

PHILLIPS  SEMINARY
H A N D B O O K

**Doctor of Ministry Program
in Pastoral Leadership
2018 - 2019**

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

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

www.ptstulsa.edu

Updated June 2018

Contents

- Welcome and Introduction 5
- Purpose and Goals of the DMin Program 5
- Mission of Phillips Theological Seminary..... 6
- How to Use This Handbook 6
- The Phillips Campus..... 7
 - The Student Commons..... 7
 - Meinders Chapel 8
 - Facility Usage 8
 - The Library 8
- Miscellaneous Information about Phillips 10
 - Name Badges 10
 - Parking 11
 - Weather 11
 - Emergency Financial Assistance..... 11
 - Resources for Personal Support..... 11
 - Writing & Tutoring Services 12
 - Seminary Student Directory 12
 - Safe Space and Professional Behavior 12
 - Netiquette 12
 - Substance Abuse 13
 - Smoking 13
 - Weapons..... 14
- Regular Faculty..... 15
- Affiliated Faculty..... 16
- Who’s Who At Phillips 16
- Overview of the Program 18
- Typical June DMin Fortnight Schedule..... 20
- Typical January DMin Fortnight Schedule..... 20
- Detailed Description of Program Phases 22
 - Foundation Phase 22
 - Specialization Phase 22
 - Pastoral Leadership in Homiletics (PLH)..... 24
 - Degree Plan for Pastoral Leadership in Homiletics 25
 - Pastoral Leadership in Church and Society (PLCS) 26

Colaborating for Change	
Degree Plan for Pastoral Leadership in Church and Society	27
Transformational Leadership for Women in Ministry (PLCSW)	28
Degree Plan for Transformational Leadership	29
Pastoral Leadership in Improvisational Ministry	30
Transformational Leadership in Intercultural Community	32
Degree Plan Transformation Leadership in Intercultural Community....	34
Project Phase, see Guidelines for Project document for details.....	35
Candidacy	36
The Oral Presentation	36
Academic Policies and Procedures	38
Academic Year	38
Academic Probation and Dismissal	38
Appeals Process and Academic Misconduct	39
Assessment and Student Portfolios.....	39
Attendance	39
Change in Specialization	40
Computer Technology.....	40
Homiletics Specialization Computer Requirements.....	40
Context for Ministry.....	41
Disability Policy	41
Enrollment Issues: Requirements.....	41
Enrollment Issues: Course Load Adjustments	42
Adding and Dropping Courses	42
Course Withdrawal.....	42
Incompletes and Extensions	43
Audit Policy.....	43
Family Educational Rights and Privacy Act (FERPA).....	43
Grades and Grading Procedures	44
Inclusive Language	45
Leave of Absence	46
Readmission.....	46
Semester-Hour, Definition	46
Special Students.....	47
Specialization Continuation Course	47
Time Limit.....	47
Sexual Harassment Policy.....	47
Withdrawal	48

DMin Worship	48
Financial Policies and Procedures.....	49
Tuition and Tuition Aid Grants	49
Tuition Refund Schedule.....	50
Fees.....	50
Payment	51
Appendix I: Miscellaneous DMin Courses.....	52
Research Courses.....	52
Non-Credit Courses	52
Appendix II: Rubrics for DMin Assessment.....	53
Rubric for DMin Portfolio Assessment.....	53
Rubric for DMin Project Report Assessment	55
Appendix III: Academic Misconduct	58
Appendix IV: Sexual Harassment Policy	60
Appendix V: Family Educational Rights and Privacy Act (FERPA).....	67
Appendix VI: Disabilities Policies and Procedures.....	69

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 women and men who hold the MDiv degree and are already engaged in various Christian ministries of the church to develop further the talents, competencies, and skills necessary for leading churches in meeting the challenges of the 21st century.

We seek to fulfill this purpose by preparing students to:

- 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 student handbooks (Masters and DMin), and each term's course schedule. The DMin handbook is designed to be a valuable tool for your work at Phillips. Please read it carefully and then keep it in an accessible location so that you can refer to it as needed.

At orientation, significant portions of this handbook will be discussed; and you will be asked to sign a form acknowledging the receipt of this handbook and the discussion of significant items.

In addition, please read the current Phillips Catalog, which includes the seminary policies on which the procedures in this handbook are based. The catalog is available online at <http://ptstulsa.edu/CatalogHandbookGuides>.

The Phillips Campus

The Student Commons

The Phillips campus consists of two buildings; the Cadieux Building and the Tabbernee Conference Center. The Student Commons is housed in 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. In the commons area you will find:

- microwave ovens for heating snacks and lunches;
- a refrigerator for students to store small amounts of food for a limited time;
- snacks and drinks for a nominal cost;
- first aid kit;
- computer and printer which may be utilized at no charge;
- a coffee bar;
- chairs and tables for studying and visiting.

Other Special Places and Services

The front reception desk is the place to:

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

The seminary relations office is the place to:

- purchase Phillips t-shirts, cups, coasters and keychains etc.

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

There is also a day room, set aside as a quiet place for resting and napping. It is off the hall south and west of the student commons. This room has a rocking chair and other child-friendly equipment. Nursing moms are welcome to utilize this space when caring for little ones.

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.

There are group study rooms in the library.

Meinders Chapel

The Meinders Chapel provides sacred space for weekly worship, prayer and silence. Eating and drinking are not permitted in the chapel except for the Eucharistic elements and water for the speakers. Cell phones should be silenced during worship and other events in the chapel. Please check with the worship directors or the front desk before making changes to the arrangement of the chapel furniture or before operating the chapel sound and video equipment.

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 Library

The Phillips Library is located at the north end of the Cadieux 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's virtual location starts here: <http://ptstulsa.edu/library>. See sections below to access our electronic resources.

Contact Information

The library email address – contact us for all your information needs, as well as renewing books and other assistance phillipslibrary@ptstulsa.edu. The circulation desk phone number is (918) 270-6437.

Hours

<http://ptstulsa.edu/LibraryHours>

Regular hours:

Monday • Wednesday • Thursday • Friday:

8:00 AM – 5:00 PM

Tuesday 8:00 AM – 6:30 PM

Saturday hours: (See the website for select days):

10:00 AM – 2:00 PM

DMin Fortnights and Concentrated Course weeks:

Monday • Tuesday • Wednesday • Thursday 8:00 AM – 6:30 PM

Friday 8:00 AM – 5:00 PM

The library is closed on all seminary holidays.

Phillips Library Online Catalog is where you can locate what books and journals titles we own.

Journal Articles and Other Online Resources

The library provides access to electronic books and numerous electronic databases. The link below will provide information on how to access our online databases. You will need to provide your firstname.lastname, then the five digits of your Phillips library barcode in order to get in. For problems contact us: phillipslibrary@ptstulsa.edu, or call 918 270-6437.

The library owns a large number of electronic books. The link below will provide direction to accessing these. Just like with the online databases you will need to provide your firstname.lastname, then the last 5 digits of your Phillips library barcode in order to get in <http://ptstulsa.edu/LogInfromOffCampus>.

Reserves

The primary access to course reserves is provided through your Moodle account. We also maintain print copies of all reserves in the library. Contact us at phillipslibrary@ptstulsa.edu, or call (918) 270-6437 for your photocopying or scanning needs.

Services

The library offers multiple services to our students including free printing, reference, scanning, interlibrary loan, and mailing materials. If you have an information need – just ask us!

Collection

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

The library provides access to 100,000 monographs, 800+ hard-copy journals, electronic books and journals, DVDs and CDs, and microtext items. Access to our electronic resources requires a username and password. Please contact the library at (918) 270-6437 or phillipslibrary@ptstulsa.edu for assistance if you are unable to get in.

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

Circulation Information

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

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

Electronic books: The renewal process on electronic books is different from print books. If you have downloaded an electronic book, it will no longer be available after a specified period of time (generally 7 days). If nobody has placed a hold request for the book, you may download it again. An electronic book may also be accessed and read online without downloading it to a device, as long as nobody else is viewing the book at the same time. Further information about accessing and downloading electronic books is available at <http://ptstulsa.edu/LogInfromOffCampus>.

Miscellaneous Information about Phillips

Name and Door Badges

All faculty, students and staff are asked to wear name badges at all times while they are on campus. For security and identification purposes, 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 campus.

Every new student is also issued a door badge which will allow access to the building and the back security gate Monday – Friday from 7:45 am to 9:30 pm. If the door badge is lost or misplaced there will be a replacement charge of \$10.00. **This expense is the**

responsibility of the student and should be paid at the front desk when picking up the new ID badge.

Parking

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

Weather

In case of inclement weather, such as heavy snow or ice, call 918-270-6467 for a recorded announcement indicating whether or not Phillips has cancelled classes. Class cancellation and weather information may also be found on the website www.ptstulsa.edu. Please be sure to check one of these sources because the weather at your home and in Tulsa can be considerably different. **If you are outside of the greater Tulsa area, do not rely on your local weather reports.** The seminary will also send automated text and voicemail messages to notify students of emergencies, inclement weather, or to relay other time-sensitive information.

Please note: A class missed by a student on account of weather but not cancelled by Phillips will not be excused and will be counted among the absences which fall into the "20% or more" attendance policy explained on page 39.

Emergency Financial Assistance

There is a special Student Emergency Fund, supported through chapel offerings, student senate and special gifts received during the school year. It is available to students in need of assistance in emergency situations. Grant amounts depend on need and the amount of money in the fund. (The maximum amount to be awarded at any given time is \$250.00) Repayment is not required, but contributions from the recipients are encouraged after the recipients' situations have improved.

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

Resources for Personal Support

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

Writing & Tutoring Resources, Grammarly, and Resources for Success

The seminary is deeply invested in the success of every student and has developed a program that will cover up to 4 free sessions per semester with a seminary-approved writing/tutoring coach. For more information, please get in touch with the Office of Admissions and Student Services.

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 on Moodle.

As well, on the Moodle homepage, every student has been given access to a course titled Resources for Success. This course contains valuable videos, tutorials, and writing resources.

Seminary Student Directory

In addition to the categories that are listed by FERPA as directory information (see Appendix V), Phillips Seminary considers a student's denomination to be directory information. Students must notify the registrar by September 10, 2018 (Fall 2018) or by February 12, 2019 (Spring 2019), if they do not wish to have any or all of these information categories, including denomination, considered as student directory information.

Safe Space and Professional Behavior

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

Netiquette

Participants in the online discussions do not have available the same visual and auditory clues as those in traditional classrooms for interpreting the tone and substance of contributed comments. **It is, therefore, especially important that the following guidelines concerning appropriate "netiquette"—i.e., etiquette for written communication shared via the internet—should be consistently observed.** Individual professors may have procedures regarding class etiquette which are specific to course design and learning goals in addition to the following institutional standards. Students

should pay attention to each course syllabus for the particular as well as the general standards. In all cases, how the standards are applied in any given course is at the discretion of the instructor.

- While in online discussion, statements of disagreement and alternate understandings are welcomed, and even encouraged among participants, disparaging personal ad hominem attacks cannot be permitted, even if purported to be intended light-heartedly. Overt references or those by innuendo that violate the seminary's anti-discrimination policy will not be tolerated.
- Rude, offensive, or abusive comments are entirely inappropriate. "Flaming" (typing words in capitals) or an excessive use of exclamation marks must always be avoided because they are widely understood to signal expressions of anger, hostility, or disrespect.
- Attempts to use humor, and especially sarcasm, to advance one's position in online discussions are most generally confusing and ineffectual. In addition, the seeming innocence of jokes can be lost in transmission.
- Participants should be attentive to maintaining a professional style of communication. Posted contributions on discussion boards should be free of misspelled words and other distracting technical errors. As with written papers, it is essential to properly cite sources.
- There are different modes of communication for online classes, e.g. discussion boards and chat rooms—formal and informal—where the standards may be nuanced accordingly to fit the class situation. However, when communicating online, participants should carefully review what they have written before they actually send or post it, making certain that chosen modes of expression convey what they want to say and how they want to say it.
- Finally, members of the seminary community are to avoid forwarding any type of junk mail (e.g. advertisements, solicitations, or sexually explicit materials) to others. Moreover, they should not violate the privacy of others by divulging email addresses and comments outside of the class without express permission.

Substance Abuse

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

Smoking

Phillips Seminary is a smoke-free environment. Smoking is not permitted in its buildings, courtyards, gardens, or at any entrance of the building. Smoking is permitted in the back

(east) parking lot and grass areas around the parking lot or on exterior sidewalks at least 10 yards from the building.

Weapons

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

Regular Faculty

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

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

Ellen J. Blue Mouzon Biggs Jr. Professor of the
History of Christianity and United Methodist Studies
BS, University of Louisiana, Monroe, 1980; MA, ibid., 1989; MDiv., Southern
Methodist University, 1995; PhD, Tulane University, 2002. Ordained. United
Methodist Church. Phillips since 2002.

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

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

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

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

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

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

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

John L. Thomas, Jr. Associate Professor of Practical Theology
BA, Oral Roberts University, 1980; MDiv, Phillips, 1991; DMin, *ibid.*, 2000. Ordained.
National Baptist Convention. Phillips since 2000.

Richard F. Ward Fred B. Craddock Professor of
Homiletics and Worship.
BA, Oklahoma Baptist University, 1973; MFA, Trinity University, 1976; MAR,
Christian Theological Seminary, 1980; PhD, Northwestern University, 1987.
Ordained. United Church of Christ. Phillips since 2010.

Affiliated Faculty

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

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

Who's Who at Phillips

Executive Staff

Interim President Nancy Claire Pittman, PhD
Vice President of Administration and Karen McMillan, BSBA
Chief Financial Officer
Acting Vice President for Academic Affairs and Dean Joseph Bessler, PhD
Associate Dean for Assessment
and Faculty Development Joseph Bessler, PhD
Associate Dean for Contextual Education
and Supervised Ministries John L. Thomas, Jr., DMin

Directors of Programs and Services

Director of Admissions & Student Services MaryAnn Morris, MTS
Financial Aid Officer/Learning Technology Advisor TBA
Registrar and Student Accounts Toni Wine Imbler, MTS
Director of Teaching with Technology/Chaplain Susanna Southard, MDiv

Director of the Library Sandy C. Shapoval, MTS, MLIS

Staff

Administrative Assistant to the Deans

and Director of DMin Programs Tammye Jurena

Library Instruction and Reserve Librarian Katherine Casey, MLIS

Preservation, Archives, and Serials Librarian Hannah Johnson, MLIS

Access Services Librarian Avery Welden, MLIS

Cataloging and Technical Services Librarian Lucy Franklin, MLIS

Overview of the Program

Introduction

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

Foundation Phase: 9 hours in Foundation Courses

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

Specialization Phase: 16 hours in Specialization Seminars

- 4.0 hours per seminar for a total of 4 courses

Project Phase: 7 hours in Proposal and Project Courses

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

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

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

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

DMin Fortnights

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

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

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

Scheduled

June 18-29, 2018

January 7-18, 2019

June 17-28, 2019

January 6-17, 2020

June 22-July 3, 2020

January 4-15, 2021

June 21-July 2, 2021

January 3-14, 2022

June 20-July 1, 2022

Typical June DMin Fortnight Schedule

First Week:

Monday	5:00-7:30	Orientation for New Students; Library Day
	1:00-5:00	Project Development Seminar I
Tuesday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses
Wednesday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses
Thursday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses
Friday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses

Second Week:

Monday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses
Tuesday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses
Wednesday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses (last day for Foundation Course)
Thursday	8:30	Worship
	9:00	Specialization Phase Courses (last day)
Friday	9:00	Project Development Seminar II

Typical January DMin Fortnight Schedule

First Week:

Monday		Library Day
Tuesday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses
Wednesday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses
Thursday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses
Friday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses

Second Week:

Monday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses
Tuesday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses

Wednesday	8:30	Worship
	9:00	Foundation Phase and Specialization Phase Courses (last day for Foundation Course)
Thursday	8:30	Worship
	9:00	Specialization Phase Courses (last day)
Friday	8:30-12:30	Development Seminar II

Detailed Description of Program Phases

Foundation Phase

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

Pastoral Leadership in Context

DMIN 807

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

The Biblical Message and the Praxis of God

DMIN 808

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

Constructive Theology of Ministry

DMIN 809

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

Specialization Phase

Specialization Phase Courses will be taught either in a January or June DMin Fortnight or during a regular academic semester. Typically, four courses, with 4 hours credit per course, will be offered. The fourth course will be an elective, usually a directed study for investigating subjects dealing with project areas and designed by individual students in coordination with the specialization coordinator of the relevant specialization and the DMin director. However, students may also fulfill this requirement by taking an

advanced-level course in the MDiv program provided that they make arrangements with the professor regarding additional coursework commensurate with both DMin-level work and an additional hour's worth of credit, and that they receive the approval of the specialization coordinator and the DMin director.

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

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

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

Pastoral Leadership in Homiletics (PLH)

Specialization Coordinator: Dr. Richard F. Ward

richard.ward@ptstulsa.edu

The “Pastoral Leadership in Homiletics” (PLH) specialization is designed to enable pastors to gain greater clarity in preaching as a major function of congregational leadership and to develop their preaching gifts and abilities in service to the proclamation of God’s work in the world. Students enrolled in the PLH will normally begin Specialization phase courses in January of their second year in the program. In order to complete coursework they will need to have computers that support programs for viewing sermons (see pg. 40).

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

- articulate an understanding of preaching as a function of pastoral leadership that is grounded in theological and biblical reflection and responsive to the history of Christianity particularly as it is reflected in student’s own denominational heritage
- utilize comprehensive analysis of a congregational setting as a tool for understanding the effectiveness of preaching in a given situation
- demonstrate advanced skills in biblical exegesis, sermon construction, and oral and visual communication (e.g., spatial considerations, use of digital and electronic media).

The following courses comprise the Specialization phase of the PLH:

Core Homiletic Seminar I

DPLH 720

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

Preaching for Change

DPLC 724

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

Media and the Church**DPLH 723**

Ministry takes place in an intense media environment, sometimes with awareness, often without. This course will involve an extensive investigation into media: what it is and what its history is. We will explore both the critics of media and its supporters. The goal of this course is not primarily to enable the student to use media, but to understand the implications of employing media. A major component of our study will be to understand the ethics of media. Like myth, one either thinks with media or it thinks for you.

Core Homiletic Seminar II**DPLH 722**

Using the themes developed in Core Homiletic 1 we will more fully incorporate congregants as participants in the learning process. Students will complete a 'thick description' of their congregational cultures and practices and convene sermon formation and feedback groups from their congregations. The aim will be to become "listening learners" as well as rhetorically effective preachers and congregational leaders.

Elective Research Practicum**DMIN 898**

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

Degree Plan for Pastoral Leadership in Homiletics

DMIN 807	Pastoral Leadership in Context	3.0 hours
DMIN 808	Biblical Message & the Praxis of God	3.0 hours
DMIN 809	Constructive Theology of Ministry	3.0 hours
DPLH 724	Preaching for Change	4.0 hours
DPLH 723	Media and the Church	4.0 hours
DPLH 722	Core Homiletic Seminar II	4.0 hours
DMIN 898	Elective Research Practicum	4.0 hours
DMPR 904	Project Development Seminar I	0.5 hours
DMPR 905	Project Development Seminar II	2.5 hours
DMPR 902	Project Proposal Course	2.0 hours
DMPR 902.01	Project Proposal Continuation Course	0.0 hours
DMPR 906	Project Course	2.0 hours
DMPR 906.01	Project Continuation Course	0.0 hours
	TOTAL	32.0 hours

Pastoral Leadership in Church and Society (PLCS) Collaborating for Change

Specialization Coordinator: Dr. Joseph Bessler
joe.bessler@ptstulsa.edu

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

“Good leadership requires you to surround yourself with people of diverse perspectives who can disagree with you without fear of retaliation.”
Doris Kearns Goodwin, *A Team of Rivals*.

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

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

The following courses comprise the Specialization phase of the PLCS:

Core Church and Society Seminar I

DPLC 730

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

International/National Immersion Experience

DPLC 731

Offered within either a national or international setting, the required immersion experience enables students to reflect more concretely and practically on the issues and themes introduced in Core Church and Society I. Led by Kathy McCallie, the spring 2018 immersion course in Washington DC, featured the Faith and Public Policy studied through the Disciples Center for Public Life and similar mainline denominational agencies. This

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

Preaching for Change

DPLC 735

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

Elective Research Practicum

DMIN 898

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

Degree Plan for Pastoral Leadership in Church and Society

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

Transformational Leadership for Women in Ministry (PLCSW)

Specialization Coordinator: Dr. Ellen Blue

ellen.blue@ptstulsa.edu

In the “Transformational Leadership for Women in Ministry” (PLCSW) specialization (a version of Pastoral Leadership in Church and Society), ministers will be offered opportunities to reflect on theoretical and theological themes related to issues of sex and gender roles in churches and society. Students will also develop community organizing skills for leading churches and their institutions toward social transformation, particularly as they relate to the inclusion of all people in varied leadership tasks. A key component of this specialization will be at least one national or international immersion experience led by a member of the Phillips faculty.

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

- Articulate an understanding of social change as a function of pastoral leadership that is grounded in theological and biblical reflection and responsive to the histories of Christianity particularly in relation to women and the student’s own denominational heritage;
- Articulate and engage from a theological, biblical and ethical standpoint important cultural issues surrounding gender as it intersects with race, economic and cultural globalization, and interfaith relations;
- Develop justice-seeking strategies for community engagement and social change around particular issues of common concern;
- Develop models for being church that build upon values of gender inclusivity, diversity and collaborative and transformative leadership.

The following courses comprise the Specialization phase of the PLCSW:

History of Women in Christianity

DPLC 733

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

International/National Immersion Experience

DPLC 731

Led by a Phillips faculty member and offered within either a national or international setting, this required immersion experience will enable students to reflect more concretely and practically on the issues and themes introduced in the foundation courses and the first specialization course.

Strategies for Collaborative and Transformational Leadership in Community

DPLC 734

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

Elective Research Practicum

DMIN 898

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

Degree Plan for Transformational Leadership for Women in Ministry

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

Pastoral Leadership in Improvisational Ministry

Specialization Coordinator: Dr. Lisa Davison

lisa.davison@ptstulsa.edu

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

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

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

Course Descriptions and Phases

Foundation Phase: 9 hours in Foundation Courses:

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

Specialization Phase: 16 hours in Specialization Seminars:

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

Project Phase: 7 hours in Proposal and Project Courses:

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

Pastoral Leadership in Transformational Leadership in Intercultural Community

Specialization Coordinator: Dr. Sarah Morice Brubaker

sarah.morice.brubaker@ptstulsa.edu

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

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

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

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

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

The following courses comprise the Specialization phase of the PLCIC

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

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

Global Hermeneutics and Religious Identities

DPLC 738

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

International/National Immersion Experience

DPLC 731

Students in this DMin track are required to take one immersion course offered by Phillips Seminary. Since some immersion courses are offered in 3 credit hour

masters-level formats, DMin students are asked to contact the instructor in advance of the course to customize the requirements and assignments for DMin-level work. In addition, students in this track must normally take Practices of Intercultural Encounter in advance of their immersion course.

Degree Plan for Transformational Leadership in Intercultural Community

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

Project Phase

See *Guidelines for Project* document for details

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

All project advisers and readers must be Phillips Seminary faculty members and available in all semesters (including summer terms) in which their assigned students are enrolled in Project phase coursework.

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

- **DMPR 904** Project Development Seminar I, with .5 credit hour, serves as an introduction to the art and craft of developing a DMin project, methods for research in ministry, and the process of writing a project. Usually students will participate in this course after completing the 2nd Foundation Course.
 - As a part of the requirements in this course, students will submit a short trial project proposal and a preliminary schedule for completion of the project.
 - Students currently enrolled in the DMin program may audit DMPR 904, Project Development Seminar I, only if they have already taken it for credit and passed the course. The audit fee will be \$40 per hour. Auditors will receive "AU" (Audit) recorded on their transcript. Auditors who miss 20% or more of the contact time for the course will receive a "U" (Unsatisfactory).

- **DMPR 905** Project Development Seminar II, with 2.5 hours credit, to meet, on an ongoing basis, on the 2nd Friday of every DMin Fortnight. This course will be required for all students in the Specialization and Project phases. Students must participate in a minimum of 2.5 contact hours (5 sessions; .5 credit hours per session).

The goals of the Project Development Seminar II are:

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

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

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

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

- **DMPR 902** Project Proposal Course, with 2 credit hours, will be arranged between student and adviser. The reader will also be consulted. When a proposal has been accepted by adviser, reader, specialization coordinator of student's specialization, and DMin director, the student will be granted candidacy for the DMin degree.
- **DMPR 906** Project Course, with 2 credit hours, to be taken only after passing the Project Proposal Course. It is also arranged between student and adviser; again, the reader and DMin director will be consulted as needed.

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

Candidacy

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

The Oral Presentation

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

During the oral presentation, which lasts approximately two hours, any faculty member may ask the DMin candidate questions about the project and project report. Toward the end of the presentation, the candidate will be asked to leave the room. The faculty members in attendance will discuss the report and come to consensus on whether to

accept it, return it for revisions, or reject it. If the report is accepted, the candidate is approved for graduation. If the report is returned for revisions, the candidate must revise it with the help of the adviser and reader, who may require another oral presentation. A candidate is allowed a maximum of two oral presentations. If the report is not accepted in two presentations, the candidate will be dismissed from the program.

The oral presentation must be satisfactorily completed by February 28 of the academic year if the student wishes to graduate in May of that year.

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

Academic Policies and Procedures

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

Academic Year

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

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

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

Academic Probation and Dismissal

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

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

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

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

Appeals Process and Academic Misconduct

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

The complete Phillips Academic Misconduct policy is found in Appendix III on page 58.

Assessment and Student Portfolios

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

- 1) A portfolio process, conducted by the specialization coordinators for students in their specializations and consisting of the following elements:
 - a. Students will keep a portfolio consisting of application essays and of papers from each course in the Foundation and Specialization phases (as in the Masters' program, course instructors will be asked to designate which paper from their course belongs in the portfolio) as evidence to be used in assessing student learning;
 - b. Students and their specialization coordinator will participate in one mid-program interview and one exit interview based on DMin program goals. These interviews will occur following completion of 16 hours in both Foundation and Specialization phases and the Oral Presentation in Project Phase.
- 2) An independent assessment of each completed and approved project report conducted by two faculty members not serving on an individual project committee.

Information gathered from these two processes will be de-identified and shared with the Assessment Task Force, the DMin Committee, and the entire Faculty Senate on Assessment Day. (See Appendix II: Rubrics for DMin Assessment on page 58.)

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 holds for online classes as well. In an online class, the instructor will set forth in the syllabus the requirements for what constitutes class attendance. The standard may change from week to week depending on the assignment. Typically, attendance is measured by the number of quality posts-per-week on the discussion board or other activities. The instructor sets the minimum number of posts-per-week required for a student to be considered present. If a student fails to make that minimum number of posts-per-week, they will be considered absent for the week. If a student is absent for 20% or more of the semester, they cannot pass the course.”

Change in Specialization

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

Computer Technology

Seminary uses computers to teach and convey vital information. Therefore, all incoming DMin students are required to have access to the following in order to stay current with the latest information about program changes, course requirements, and conversations with other students and faculty through “Moodle Rooms” used by Phillips. Every student will be assigned a Phillips student email account that will be used for all seminary-related correspondence.

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

Homiletics Specialization Computer Requirements

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

Windows Media Player, which requires:

- Windows 7 or later
- IE 11.0 or later

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

- Windows 10

VLC Media Player, which requires:

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

Quicktime Player, which requires

- MAC OS 10.7 or Later

Context for Ministry

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

A student who changes ministry settings at any time in the program must submit to the director a five-page Ministry Context paper detailing the context along the lines of the original assignment in the Pastoral Leadership in Context course. Until this paper is on file, the student may be prevented from enrolling in coursework.

Further, any student who changes ministry sites during the program will be advised to take a leave of absence for at least one term to become better acquainted with her or his new ministry setting. (See "Leave of Absence" below.) The context paper may be submitted at the conclusion of the leave of absence.

Disability Policy

The complete Phillips Policy Regarding Disabilities may be found in Appendix VI on page 69.

Enrollment Issues: Requirements

Enrollment is handled in consultation with the registrar. Since there are limited choices or electives, usually students are enrolled in the next course in sequence for their program. The registrar communicates with students and the DMin director when questions arise. Students can expect information several months prior to the beginning of each term with details about the next class, including a reading list and pre-assignments.

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

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

Students must have completed at least 3 credit hours and preferably all 9 credit hours of their Foundation phase courses before entering the Specialization and Project phases. In order to enroll in the Project Proposal Course, all students must have completed all Foundation courses, at least three-fourths of their Specialization courses, and the Project Development Seminar I. Project proposals must be approved by advisers, readers, the appropriate specialization coordinator, and the DMin director before students can register for the Project Course and begin work on their project.

A student will be automatically enrolled in DMIN 899 Program Continuation Course and charged a \$150 continuation fee and a \$100 student fee for each semester and term in which a class is offered that the student needs for her or his degree, but in which the student chooses not to enroll. This fee must be paid before the student can enroll in any subsequent work. If a required class is not offered for a student in a particular term, including courses in Project Phase, she or he may enroll in DMIN 890 Specialization Continuation Course. There is no charge to be enrolled in this course and no grade given.

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

Enrollment Issues: Course Load Adjustments

Adding and Dropping Courses

A course may not be added after the first day of the term. A course other than a Project 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 last day of the term; and (b) the student is able to show adequate reason for the failure to complete the course requirements on schedule. If an incomplete is granted, the completion date for all materials will be the last day of the following semester on which all written work is due. Failure to complete the course within this time results in a change of grade for the course from "I" (Incomplete) to "F." Under extraordinary circumstances, students may request an extension for the incomplete in writing to the DMin director. Incompletes and extensions are not allowed in 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 "Tuition, Fees, Financial Aid and Payment Procedures," beginning on pg. 48.

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.

Family Educational Rights and Privacy Act (FERPA)

Phillips makes every effort to ensure students' privacy regarding their relationship to Phillips. The complete policy concerning this matter may be found in Appendix V on page 66.

Grades and Grading Procedures

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

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

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

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

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

In the Project Phase, courses are graded "S" (Satisfactory progress), "P" ("Pass") or "F" ("Fail"). A passing grade is the equivalent of a B- or better. A first "F" earned in the Project Phase does not earn grade points. 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 his or her Project Report accepted. The student must pay a graduation fee (see "Tuition, Fees, Financial Aid, and Payment Procedures"). In order to receive a diploma, the student must have a final draft of his or her Project Report accepted by the library.

Inclusive Language

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

As Christians and ministers of the Word, we commit ourselves to avoid using language that damages or excludes persons or perpetuates demeaning stereotypes.

This includes language that establishes or reinforces bias against people because of their race, gender, 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 by writing a letter to the DMin director, who will bring the petition to the DMin Committee for consideration. A new petition must be submitted if the student wishes to extend beyond the time granted by the DMin Committee. A student is not charged tuition while on leave of absence. A student who is on leave from the program cannot receive academic advising, but may receive program advising from the director. The six-year time limit for completing the degree will be extended by the same number of terms or semesters the student is on leave. Any student who does not re-enroll in the program at the end of the time granted by the seminary may be dismissed from the program.

Program Continuation Course

Students will be automatically enrolled in this course (DMin 899) in any term in which they choose not to register for another course. A tuition fee of \$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.

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 DMin 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, she or he may enroll in **DMIN 890 Specialization Continuation Course**. There is no charge to be enrolled in this course and no grade given.

Style Guidelines for Research Papers

Formal papers and theses must be prepared according to form guidelines in the 9th ed. of the Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. Chicago: University of Chicago Press, 2018. In addition, the faculty has produced both a style guide and a thesis/project report guide to help students with additional issues related to form and style.

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

Time Limit

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

Sexual Harassment Policy

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

Withdrawal

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

DMin Worship

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

Financial Policies and Procedures

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

Tuition and Tuition Aid Grants

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

- DOC/UCC students: 80%
- All other students: 60%
- Underrepresented Racial/Ethnic Groups: 80%

If a student encounters special circumstances or unusual expenses, the student may petition the director of admissions and student services for additional financial support.

Other named and external scholarships may be available through churches, foundations, denominations, and private contributors. A list of these can be found on the seminary website under the “academics” tab.

Federal Direct Loans are also available to Phillips students in degree programs. All students who receive a Federal Direct Loan at any time in their course of study at PTS must complete an exit interview online. Students who fail to complete the exit interview in their final semester of studies will not receive a diploma at graduation or be eligible to receive an official transcript.

A student financial aid officer is available to work directly with new and returning students to develop financial aid plans for the remainder of their academic programs. The financial aid program is monitored by the student, in cooperation with the director of admissions and student services and the financial aid committee.

Financial aid information is verified by the seminary’s financial aid officer. Tuition aid grants are issued based on a student’s self-reporting.

Requirements for Tuition Aid Grants

Seminary tuition aid grants are renewable each year provided the student:

- Writes a thank-you letter to their donor(s) by the deadline specified; (students will receive instructions from the Office of Admissions and Student Services.)
- Maintain satisfactory academic progress by sustaining a 3.0 cumulative GPA. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students may continue to receive a seminary tuition aid grant while on academic probation.

When a student receives a grade of “F” in a course, any seminary tuition aid grant awarded for that course must be returned to the seminary. The amount of seminary tuition aid grant given for that course will be posted to the student’s account for the term in which the student is next enrolled and must be paid according to the financial agreements for that term.

Students may receive 6 hours of withdrawal without negatively impacting their seminary tuition aid grant. Credit hours taken beyond the allowable number of hours for a seminary tuition aid grant will be billed at the full tuition rate.

Tuition Refund Schedule

The following tuition refund schedule applies for dropped courses:

Courses taught during DMin Fortnights

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

Courses meeting throughout a term (e.g., Specialization Elective Courses)

During the first week of the semester.....	all but \$25 per drop slip
During the second week of the semester.....	80%
During the third week of the semester.....	50%
During or beyond the fourth week of the semester.....	0%

Project Proposal or Project Course (including Continuations)

Amount refunded up to the end of the first month of the term.....	75%
Amount refunded after the first month.....	0%

Fees

Application Fee	\$60
General Student Fee (including technological support fee; per semester)	\$125
Project Proposal/Project Continuation Courses.....	\$150
Graduation fee (diploma)	
(does not include cap and gown purchases)	\$100
Administrative fee for binding DMin project.....	\$75

Audit Fee for DMPR 904 Project Development Seminar I.....	\$40
Audit Fee for DMPR 905 Project Development Seminar II.....	\$40

Late Enrollment Fee	\$35
Incomplete Fee.....	\$25
Extension of Incomplete Fee.....	\$40

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

Approximate Total Cost of DMin Program

Before any seminary tuition assistance:

Tuition for 32 hours (at \$480 per hour).....	\$15,360
Student fees.....	\$1500
Graduation fees.....	\$100
Administrative fee DMin Project Binding.....	\$75
TOTAL.....	\$17,535

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

Payment

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

Students with delinquent accounts may not enroll. Furthermore, they may receive neither a diploma nor a transcript until the account is paid in full. Students will be responsible for any costs incurred by the seminary in collecting delinquent accounts.

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

Please mail payments to:

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

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

Appendix I: Miscellaneous DMin Courses

Research Courses

Doctoral Seminar (1 - 4 hrs. credit)

DMIN 897

Advanced study of selected issues in the theology and practice of ministry. May be repeated with different topics.

Elective Research Practicum (1 - 6 hrs. credit)

DMIN 898

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

Non-Credit Courses

Program Continuation Course (0 credit)

DMIN 899

Students will be automatically enrolled in this course in any term in which they choose not to register for another course. A tuition fee of \$100 and a student fee of \$125 will be charged; however, no grade is given. Students who are enrolled in this continuation course more than three terms may be dismissed from the DMin program.

Specialization Continuation Course (0 credit)

DMIN 890

Students will be automatically enrolled in this course in any term in which a DMin course for that student's degree plan is not offered. There is no charge to be enrolled in this course and no grade is given.

Appendix II: Rubrics for DMin Assessment

Rubric for DMin Portfolio Assessment

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

By “advanced” we mean:

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

Rubric for DMin Project Report Assessment

Approved by Faculty Senate, October 25, 2010

	Well Demonstrated	Demonstrated	Not Demonstrated
Contribution to ministerial praxis (theological reflection and pastoral skills), pastoral leadership, and the church's ministry and mission?	Offers a deeper and broader understanding of a specific act of ministry within a specialization, has strong application to ministerial contexts other than the one in report, contributes in an important way to understanding of church's ministry and mission	Offers an understanding of a specific act of ministry within a specialization, has some application to other ministerial contexts, contributes to understanding of church's ministry and mission	Little or no understanding of a specific act of ministry; little or no application to other ministerial contexts; doesn't contribute to understanding of church's ministry and mission
Theological Reflection	Demonstrates creative, critical and nuanced theological reflection skills based on explicitly mentioned and described sources; clearly anchors ministry issues within theological and practical context; shows awareness of complexity and ambiguity in dealing with questions of human living; relates directly to the concerns	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	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

	raised in the project; demonstrates integration with issues raised in project	raised in the project; demonstrates some integration with issues raised in project	integration with issues raised in project
Literature review	Making use extensively and appropriately of scholarly literature pertinent to the themes of the project	Demonstrates awareness of scholarly literature pertinent to the themes of the project but doesn't always use appropriately or in depth	Little awareness of broader context of problem; few sources cited
Contextual Analysis	Skillful presentation of ministerial context relevant to the project; good use of data drawn from a variety of sources to support analysis of the context	Offers a presentation of the ministerial context that is somewhat supported by data drawn from several sources	Presents ministerial context based only on one's own observation, demonstrates little awareness of differing ways of understanding context
Presentation of Data	Detailed presentation of all data gathered with careful descriptions of how they were gathered	Clear presentation of all data gathered	Presents no data, or presented in non-systematic way, over-reliance on summaries

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

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

Appendix III: Academic Misconduct

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

Definition of Academic Misconduct

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

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

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

Procedure for Academic Misconduct Charges

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

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

If the seminary does believe there are sufficient grounds to support the charges, the case will be handled in one of two ways. If the guilt is admitted, a penalty is fixed according to the guidelines given below but only after the dean or his or her designee has met with the

professor involved and discussed possible actions. If, however, the person charged maintains innocence, an ad hoc committee will be appointed by the dean to conduct a hearing to make a determination of guilt or innocence. Willful failure of a person charged with academic misconduct to appear before the committee means that he or she is in default and punishment will be pronounced and administered.

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

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

Penalties for Academic Misconduct

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

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

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

Appendix IV: Sexual Harassment Policy

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

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

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

Descriptions

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

Sexual harassment prevents or impairs an individual's full enjoyment of educational or workplace rights, benefits, environments, or opportunities. Among those behaviors that could be considered sexual harassment are the following:

- sexual remarks, jokes, or behavior;
- unwelcome verbal sexual advances, including comments regarding physical or personality characteristics of a sexual nature;
- unwelcome physical sexual advances, including unwanted touching, pinching, patting, or brushing up against;
- the use of professional authority to inappropriately draw attention to the gender, sexuality, or sexual orientation of an employee, colleague, or student;
- insults, including lewd remarks or conduct;
- visual displays of degrading sexual images or pornography;
- indecent exposure;

- pressure to accept unwelcome social invitations.

Sexual harassment occurs from these behaviors and other verbal or physical conduct of a sexual nature when any or all of the following conditions apply:

- Submission to or rejection of such conduct by an individual is used, implicitly or explicitly, as a basis for employment decisions or academic decisions affecting such individuals; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

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

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

Sexual Harassment Grievance Procedure

The Sexual Harassment Grievance Procedure provides an equitable mechanism to implement the sexual harassment policy of Phillips Theological Seminary. The procedure seeks to provide confidentiality and a fair process for all parties involved. Together, the Policy and the Grievance Procedure help Phillips create and maintain the highest standards of professional conduct and academic integrity.

The grievance committee has primary responsibility for interpretation of the Phillips Sexual Harassment Policy, for the evaluation of complaints brought under it, and for making recommendations regarding such complaints to the seminary president. The grievance committee will not accept complaints it deems capricious or principally vindictive. Except in unusual circumstances, it will not pursue a case while the dispute is pending in another forum such as with another educational institution, a church judicatory, or through civil or criminal proceedings. Review of a complaint by the grievance committee should not be regarded as substitute for legal action.

Composition of the Grievance Committee

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

- Masters students or Doctor of Ministry students
- Support Staff
- Administrative Staff
- President's Cabinet, and
- Faculty Senate

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

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

Complaint Procedure

1. The complainant should verbally present the complaint to the director of admissions and student services or to the complainant's designated representative as promptly as possible after the alleged harassment occurs. If the complaint is made to the complainant's representative, the representative should refer the complainant to the director of admissions and student services or accompany the complainant to talk with the director of admissions and student services.
 - The initial discussion between the complainant and the director of admissions and student services will remain confidential, with no written record.
 - Only in accordance with legal requirements, the Phillips Sexual Harassment Policy, or where any individual's personal safety is at issue or the well-being of the seminary is threatened shall information be acted upon or disclosed to others without the permission of the person making the complaint and the person against

whom the complaint is made.

- The director of admissions and student services has the authority to make a good faith effort to resolve the issue brought by the complainant through informal processes, at this stage. Informal resolution of the issue may occur with the consent of the complainant and the accused.
- If the complainant, after the initial discussion with the director of admissions and student services or after a good faith effort on the part of the director of admissions and student services to resolve the issue, decides to proceed with a formal complaint, the complainant is to submit a written statement. This statement should be very specific, including everything that was said and done by both parties.
- As soon as possible, preferably within seven (7) calendar days after receiving the written complaint, the director of admissions and student services will inform the alleged offender, in writing, of the allegation and of the identity of the complainant. A copy of this document will be sent to the complainant and the alleged offender.
- The accused may respond to the allegation and is encouraged to do so within seven (7) calendar days after receiving notification of the complaint.
- The director of admissions and student services will provide the complainant and the respondent with written notification of the names of the persons serving on the grievance committee. The notice also shall state the time and place of the first meeting of the grievance committee regarding this complaint and shall be postmarked at least ten (10) days prior to the date of the hearing.
- The complainant and the alleged offender may file a written objection with the director of admissions and student services regarding the service of any grievance committee member, setting forth specific reasons for the objection. After reviewing such objection, the chair may, but need not, request the seminary president to replace any member of the grievance committee with another person. The complainant and the accused are expected to cooperate with the director of admissions and student services in this investigation, to the extent of answering pertinent questions and supplying or authorizing the release of relevant information when requested. If this cooperation is denied, the director of admissions and student services shall inform the grievance committee, providing where possible his or her understanding of the reasons for the lack of cooperation.
- Efforts will be made to protect the complainant from retaliatory action by the person(s) named in the complaint.
- The accused party will be asked to refrain from any interaction with the complainant, except during official procedures regarding the complaint.
- The accused party will also be asked to keep the complaint private and to ask anyone with whom s/he shares this information to also keep it private and to refrain from any interaction with the complainant.
- Any other requests or procedures the director for admissions and student services deems appropriate to the particular situation.

2. Within no more than thirty (30) days and as soon as possible after a formal complaint has been lodged, the director of admissions and student services will alert the grievance committee that a complaint has been filed and promptly call a meeting of the committee. Each member of the committee will receive a copy of the formal statement made by the complainant and any written response made by the accused.
3. The grievance committee has two options: to dismiss or to proceed to further investigation. The grievance committee will base its decision on:
 - The seriousness of the complaint;
 - The degree to which the complaint alleges specific violations of the Phillips Sexual Harassment Policy;
 - Whether the committee deems this to be a matter better handled by legal authorities.

If the committee decides to decline consideration of the complaint, it will submit an explanation in writing to the complainant and the alleged offender. A copy of the explanation will also be sent to the president of Phillips. Dismissal of the complaint will end the seminary's involvement with the case, except where involvement may be required by a legal process.

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

6. Phillips prohibits any form of retaliation against any faculty, staff, or student of Phillips filing a complaint against any other faculty, staff, or student. Any retaliatory action of any kind taken against a complainant under this procedure will be the basis for a separate complaint subject to disciplinary action by the president of Phillips.
7. If the grievance committee determines that a complainant knowingly made a false complaint or knowingly provided false information regarding a complaint, the committee may decide to send a report regarding this issue to the president of Phillips for further action, such as:
 - Dismissal from the seminary
 - Probationary period followed by further review
 - Notice of censure placed in the perpetrator's file
 - Counsel to the victim to file civil action.
8. One set of documents relevant to the complaint and procedures of the committee will be held in a confidential file for a period of five years. Cases concerning students will be filed in the registrar's office. Those concerning faculty or staff will be filed in the office of the corporate secretary. The registrar and corporate secretary will purge the files annually, as appropriate. All other copies of relevant documents must be shredded or otherwise destroyed.

Additional Matters

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

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

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

- **Federal and State Rights:** This policy is intended to supplement but not replace the rights under federal and state law of members of the seminary community to be protected from sexual harassment. Those laws have their own procedural requirements, including time limits, for filing a complaint. Proceeding under this policy may not satisfy those requirements.
- **Seminary Agent Protection:** Members of the Phillips community who hold formal responsibilities for the enforcement of this policy are considered, in the exercise of those responsibilities, to be acting as agents of the seminary and, accordingly, to the extent permitted by law shall be defended legally by the seminary for all such actions taken in good faith, even if mistaken.
- **Relation to Other Policies, Rules, Guidelines, Regulations or Procedures:** This policy is designed to provide definitions and procedures for handling cases of sexual harassment. If a conflict should arise between the provisions of this policy and other seminary procedures, rules, regulations, or terms or conditions of employment, the provisions of this policy shall govern and control in cases of sexual harassment, unless those other procedures, rules, regulations, or terms or conditions of employment shall specifically provide to the contrary.
- **Amendments:** The director for admissions and student services may, from time to time, after consultation with appropriate faculty, staff, and student groups, propose amendments to this policy and procedure.

Appendix V: Family Educational Rights and Privacy Act (FERPA)

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

1. The right to inspect and review the student's education records within 45 days of the day the seminary receives a request for access. Students should submit to the registrar, dean, associate dean 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.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students should write the seminary official responsible for the record, clearly identify the part of the records they want changed, and specify why it is inaccurate or misleading. If the seminary decides not to amend the records as requested by the student, the seminary will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. This information includes the student's name, home and business address, email address, telephone numbers, place of employment, date and place of birth, degree program, photograph, class level, enrollment status, dates of attendance, degrees and awards received, the most recent educational institution attended by the student, and other similar information.

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

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

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

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Appendix VI: Disabilities Policies and Procedures

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 Students 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 Director of Admissions and Student Services shall serve as the institution's ADA Coordinator for student with disabilities.

Students Rights and Responsibilities:

- RIGHT to equal opportunity to learn and participate in their chosen academic program, through the provision of reasonable accommodations, academic adjustments, and/or auxiliary aids or services.
- RIGHT to confidentiality of information regarding their disability, except as disclosures is necessary to acquire accommodations, facilitate services and/or is required by law.
- RIGHT to accessible formats of information and means of communication.
- RIGHT to file a complaint, in accordance with the seminary's Section 504/ADA Grievance Procedures if they believe they have been subjected to discrimination on the basis of disability or have been denied access to accommodations as required by law.
- RESPONSIBILITY to meet and maintain essential qualification and standards for the seminary's courses and programs.
- RESPONSIBILITY to follow published procedures for obtaining reasonable accommodation at the seminary.
- RESPONSIBILITY to provide documentation that details the manner in which their disability may impact their participation in the academic classroom that supports each accommodation request.

Seminary Rights and Responsibilities:

- RIGHT to identify essential functions, abilities, skills, knowledge and standards for courses and program to evaluate all students equally on these bases.
- RIGHT to request and receive current documentation that supports accommodation requests.
- RIGHT to select among equally effective accommodations to provide for students, and to do so in a timely manner.

- RIGHT to refuse an unreasonable accommodation request that imposes a fundamental alteration to a program or course.
- RIGHT to deny a request for an accommodation if documentation does not support the request, or if documentation is not provided.
- RESPONSIBILITY to provide information to students in accessible formats.
- RESPONSIBILITY to provide and facilitate reasonable accommodations for students in courses and programs.
- RESPONSIBILITY to ensure programs, courses, and facilities are available in the most integrated and accessible settings possible.
- RESPONSIBILITY to maintain appropriate confidentiality of records and communications.

Definition and Qualifying Conditions:

Section 504 of the Rehabilitation ACT and the Americans with Disabilities Act define a disability as “a mental or physical impairment that substantially limits a major life activity.”

Recognized conditions that are eligible to receive disability services include but are not limited to:

- Learning Disabilities (dyslexia, ADD)
- Physical Disabilities (visual impairment, deafness, cerebral palsy)
- Psychological Disabilities (anxiety, depression, PTSD)

Required Documentation:

In support of the written petition, students must submit relevant and current documentation of a disability from a qualified health professional(s). Documentation of previously provided accommodations from other educational settings can also be submitted in support of the petition for accommodation.

Appropriate documentation should not be more than 3 years old and should include:

- A description of the disability, specifying duration and severity.
- Test scores and interpretation, if relevant.
- Information concerning prescribed medications and their potential side effects.
- Assessment of substantial disability-based limitations and how they relate to the educational environment.
- Recommendations concerning educational accommodations.

Summary of Steps for Obtaining Services:

These are the steps that shall be followed when a student seeks services from the seminary in dealing with a disability.

1. The student contacts the Office of Admissions and Student Services and requests assistance in walking through the following steps to secure disability resources.

2. After conversation, the student submits a written petition to the Director of Admissions and Student Services, requesting a "Plan of Accommodation" including documentation to support the request.
3. The petition is reviewed by the Director of Admissions and Student Services, an Associate Dean, and appropriate faculty (e.g. academic adviser, current instructors).
4. A "Plan of Accommodation" is drafted by the Director of Admissions and Student Services and presented in writing to the student for acceptance and a signature.
5. After the "Plan of Accommodation" is accepted by the student, the signed copy is submitted to the student's instructors and adviser.
6. The student is responsible for initiating conversation with each professor prior to the beginning of the semester concerning implementation of the "Plan of Accommodation."
7. The "Plan of Accommodation" is reviewed before each subsequent academic year and at the time of each portfolio review.