

Students are enrolled in this course at the same time they are enrolled in the project course (DMPR 906) for the first time unless they are first enrolled during the summer. If students are first enrolled in the summer, they will take the course during the following Fall semester. This semester long online course incorporates synchronous and asynchronous teaching. This course facilitates peer learning, accountability, and community support as students work together to fine-tune their written projects.

## **DMPR 906 Project Course**

This course may only be taken after passing the Project Proposal Course. It consists of primarily of independently carrying out the qualitative research and completion of the written project. Specifics are arranged between the student and their committee.

## **DMPR 902.01 906.01 Project Proposal and Project Course Continuations**

If a student does not pass the Project Proposal Course (DMPR 902) or the Project Course (DMPR 906) 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. Many 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 either re-enroll in the Project Proposal course or the Project course (whichever is applicable), or they must choose to exit the program with an Advanced Diploma in Ministerial Studies. They may also be terminated from the program.

## **The Advanced Research Colloquy**

The Advanced Research Colloquy, described in the DMin Program Handbook, has a specific relationship to the Project phase in that its purpose is to help students deeply explore a topic related to their project.

## **Grades and Grading Procedures**

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

A student enrolled in a Project Development Seminar (I or II) or a project research course (the Project Proposal Course or Project Course) who has made satisfactory progress on the proposal or project but has not successfully completed it, will receive 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"). At the end of the process, the written report may be accepted ("P"), sent back for revisions ("S"), or failed ("F"). If exceptional work is done, the written report may pass with distinction.

## Candidacy

Once a student's project proposal has been passed by the committee and the student has completed all Foundation and Specialization coursework with a 2.7 or better GPA, the student becomes a candidate for the degree of Doctor of Ministry.

## Major Participants in Project Phase

### The Committee

When a student is enrolled into the DMin program, the DMin Director serves as their faculty adviser in all aspects of the program. As they near the completion of their coursework, students will work with the DMin Director to find a project adviser and project reader. The Project Phase is completed under supervision of a committee consisting of a project adviser, project reader, the specialization coordinator, and DMin director. One faculty member may play more than one of these roles. The project adviser will serve as chair of this committee and will guide the committee in 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.

The project adviser must be a member of the Phillips Theological Seminary faculty. Both the reader and the adviser should be 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. In special cases, the student may petition for project readers outside of the Phillips faculty. This petition must clearly state why this particular person is being asked in lieu of a faculty member. The outside reader must also agree to be available for all the semesters the student is enrolled in the project proposal course, project course, and any continuation courses.

### Official Committee Deliberations

A student's committee will be in communication with each other and the student in a variety of ways throughout the project (i.e. email and one-on-one conversations).

Additionally, the entire committee will gather as a group to deliberate on whether the student has satisfied the necessary requirements to move to the next step of the project phase. Official Committee Deliberations will happen at least three times: in the very beginning of the proposal preparation process; after the project proposal has been completed; and immediately after the oral presentation. The first two committee deliberations may happen via email, phone conversations, in person, or through video conferencing. The format will depend on what works best for the student and their committee. The final deliberation will happen through video conferencing or in person.

### ***The 1<sup>st</sup> Committee Deliberation – Proposal Preparation***

When a student has completed or is nearing the end of their coursework and has been assigned a project adviser and reader, the student will email their response to the questions presented in Appendix [xx] "The First Committee Deliberation" to the entire committee, receive feedback and make changes as necessary. If a student and adviser decide to conduct this deliberation via email only, the adviser will check with committee members to make sure that everyone agrees that the student is ready to

begin drafting their proposal. If the student and adviser decide to conduct this deliberation via video conferencing or in person, the program assistant will schedule a meeting with the student and the committee. At the meeting, the student's responses will be reviewed and discussed, and the student will be given advice on a way forward. Specific expectations and roles will be reiterated, and the student will have an opportunity to ask any clarifying questions they may have. Once all committee members agree that the student is ready to begin drafting the proposal, the student will receive a letter from the DMin Director stating that they may begin drafting their proposal. Students who met with their committee in person or via zoom may also receive emails reiterating what was stated orally during the deliberation.

### ***The 2<sup>nd</sup> Committee Deliberation – Candidacy Preparation***

Before a student can pass Project Proposal Course (DMPR 902), the committee will deliberate over the student's Project Proposal. After several conversations with the adviser and reader and reviewing of project proposal drafts and corrections with members of the committee the adviser and student will decide when they are ready for the 2<sup>nd</sup> committee deliberation.

The student begins the deliberation by emailing the final draft of their project proposal to each member of the committee. If a student and adviser decide to conduct this deliberation via email only, the adviser will check with committee members to make sure that everyone agrees that the student passes the project proposal course and is ready to become a candidate for the degree. If the student and adviser decide to conduct this deliberation via zoom or in person, the program assistant will schedule a meeting with the student and the committee. At the meeting, the committee will discuss the project proposal with the student, ask clarifying questions, and advise the students on the best way forward.

Once the majority of the committee members agree that the student has passed the project proposal, the student will receive a letter from the DMin Director stating that they have passed the project proposal course and have entered candidacy. Students who met with their committee in person or via zoom may also receive emails reiterating what was stated orally during the deliberation.

### ***The 3<sup>rd</sup> Committee Deliberation – Project Evaluation***

Before the oral presentation is scheduled, the student must email the written project to each member of the committee. If the committee agrees that no more work needs to be done on the written project, the program assistant will schedule an oral presentation. Immediately after the student's oral presentation, the committee will meet (without the student) to deliberate on whether the student passes and/or passes with distinction.

### ***Additional Meetings***

The committee may also meet at any time during the process for clarifications or updating of the timeline. Students may ask for additional meetings for various reasons, including, but not limited to: a context change; a change of methodology or method; or a desire to take the project in a completely different direction after the proposal has passed.

### **The Faculty Adviser**

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

- Chairing the committee and serving as key contact person for the student;
- Being reasonably available during all semesters (including summer terms) by email, zoom, or in person for consultation with project advisees;
- 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 presentation;
- Assigning the course grade for each semester (F, S, or P).
- Advising student about possible sources and resources related to DMin project topics;
- Updating the reader of the project, specialization coordinator, and DMin Director about the student's progress and performance;
- Notifying the DMin Director when a student's proposal or written project is nearing completion;
- Participating in, and evaluating the oral presentation of the project in consultation with the student, reader, and DMin Director;
- Approving final draft of the written project in consultation with the reader, specialization coordinator, 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 project 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.

- 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;
- Approving final draft of the written project in consultation with the adviser, specialization coordinator, and DMin Director.

### **The Specialization Coordinator**

The responsibilities for the specialization coordinator throughout the Project Proposal, Project and Continuation courses include:

- Reading all project proposals and written projects when they are nearing completion and providing feedback;
- Serving as a resource to ensure all projects adhere to any specific specialization standards.
- Approving final draft of the written project in consultation with the adviser, reader, and DMin Director.

### **The DMIN Director**

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

- Organizing committee meetings with the aid of the program assistant;
- Holding special conversations when committee members disagree. Act as tie breaker if necessary;
- Reading all completed written projects and participate in all oral presentations.
- Approving final draft of the written project in consultation with the adviser, reader, and specialization coordinator.

### **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.

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

- Initiating contact with faculty adviser and reader and requesting consultation about their 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, specialization coordinator, or DMin Director;
- Demonstrating adequate progress toward completing the project proposal and written project;

- Meeting negotiated deadlines for submission of written materials to be evaluated and graded by adviser;
- 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 doctoral study and research.

### Participation of Persons in Student's Ministry Setting

By its very nature, the qualitative research aspect of the project is both contextual and communal. 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. There is a complex and rich history of interaction with one another and the larger community in which the setting is situated, and everyone has their own theological interests and commitments. 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 qualitative study. However, the specific ways in which they participate in a project must be dictated by the issues raised in the project. In all cases, students must strive to treat all persons with respect, compassion, and justice.

### Policy for Human Subjects Committee (formerly 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. This board has developed a process that must be completed **before** one's qualitative research begins. No qualitative research may be used in the written project if it has been conducted without prior HSC approval. Detailed information is found in Appendix IV.

## Getting Started: The Project Proposal

The project proposal is a written document that serves as a roadmap for the project. It includes an introduction; a description of the ministry context; one's research methodology and methods; a summary of the theological and theoretical frameworks; a project outline; and a selected bibliography. All these elements must be incorporated in the proposal. How they are placed and utilized is up to the student as they design the project in consultation with their adviser. One's project proposal must be approved by the project committee before the qualitative research aspect of the project can begin.

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. Students will be exposed to several of these theories and tools in the Methodology and Methods course. In addition, students will want to consult with the DMin Director, specialization coordinator, faculty members, and one another as they make use of various methods in data collection, analysis, and evaluation.

## Two Main Approaches to the Project

While there are many approaches to a scholarly project that culminates a doctoral program, the Phillips DMin program has two dominant approaches: a research- question based approach that begins with a clearly stated research question, and a problem-based approach where students begin by stating a problem or puzzle in their context they are hoping to solve and move through steps to solve. There are questions involved in the problem-based approach and there may be problems stated in the research question approach. The approaches focus on where one begins. Conversation with faculty members and each other throughout the program will help students decipher which approach works best for their goals. This may include a third approach not mentioned.

## The Elements of a Project Proposal

The project proposal is meant to be a map that clearly guides the direction of the project. Since projects can be diverse, the approach to the project proposal can also be diverse. While different proposals may have additional sections, all project proposals should have the following sections (regardless of the approach):

### I. Introduction (3 - 5 pages)<sup>2</sup>

This describes the major goal of the project and what the student hopes to learn. What questions bring the student to this project? What are the student's interests in pursuing this project? This section should end with a clear research question or a statement of the problem, issue, challenge, or opportunity—and why it is important to your ministry context and/or to you as a pastoral leader.

*\*Note: Policies and forms related to the newly named Human Subjects Committee will be updated during the 2025-2026 academic year. Content and procedures will remain the same until that time.*

## II. Ministry Setting (2 – 5 pages)

This section serves as a description of the student’s present ministry and contexts (social, religious, theological, political, economic, etc.). All aspects of the description need to be explicitly relevant to the research question or problem/puzzle the project intends to explore.

## III. Research Methodology and Methods (2 – 5 pages)

Describe your chosen methodology and methods and in what ways it serves your project. Who will be your main interlocutors? In what ways will you engage them? This includes your chosen for your qualitative and literary methods. This section should also define “key terms” as appropriate.

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<sup>2</sup> Page numbers are suggestions only and can be adjusted in consultation with your advisor.

## IV. Theological and Theoretical Frameworks (3-5 pages)

What theological and theoretical perspectives do you anticipate will be most helpful in answering your research question or addressing the problem or puzzle in your context and the purpose of your project? How does the project relate to the student’s own theological stance? Theological resources might include Biblical texts, movements or major figures in the history of Christianity, or a particular theologian or dogma.

## V. Project Outline (2 – 3 pages)

This annotated outline lays out the order and basic description of each chapter and estimated length of each chapter. While this is expected to shift as you continue to research and write, this outline demonstrates how the different parts are related to each other and gives the project’s clear direction. Your last roman numeral of the outline should be a projected timeline for completing the various parts of the project.

## VI. Bibliography

This bibliography provides your committee further insight into how you are developing your project and ensures the adequacy of sources in providing an appropriate framework. Be sure you have a variety of sources.

## VII. Specialization Requirements

Different specializations may require additional sections or more nuance in a particular section.

### A. Black Church Studies

- i. After the ministry setting section, the student is required to add a

section that places their context within the narrative of Black Church Traditions.

B. Improvisational Leadership

- i. There are no added sections or nuances for this specialization.

C. Preaching and Worship

- i. There are no added sections or nuances for this specialization.

D. Public Ministry and Social Transformation

- i. Students are required to use research methodology and methods that are liberative/decolonial. These methods include participants in every step of research. Thus, in your “Research Methodology and Methods” section, be sure to explain how your research is liberative/decolonial and how you intend to incorporate participants in the various steps of your research.

### VIII. Additional Pieces

While items I - VII should appear in everyone’s outline, a project may require an additional section or more nuance in a particular section. The decision to add an additional section should be made in conversation with your project adviser.

This may include:

- An annotated bibliography (instead of a simple bibliography)
- An extended Biblical exegesis
- A thicker description of one’s context beyond the areas that focus on one’s project.
- A separate section that explores the research question.

### The Written Project and Oral Presentation

Once a proposal has been approved by the student’s project committee, the student may enroll in DMPR 906 Project Course, begin their qualitative research, and enroll in DMPR 903.

Throughout this period, the student should keep in regular contact with their adviser. The average written project is 50 pages not including appendices and bibliography.

### The Written Project

The structure of the written project is dependent upon the methodology used, specialization requirements, direction from the project committee, and the student’s own personal style and goals. While the written project may vary in structure, it needs to include the elements of the project proposal in an updated and expanded form (except for the project outline) and the addition of the following:

*\*Note: Policies and forms related to the newly named Human Subjects Committee will be updated during the 2025-2026 academic year. Content and procedures will remain the same until that time.*

## I. Conversation with major texts within the fields of your your theological and theoretical frameworks.

This may take the form of a literature review section. Alternatively, the texts may be placed in conversation with other texts and resources. Students may also choose to utilize a combination of the two.

## II. Insights/Answers/Solutions

This additional section can take many forms. The student may reflect theologically on the research and note what new questions and insights have arisen for the student about the project topic. The student should clearly answer their research question or present a solution to the problem posed.

The student may also reflect on a project that sought to test out a possible solution to a problem. Students may suggest new methods and models through which the issue and situation on which the project focused can be studied, evaluated, and transformed.

## III. Conclusion

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 written project is completed and turned in, the student should hear from the committee in the agreed-upon time frame. The adviser will officially notify the student about what changes are needed in the next draft and whether 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 DMin Director 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 staff to attend the oral presentation. The candidate may also invite guests to the 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 written project and the qualitative methods used. After the presentation, the project committee will discuss the report in private, and

vote 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<sup>th</sup> of the academic year** if the student wishes to graduate in May of that year.

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## Instructions for Formatting and Submission of Final Copies of Project Report

### Project Template

- **The Library Committee has developed a [template](#) for your DMin Project writing convenience. This template requires that you use the MS Word offered to you through your Phillips account. Please read its accompanying [user guide](#) to avoid problems with using the template.** If you choose to use a different writing software program, and want to format the project personally, please contact [Sandy Shapoval or Katherine Casey](#) for detailed assistance. 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, using a combination of the Style Guide and the following:
  - **Turabian Manual for Writers, 9<sup>th</sup> edition**
    - You will want to purchase a copy of this. The 9<sup>th</sup> 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, 2<sup>nd</sup> edition.**
    - If you plan on continuing in biblical scholarship you will want to own a copy of this one, too.

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

### Submission of Final Copies

- **Clearance for Graduation:** After the DMin Program Director and the Academic Dean have given their final approvals the Dean of the Library will check the formatting in preparation for binding. Send the Dean of the Library an electronic copy to start this checking process. It is very common to have several back-and-forth sessions for this final editing stage!
- **Printing:** Once the formatting has been approved by the Dean of the Library you will print out two copies, plus any additional personal copies, onto 25% - 100% cotton (also known as “rag”) archival quality paper. [Here](#) is an example of such paper. The high-quality paper is necessary for slowing atmospheric degradation of the works. Include *6 blank pages of the same paper for each copy* of the project to be used in binding when you deliver or mail the copies to the Dean of the Library.

*\*Note: Policies and forms related to the newly named Human Subjects Committee will be updated during the 2025-2026 academic year. Content and procedures will remain the same until that time.*

- **Warning:** Students should not print final copies until their adviser, reader, the DMin program director, and the Dean of the Library have signed off completely and all style and form matters have been approved. Otherwise you might end up wasting money and resources.
- **Library Permission Page:** Make sure you sign the Library Permission Page at the very end of the template.
- **Academic approval signatures:** The Dean of the Library will deliver your title pages to the Administrative Assistant to the Dean for the official signatures.
- **Binding:** Once the signatures are collected the Dean of the Library will ship the copies to be bound. Include *6 blank pages of the same paper for each copy* of the project to be used in binding. Every year the binding price has risen. This past spring Houchen Bindery charged \$23.75 for each copy. You will need to pay for all personal copies above the count of two copies that the library retains.
- **RIM and the Abstract:** Students should also fill out the online [Research in Ministry \(RIM\)](#) form. 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.)
- It takes the bindery about 6-8 weeks to process the projects. Once the projects have arrived back at Phillips the Dean of the Library will contact you about delivery preferences.

*\*Note: Policies and forms related to the newly named Human Subjects Committee will be updated during the 2025-2026 academic year. Content and procedures will remain the same until that time.*

## Appendix A: Human Subjects Committee (formerly Institutional Review Board) Policy/Forms

### 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 a Human Subjects Committee (HSC), formerly known as the Institutional Review Board (IRB), 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 HSC 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 Human Subjects Committee (HSC), formerly Institutional Review Board, who will in consultation with the Committee's 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 HSC, formerly known as the IRB, for the Committee's consideration. A Faculty member supplies the HSC 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

#### HUMAN SUBJECTS COMMITTEE (FORMERLY INSTITUTIONAL REVIEW BOARD)

The HSC 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 HSC 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.

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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

*\*Note: Policies and forms related to the newly named Human Subjects Committee will be updated during the 2025-2026 academic year. Content and procedures will remain the same until that time.*

## 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)

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**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?

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**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:	

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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;" type="checkbox"/>
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;" type="checkbox"/>
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;" type="checkbox"/>

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;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>
I give permission to be contacted with any follow-up question after participation.	<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>

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

*Note: Policies and forms related to the newly named Human Subjects Committee will be updated during the 2025-2026 academic year. Content and procedures will remain the same until that time.*

## 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:	

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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

*\*Note: Policies and forms related to the newly named Human Subjects Committee will be updated during the 2025-2026 academic year. Content and procedures will remain the same until that time.*

## Appendix B: Rubric for DMIN Project Report Assessment

Approved by Faculty Senate, October 25, 2010

	<b>Well Demonstrated</b>	<b>Demonstrated</b>	<b>Not Demonstrated</b>
<b>Contribution to ministerial praxis (theological reflection and pastoral skills), pastoral leadership, and the church's ministry and mission?</b>	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
<b>Theological Reflection</b>	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

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<b>Literature review</b>	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
<b>Contextual Analysis</b>	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
<b>Presentation of Data</b>	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
<b>Evaluation and Critique</b>	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
<b>Composition and Style</b>	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.

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## Appendix C: 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. If using MS Word, use the most recent version supplied for free by Phillips Theological Seminary.
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. 109
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.

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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. \_\_\_\_ Contact the Dean of the Library at least 4 weeks prior to graduation to begin coordinating the final project *formatting* phase. If you are using MS Word, you will use the DMin project formatting template for this. Let the Dean of the Library know immediately if you are using different word processing software. Once the final format editing phase is complete the Dean of the Library will send you printing and binding instructions, and will let the Registrar and your project advisor know your format editing phase is complete.
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 **Getting Started: The Project Proposal pg. 70-73.**

HSC 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 1<sup>st</sup>

Advisor should get feedback to student no later than August 15<sup>th</sup>

Student turns in second draft to advisor and DMIN Director no later than September 15<sup>th</sup>

Advisor should get feedback to student no later than October 15<sup>th</sup>

Final draft of Project Report should be turned in to advisor, reader, and DMIN Director no later than November 15<sup>th</sup>

*\*Note: Policies and forms related to the newly named Human Subjects Committee will be updated during the 2025-2026 academic year. Content and procedures will remain the same until that time.*

Full committee reads **Final Draft** and makes comments by December 15<sup>th</sup>

Advisor should get feedback to student by December 15<sup>th</sup>

### **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 15<sup>th</sup>.

Advisor, Reader, Specialization Coordinator, and Director approve project for oral presentation – by February 1<sup>st</sup>.

Advisor, Reader, Specialization Coordinator, and DMIN Director consult with student to schedule the oral presentation to be held prior to February 28<sup>th</sup>.

Before March 15<sup>th</sup> -- 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 1<sup>st</sup>  
September 15th  
November 15th  
January 15th

### **Advisor responds with comments:**

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

## 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?