



# ETBU

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**B. H. Carroll  
Theological Seminary**

## **COMBINED DOCTORAL PROGRAMS HANDBOOK (Doctor of Philosophy, Doctor of Ministry Policies)**

**Approved by the Doctoral Programs Committee  
August 6, 2025**



## CONTENTS

<b>THE HANDBOOK.....</b>	<b>1</b>
<b>ABOUT B. H. CARROLL .....</b>	<b>1</b>
University and Seminary Mission Statements.....	1
What We Believe.....	1
Statement on Diversity .....	2
University Policies.....	3
Grade Appeals Process .....	3
Accommodations for Disabilities .....	4
Counseling Services .....	5
Academic Integrity/Student Code of Conduct.....	6
Institutional Review Board.....	6
Accreditation .....	6
<b>DOCTOR OF PHILOSOPHY (PHD) DEGREE.....</b>	<b>8</b>
Purpose of the PhD Degree Program.....	8
Program Prospectus .....	8
Program Connections .....	9
Disciplinary Competencies .....	9
PhD Concentrations .....	10
The Core of the PhD .....	12
Competency Seminars .....	12
Directed Study and Reading Programs.....	14
Advanced Academic Experiences .....	14
Advanced Academic and Capstone Experiences.....	15
The Dissertation Committee.....	16
<b>ADMISSION TO PHD DEGREE PROGRAM .....</b>	<b>16</b>
Further Information on Prerequisite Language Skills.....	18
Prerequisite Technology Skills.....	20
Application for Admission: A Two-Step Process.....	21
Further Notes on Application Materials .....	21
Standardized Assessment Score .....	22
International Students .....	22
Academic References .....	22
Application Deadline .....	22
Application Fee.....	22
Review of Application.....	22
Interview .....	22
Diagnostic Evaluation.....	23
Research Paper .....	23
Possible Leveling Work.....	24
Notification of Admissions Decision .....	24
Conditional Admission .....	24
Declined Admission .....	24
Advanced Standing and Transfer of Credit.....	25
Transfer Credit for Advanced Professional Degrees .....	25
Transient Students .....	25

<b>STRUCTURE OF THE PROGRAM .....</b>	<b>26</b>
Educational Methodology and Components of the Program.....	26
Requirements .....	26
Program Length .....	27
Sample Sequence of Studies for Program Completion .....	27
Termination .....	28
Program or Course Withdrawal.....	28
Cost.....	28
Refund Policy .....	28
Grading .....	29
Graduation .....	29
<b>COURSES OF STUDY .....</b>	<b>30</b>
Requirements for the PhD in Scripture and Witness .....	30
Requirements for the PhD in Faith and Heritage .....	32
Requirements for the PhD in Ministry and Formation .....	34
<b>DOCTOR OF MINISTRY (DMIN) PROGRAM.....</b>	<b>39</b>
Purpose of the Doctor of Ministry Degree .....	39
Program Prospectus .....	39
Program Goals and Learning Outcomes.....	39
Program Clusters .....	40
Academic Major and Concentration.....	40
<b>ADMISSION TO THE DMIN DEGREE PROGRAM.....</b>	<b>41</b>
Prerequisite Service .....	43
Prerequisite Technology Skills.....	43
Further Information on Application Materials .....	43
Transcripts .....	43
Standardized Assessment Score .....	44
International Students .....	44
Review of Application.....	44
Reflection Paper .....	44
Interview .....	44
Possible Leveling Work.....	44
References .....	45
Church Endorsement .....	45
Deadline.....	45
Notification of Admission Decision .....	45
Transfer Credit.....	45
Transient Students .....	45
<b>STRUCTURE OF THE DMIN PROGRAM .....</b>	<b>46</b>
Educational Methodology.....	46
Requirements .....	46
Advanced Orientation Seminars .....	47
Advanced Competency Seminars .....	47
Interdisciplinary/Disciplinary Seminars .....	47
Prospectus and Project Writing .....	47
Program Duration .....	48
Program Sequence .....	48

Student Standing.....	48
Leave of Absence .....	48
Academic Probation .....	48
Termination .....	49
Program or Course Withdrawal.....	49
Attendance .....	49
Supervision .....	49
Cost.....	49
Refund Policy .....	50
Grading .....	50
Graduation .....	50
<b>COURSE OF STUDY .....</b>	<b>51</b>
<b>APPENDIX A (PhD Degree Completion Guide) .....</b>	<b>53</b>
<b>APPENDIX B (PhD Written Examination Procedure) .....</b>	<b>54</b>
<b>APPENDIX C (PhD Prospectus Process) .....</b>	<b>56</b>
<b>APPENDIX D (DMin Course Completion Guide) .....</b>	<b>63</b>

# THE HANDBOOK

This *Doctoral Programs Handbook* provides orientation to participants in the PhD and DMin programs and contains requirements, policies, and procedures which direct the respective programs. This edition of the handbook reflects the latest actions of the Doctoral Programs Committee (hereafter, “DPC”) of B. H. Carroll Theological Seminary (hereafter, “the Seminary”) at East Texas Baptist University (hereafter, “ETBU”). The policies within are effective as of the handbook’s publication date and should be regarded as an official supplement to the University’s *Academic Catalog* and *Student Handbook*.

The handbook’s policies constitute an agreement for all procedural and academic interactions between students, faculty, the directors of the PhD and DMin programs, and all administrators of the Seminary. Students are bound by the conditions of the handbook as it exists at the time of their program entrance (marked by their first enrollment in academic courses at the Seminary). Tuition rates, however, are subject to change at the direction of the Board of Trustees and University administration.

## ABOUT B. H. CARROLL

B. H. Carroll Theological Seminary was founded in 2004 after a nine-year period of reflection on the future of theological education by four career seminary faculty. These well-experienced faculty from other institutions chartered the Seminary to be highly flexible, affordable (shunning investments in brick and mortar), achievable, and of superior quality. They launched the Seminary and soon achieved accreditation from the Association for Biblical Higher Education (ABHE) and, later, the Association of Theological Schools (ATS). Accreditation with ABHE was surrendered voluntarily in January 2023, following announcement of the merger between ETBU and B. H. Carroll.

### **University and Seminary Mission Statements**

The Seminary functions as a school within the larger University. The mission statement of ETBU is: “As a Christ-centered institution, East Texas Baptist University educates students by integrating biblical faith and learning to develop mind, body, and soul through community engagement to prepare graduates to be Christian servant leaders in their calling to God and humanity.”

The Seminary’s mission statement is: “B. H. Carroll Theological Seminary at East Texas Baptist University is a graduate-level community of faith and learning that equips men and women called to serve Christ in the diverse and global ministries of His church.”

### **What We Believe**

ETBU is affiliated with and receives support from the Baptist General Convention of Texas. Therefore, the University is aligned doctrinally with the faith statement of Texas Baptists. The Seminary, born of this same Baptist tradition, is also aligned doctrinally with Texas Baptists. However, the Seminary has welcomes students from a variety of denominational backgrounds, including Baptists of several denominations.

The Seminary, while declaring its commitment to the Baptist tradition, expresses its doctrinal commitments publicly in the broadest of terms. Those doctrinal commitments are drawn from the faith statement of the National Association of Evangelicals and represent the historic core of the Christian faith, expressed by faithful Christians in word and deed over the past 2,000 years. The foundation for all of the Seminary’s teaching and ministry is built upon the Bible and the core theological beliefs revealed in it. We join the larger Christian community in affirming our trust in these tenets of faith:

**God**

We believe there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.

**The Bible**

We believe the Bible to be the inspired, the only infallible, and authoritative Word of God.

**Jesus Christ**

We believe in the deity of our Lord Jesus Christ, in his virgin birth, in his sinless life, in his miracles, in his vicarious atonement through his shed blood, in his bodily resurrection, in his ascension to the right hand of the Father, and in his personal and visible return in power and glory.

**Humanity**

We believe humanity was created—male and female—in the image of God, that man was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation.

**The Holy Spirit**

We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life, and by whom the church is empowered to carry out Christ's Great Commission.

**The Resurrection**

We believe in the bodily resurrection of both the saved and the lost; those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.

**Statement on Diversity**

In the beginning God created one humanity, comprised of male and female, in His own image for holy fellowship with Him; consequently, humanity exists as a wholly other order of creation, different from the animals and all other elements and forms of life (Gen. 1:24-30; Gen. 2:15-22; Ps. 8:3-8; Acts 17:26; Heb. 2:7). God commanded humanity to be fruitful and multiply, to fill the earth, and to subdue it (Gen. 1:28; 9:1, 7). The original intent of God's command was perverted by humanity's fall into sin and its continued rebellion and degradation through its rejection of the only Creator God (Gen. 3:1-24; 6:5; Rom. 1:18-32).

Each human being created by the living God, through the biological and spiritual processes He has established in His wise counsel, is to be valued and respected as a unique creation of God regardless of gender, ethnicity, level of wealth, religious creed, nationality, or physical or mental disability; there is no partiality with God (Gen. 1:26-28; Ex. 23:3; Lev. 19:15; Deut. 1:7, 10:17, 16:19; Job 31:13-15, 34:19; Lam. 3:35-36; James 3:9).

Though the earth is home to numerous nationalities, God chose Israel as a treasured possession for Himself and, through it, delivered to the whole of humanity the one remedy for all human sinfulness—the incarnate God, His Son, Jesus Christ (Gen. 12:3, Deut. 7:6-8, 14:2; Ps. 135:4; Luke 24:47; John 3:16-17, 4:22; Rom. 1:16; Gal. 3:29; 1 Tim. 1:15; Heb. 2:16-18). The intent of the Church is, according to the instruction of the risen Lord Jesus Christ, to seek out the lost from among every tribe, tongue, people, and nation, sharing with them the gospel of reconciliation with God through the substitutionary, atoning sacrifice of His Son on the cross (John 3:16-17; Matt. 28:18-20; Acts 1:8; Rom. 5:5-9; 2 Cor. 5:11-21; 1 John 2:2). The restorative power of the Gospel of the Lord Jesus Christ alone breaks down the dividing wall of hostility between Jew and Gentile, as well as between all other ethnicities, nationalities, and genders (Acts 10:9-15; Eph. 2:11-14; Gal. 3:26-28). The Church is the means by which Christ unites the many sinners of those ethnicities, nationalities, and genders into one redeemed, restored, gifted, and

functioning body, of which He is the Head; in doing so the Church displays the glory of God to humanity and to those in the heavenly realms, both now and in the future (Eph. 3:9-12; 4:7-16; Rev. 5:9-10, 7:9-10, 14:6-7).

Our mission is to equip men and women called to serve Christ in the diverse and global ministries of His Church. This equipping effort is conducted across denominational lines, though the Seminary itself adheres to traditional Baptist understandings of key theological, soteriological, and ecclesiological doctrines. B. H. Carroll Theological Seminary recognizes the doctrinal, ethnic, national, and gender diversity within the body of Christ as a beautiful gift of God and seeks to establish cooperative efforts in theological education with like-minded disciples in other cultures and lands. The faculty and staff of B. H. Carroll Theological Seminary does not share a single, uniform opinion on the role of women in the offices of the Church. Those differences of understanding the scriptural qualifications for pastor are purposefully excluded as barriers to fellowship with churches of differing persuasions.

The Seminary abides solely by the biblical witness with respect to its understandings of human sexuality and marriage as reflections of biblical cosmology and biblical morality, as well as the historical witness of the church faithfully teaching both (Gen. 1:26-28, 2:18-25; Matt. 19:4-6; Eph. 5:21-33; Heb. 13:4). Marriage is a God-ordained institution solely between one man and one woman, through which God depicts His love for His Church (Eph. 5:21-33; Col. 3:18-19). We are attentive to Scripture with respect to its views on human sexuality and apply those views consistently in employment decisions, admissions criteria, and behavioral standards (1 Cor. 6:9-11, 18-20; 2 Cor. 5:17; Eph. 4:15, 20-24, Col. 3:5).

Recognizing that Christ instructs and expects His disciples faithfully to imitate Him and love one another, those with whom we disagree, and those who actively reject the biblical witness on the created order and human sexuality, we leave open all paths of respectful, charitable, and informed dialogue in order to continue declaring the saving, reforming, and transforming Gospel of Jesus Christ (Matt. 5:13-16).

***The statement above complies with the requirements of Standard 1: Mission and Integrity of the Association of Theological Schools.***

## **University Policies**

Full descriptions of ETBU policies related to non-discrimination, the student's right to privacy, student grievances, use of copyrighted materials, and other administrative policies are located in the University's *Student Handbook*, housed on the [Intranet](#) (site is password protected). Students are responsible for familiarizing themselves with all policies contained within the publication, updated annually by the University. However, this handbook provides full description of two such policies for ease of access:

### **Grade Appeals Process**

A student has a six-week period following the conclusion of a term in which to request a grade change or to appeal the assigned grade. The student must follow these steps:

1. The student should first consult with the faculty member who assigned the grade to attempt to resolve the misunderstanding or difference of opinion regarding the assigned grade.
2. If the matter is not resolved in the faculty-student conference, then the student may submit a formal written request to the appropriate department chair. Students wishing to file a formal written appeal should complete the Grade Appeal Form found on the University's website. The Grade Appeal Form and documentation (copies of papers, grades, etc.) should be submitted to the department chair. The department chair will meet with the student and the faculty member to gather additional information as needed and attempt to resolve the issue. The department chair will communicate the results in writing to the student and the faculty member. The department chair will give priority treatment to the request.

3. If the student continues to be dissatisfied, the student may then appeal in the same manner to the Dean of the school which offers the course. The Dean will gather any additional information needed and attempt to resolve the difference of opinion as to the nature of the grade assigned. The Dean will communicate the results in writing to the student and the faculty member. The Dean will give priority treatment to the request.
4. If the student is still not satisfied, he/she may submit a Grade Appeal Form to the Vice President for Academic Affairs who will consider the nature of the appeal and the information gathered as well as the recommendations from the faculty member, department chair, and Dean. The Vice President for Academic Affairs, depending on the nature of the appeal, may refer the matter to the Deans Committee or uphold the previous recommendation and communicate the decision to the student. The Vice President for Academic Affairs will give priority treatment to the request.
5. If the appeal is referred to the Deans Committee, they may gather any additional information required to make a recommendation to the Vice President for Academic Affairs who will review the Committee's recommendation.
6. The decision of the Vice President for Academic Affairs will be final and ends the appeal process.

### **Accommodations for Disabilities**

The following policies govern the relationship of the University with students who request disability accommodation:

#### **Admissions**

When seeking admission to East Texas Baptist University, a student with a disability should be aware of the admission standards. The standard admissions criteria also apply to students with disabilities who are interested in attending. Extended time ACT and SAT test scores will be accepted. Disability will not enter into the admissions decision.

#### **Academic Program**

East Texas Baptist University has no specific programs for students with disabilities. The appropriate academic support, deemed reasonable and necessary by law, will be provided to students with documented disabilities that have been accepted according to the university's admissions criteria. The student must understand that academic standards at East Texas Baptist University are rigorous.

A student may be considered unqualified for admission to a program if his/her disability would require individualized supervision or the lowering of program requirements. No modifications will be made and no substitute courses will be accepted if they would fundamentally alter the nature of the educational program. A requirement that is essential to a degree will not be waived.

#### **Financial Aid**

All financial aid including federal, state, or private grants; scholarships; and loans will be administered without discrimination to any student, regardless of disability, who is admitted to East Texas Baptist University. The amount of financial aid may be affected by the reduced course load of any student, including that reduction which learning disabled students may require.

#### **Self-Identification**

Students enrolled in an institution of higher education are required to self identify if they would like to request academic support services on the basis of a disability. East Texas Baptist University encourages a student with a disability to self identify after admission and provide required documentation along with a completed request for accommodation(s) to the Office of

Academic Success. Through self-identification and the utilization of appropriate academic services, it is assumed that academic progress must be made.

### **Documentation**

Students are required to provide documentation of a learning or physical disability prior to the provision of academic support services or facility adjustments if they are requesting accommodations. In order to allow time for reasonable accommodation(s) and adequate coordination of services, the student is requested to provide documentation sixty (60) days prior to the beginning of the initial semester. Documentation may be submitted at any time, but a late submission may delay approval of accommodation(s).

In the case of a medical disability of mobility, sensory, health, or physical limitations, a complete medical report and formal diagnosis from a physician is necessary. A student who wishes to identify himself or herself as having a disability must provide documentation of the disability from an appropriate licensed and qualified health professional. The documentation should specify the diagnosis and any recommended accommodations. The documentation should be dated within the past three years unless the disability is of a permanent nature.

### **Academic Support**

After appropriate documentation has been provided to the Office of Academic Success, the Disabilities Accommodations Committee meets to consider and authorize accommodation(s). Accommodations will be determined on an individual basis dependent upon documented need for services and the university's assessment of the individual's need as related to his or her academic program. These services may include liaison with faculty members, promotion of self-advocacy skills, and securing appropriate classroom accommodations.

At the student's request and upon receipt of a signed consent form, the appropriate faculty will be notified of specific accommodation(s). The student will then meet with his or her instructors to discuss the accommodation(s). If a student's request for accommodation(s) should change, it is expected that the student will complete and submit an update form in a timely manner.

Reasonable accommodation involves a level of shared responsibility, cooperation, and communication among faculty, staff, and students in order to ensure academic integrity and provide equal educational opportunities for students with disabilities.

If the university determines that a student should receive academic auxiliary aids and services, based on the university's determination of accommodations related to the academic program, the student will be required to apply for state and/or federal funds for which they may be eligible and to reimburse the university for expenses incurred. Examples of those sources include but are not limited to the Texas Rehabilitation Commission, the Texas Commission for the Blind, or the Veterans Administration.

### **Counseling Services**

ETBU provides, as part of its complement of Student Services, counseling for students who are engaged in self-harm (such as cutting, burning, bulimia, or drug abuse) or who make suicidal threats. Counseling services are free of charge for students. The Counseling Center is located in Academic Hall Building. Information gathered during the course of counseling is strictly confidential and released only with written consent by the student, unless required by law. Students can walk in to schedule an appointment or call 903.923.2360. Students with an immediate crisis of any kind should contact The Crisis Line at 988 (call or text) or Student Engagement at 903.923.2320. Call 911 for any medical emergency. Schedule

options are available [here](#). PhD and DMin students who live out of the area may still schedule phone appointments for counseling. In cases where there is an immediate threat of self-harm, please call 911.

### **Academic Integrity/Student Code of Conduct**

Seminary education is a God-honoring pursuit, rather than an easily obtained product. Knowledge of God's Word and its associated disciplines (whether pastoral ministry, counseling, Christian theology, or any other) may not be possessed without the employment of the critical thinking, analytical, and writing skills long prized in the Christian academy and expected of the God-called man or woman (2 Timothy 2:15).

Therefore, PhD and DMin students enrolled at the Seminary are expected to conduct themselves in accordance with the highest standards of academic honesty and integrity, avoiding all forms of cheating, illicit possession of examinations or examination materials, unauthorized access to instructor's lecture materials, plagiarism, the use of paraphrasing or artificial intelligence software/sites, forgery, collusion and submissions of purchased materials, work done by others, or the same assignment to multiple courses. NOTE: The use of generative Artificial Intelligence (AI) in any form for the composition of research products, discussion forums, book reviews, annotated bibliographies, or any other writing assignment at the Seminary is strictly *prohibited, as noted above, unless its use is authorized for a specific assignment by a professor under the terms of an approved course syllabus.*

All incidents related to violations of academic integrity are required to be reported to the Provost and Vice President for Academic Affairs. In the PhD program, students engaged in behavior considered cheating may be immediately dismissed from the program following investigation of the matter. The dismissal will be noted as a termination with cause or as an "administrative withdrawal" in the student's permanent record. The student may appeal the dismissal.

### **Institutional Review Board**

The Institutional Review Board (IRB) is charged with the responsibility of protecting the ethical rights and well-being of members of the university community (faculty, staff, or students) as well as members of the community who participate as subjects in human research. The IRB is also charged with the responsibility of developing the policies and procedures required to meet these needs.

The guidelines require all members of the ETBU community who plan to conduct human research to submit an application with supporting documentation to the IRB for approval before proceeding with the research. The IRB guidelines divide research into two major categories: 1) research which poses minimal risks to subjects and can have an "expedited review" and 2) research which requires a "full review" by the ETBU IRB.

Full information on the ETBU IRB, including definitions of research, review policies, IRB committee members, and possible review exemptions is located [here](#). All PhD and DMin students are expected to familiarize themselves with the University's IRB policies and procedures.

### **Accreditation**

East Texas Baptist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. East Texas Baptist University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of East Texas Baptist University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

B. H. Carroll Theological Seminary at ETBU is accredited by the Association of Theological Schools ([www.ats.edu](http://www.ats.edu)) to award the Master of Divinity, Master of Arts in Christian Ministry, Master of Arts in Counseling, Master of Arts in Theological Studies, Doctor of Ministry, and Doctor of Philosophy degrees. Beginning in June 2021, the Board of Commissioners approved a three-year education experiment where at least half of the PhD coursework is delivered online. In February 2025, the Board voted to grant ongoing exception to the PhD residency requirement that at least half the coursework be completed on the school's main campus (Standard 5.15).

## DOCTOR OF PHILOSOPHY (PHD) DEGREE

### Purpose of the PhD Degree Program

The PhD program equips persons for vocations of research and teaching in theological schools, colleges, universities, and teaching churches, or for scholarly enhancement of ministerial practice. It also enables students to develop a sense of and a commitment to the vocation of theological scholarship in teaching, learning, and research. Admission to this program is *selective* and extended only to persons who have demonstrated the intellectual ability, preparation, and motivation for a scholarly vocation. Successful completion of this course of study requires the student to demonstrate: (1) a comprehensive knowledge of a selected discipline of religious study; (2) the capacity for critical thinking and evaluation; (3) competence to engage in original research and writing which advances theological understanding for the sake of church, academy, and society; and (4) a breadth of knowledge in associated theological and religious studies and in other related academic disciplines.

### Program Prospectus

The PhD degree program is a hybrid model, borrowing the best elements of the North American, British, and European doctoral models. Academic methodologies of the B. H. Carroll model include personal supervision, collaborative learning, and individual study.

**Personal Supervision.** Each student in the program is directed by a permanent supervisor in the student's cluster of study, from the beginning of his/her program to its completion. The student's supervisor, a career academician with significant experience in theological education, oversees and participates in all diagnostic and written comprehensive examinations, guides the student's directed reading program, conducts tutorials, and trains the student to develop and write a formal dissertation.

**Collaborative Learning.** The PhD includes formal courses comprised of a combination of residential colloquies and online seminars covering disciplinary, interdisciplinary, and professional competency subjects. These courses facilitate close peer relationships and enable professors to devote considerable time to guiding and mentoring students in their chosen and auxiliary fields of study.

**Individual Study.** While much of the study toward the PhD is rooted in faculty and peer relationships, each student is responsible for individually preparing for numerous tasks in the program, including a diagnostic evaluation, completion of directed readings, writing and presenting academic papers for seminars and for publication, student teaching, preparation for a written examination over the student's discipline, and the development of a prospectus and dissertation.

While located in the southwestern region of the United States, the Seminary also exposes students to perspectives from all parts of the world by engaging the methods, results, and scholarship of, as well as the sustained interaction with, visiting international scholars. These scholars participate regularly in the seminary's bi-annual colloquies in the Dallas-Fort Worth area and in Marshall, Texas, on the campus of East Texas Baptist University.

The PhD program engages the student full-time, through a minimum of four (4) years of study. The participants are expected to maintain continuous enrollment for the entirety of the course of study. Completion of the program in four (4) years presumes strong biblical language, modern language (or heuristic/technical skills) at the time of matriculation, exceptional master's-level work, and serious preparatory thinking about a dissertation topic.

The time participants take to complete the program of study depends upon the student's level of academic preparation, aptitude, and engagement while enrolled. Students are strongly encouraged to complete all requirements in a timely manner. The maximum allowable time for completion is seven (7) years. In rare circumstances, such as in the death of an immediate family member, hospitalization, or military deployment, the student may request a leave of absence or an extension of one (1) year.

### **Program Connections**

As a distinctly Christian program, the Seminary places great emphasis upon the building of a community of faith and learning comprised of persons who are working toward degree completion, as well as those who have already completed a graduate program of study and who desire to participate in colloquies and other academic gatherings within the larger community of the Christian faith. Students in the doctoral program are encouraged to study with and consult one another, relying on their peers for evaluation and edification, as well as to visit regularly with faculty, both in formal and informal contexts. Participants are also required to be involved fully in PhD colloquia. Alumni of the PhD program frequently return for these gatherings.

Students are also encouraged to take advantage of the many opportunities for interaction with theological students and faculty in the wider academic guild and to become active members in the societies within their academic disciplines. Many of the papers at the national and regional conferences of these organizations are written and presented by doctoral students. Aside from the intrinsic importance of offering worthwhile material to a wider audience and the valuable experience to the participant, involvement in professional societies is a demonstration of stewardship over one's chosen academic discipline and a significant career development opportunity. Students should consider developing seminar papers for possible publication.

### **Disciplinary Competencies**

Typically, the primary cognitive goals of a regionally accredited PhD program include: "a comprehensive knowledge of the disciplines of study; competence to engage in original research and writing that advance theological understanding for the sake of the church, academy, and society; and a breadth of knowledge in theological and religious studies and in other academic disciplines."

Furthermore, noting the desire for PhD studies to include affective educational aims, "the program should also enable the student to develop a sense of and a commitment to the vocation of theological scholarship in its dimensions of research, learning, teaching, and life-long stewardship."<sup>1</sup>

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<sup>1</sup> The Commission on Accrediting for the Association of Theological Schools, *Standards of Accreditation* (Pittsburgh, PA: ATS, 2020), 8 [PDF 13].

The Seminary's postgraduate curriculum reflects these goals by seeking to provide competency-based learning outcomes designed to integrate the knowledge/understandings, skills, and value/attitudes needed for effective Christian ministry. Thus, the learning experiences in these programs of study are seated in Carroll's four learning clusters and are directed toward the development of specific learning competencies. The Carroll Seminary PhD graduate will, upon completion of his or her program of study, demonstrate competency by:

1. Knowing comprehensively his or her particular discipline of theological study;
2. Demonstrating the capacity for critical thinking and evaluation;
3. Demonstrating excellence in the writing and use of original research to advance theological understanding.

Objectives and learning outcomes of all courses taught are based on the following sets of academic competencies, with the addition of a fifth set of seminars targeting the areas of spiritual and professional development within faculty. Professors design syllabi with selected competencies from these lists, related to their content, in order to make progress toward, and achieve the learning outcomes.

### **PhD Concentrations**

Students may select a course of student from one of the divisions in the Seminary. Each division has selected concentrations in which the student may work. These divisions and concentrations include:

#### **Scripture and Witness (concentrations in Old Testament, New Testament, Biblical Languages, Preaching and Hermeneutics, and Missions)**

In this cluster, students learn reliance upon Scripture as the Word of God and examine the indispensable role of biblical truth for faith and ministry; study the communication of the message of the Bible anchored in the proclaimed gospel; address terms, ideas, and themes relevant to contemporary culture; and, reflect on the tasks of preaching, teaching, and witnessing in a manner which communicates the clear teaching of Scripture to the church and the world. Upon completion of the program, students will be able to:

- Engage reading strategies in the use of Scripture which enhance personal growth, critical awareness, and lifelong learning;
- Appropriate the historic witness of the Scripture in its ancient setting through adequate study of the literature, history, and culture of the Bible;
- Access the Hebrew and Greek texts of the Scripture using linguistic skills to prepare biblical sermons and to teach biblical content;
- Exound the meaning of biblical texts using proper methods and principles of exegesis informed by historic Christian practice and responsive to current needs;
- Interpret diverse portions of the biblical canon in terms of the whole of Scripture, seeking unity between the two testaments, so the Bible may function properly in theological reflection, worship, and mission by the church;
- Construct and deliver sermons which are biblically and homiletically sound, setting a program of self-critique for improvement and interchange with those who hear;
- Communicate biblical truth through preaching, teaching, writing, and personal witness, or through music, worship, and other appropriate modes.

### **Faith and Heritage (Concentrations in Theology, Philosophy, Christian Heritage, or Ethics)**

In this cluster, students learn the historic formulations and confessions of the Christian faith; the impact of philosophical and ethical traditions and Christian truth on the history of Christianity; and the distinctive role of Baptists and other denominational groups in shaping faith and practice. At the conclusion of the program, students will:

- Possess detailed knowledge of the major historical periods, movements, persons, and issues, as well as the political, social, and religious, influences in the development of Christianity and Baptist history which provide a basis for the beliefs and practices of the church in relation to the world;
- Deal critically with historical evidence, sequence, generalization, and analogy with regard to the history of Christianity and Baptists; to communicate insight from historical explanation in relating the past to the present;
- Communicate the confessional development of Christianity and Baptist heritage in the context of theology, philosophy, history, and in conversation with the current human experience;
- Model a working theology in one's ministry which reflects an awareness of Christian doctrine in light of its biblical, confessional, philosophical, and historical development;
- Lead the whole church toward a working theology which gives attention to methodologies and processes by which Christian theology continues to be formulated and developed within the life of the congregation;
- Demonstrate how an understanding of Scripture, history, philosophy, and theological foundations of Christian ethics informs the construction of one's own beliefs and convictions, and how it expresses itself in action;
- Develop within the church an awareness of how the understanding of Scripture, theology, philosophy, history, and principles of Christian ethics lead to the development of values, moral perspectives, ethical behaviors, and sound decision making;
- Develop a personal worldview relevant to Christian ministry, taking into consideration other contemporary worldviews, philosophical issues, major religions, religious sects, culture, and science;
- Lead a congregation to develop an adequate defense of the Christian faith against arguments from non-Christian belief systems.

### **Ministry and Formation (Concentrations in Christian Education, Chaplaincy, Pastoral Ministry, Psychology and Counseling, Spiritual Formation, Leadership, and Worship)**

In this cluster, students learn essential ministries of character and leadership which nurture faith in Christ; build and develop churches; meet human needs at every level; and transform situations to move favorably toward God's purposes. Students also learn of and develop principles, methods, and resources which equip teachers and leaders for the development of educational programs in congregations and denominations. At the conclusion of the program, students will be able to:

- Train and develop church leaders in the proper interpretation of the Bible and application of its truth within the life and ministry of the church;
- Model effective leadership skills and appropriate relationships with the staff, church members and other members of the community, and to develop these skills in other

- church leaders by helping them to be motivated, communicate effectively, resolve conflicts, and develop ongoing leadership improvement plans;
- Demonstrate pastoral care which is both skilled and relational and serves the ministry needs of church members and other members of the community in administering and conducting the ordinances, hospital visits, various counseling opportunities, weddings and funerals;
- Function as curriculum coordinator of the church, assisting in the adoption of a philosophy of teaching and training which reflects an understanding of the functions of the church integrated with a curriculum plan that identifies ministry needs, and effects specific strategies for reaching learning goals;
- Lead the church to adopt a working model for calling out, training, equipping, and developing church leaders in the areas of teaching skills and age-appropriate methods for the church's educational programs;
- Reflect on and develop a biblical view of Christian stewardship within the church and give leadership to budgeting and the responsible operation and control of finances.

### **The Core of the PhD**

Carroll Seminary's PhD program, in addition to developing a robust knowledge of the student's discipline within the course of study, enhance the student's ability to research and write for publication and participation in academic and professional guilds. Our emphasis is on developing "PhD Persons." The information below provides information into the core components of the program.

### **Competency Seminars**

Competency seminars build in the student the experience necessary to serve as a faculty member from the first day as a doctoral graduate. Each student in the PhD program must take:

**Advanced Research and Writing (or Quantitative/Qualitative Research Methods) Seminar (CHRM/FHER/SCPT 8201, CHRM 8202):** This seminar (or Quantitative/Qualitative Research Methods Seminar for students in Psychology and Counseling) is an interdisciplinary course which develops competencies necessary for the required accelerated work in all academic clusters of the curriculum-base design for Carroll Seminary. Personal, academic, and vocational development will cultivate in students the ability to:

- Communicate results of advanced research by identifying topics worthy of advanced academic research; assessing research problems and their relevance to the church;
- Formulate a supportable thesis of academic merit and ministerial warrant;
- Conduct comprehensive and accurate research with insight, discrimination and, in the empirical research methods, developing the appropriate tools to gather and skills to interpret statistical data effectively;
- Write persuasive arguments in acceptable form, with a lucid and engaging style;
- Prepare acceptable papers for academic contexts, including seminar papers, book reviews, and manuscripts for publication in one's field.

**Learning Systems and Teaching Skills Seminar (CEDU 8220):** This seminar addresses essential ministries of character and leadership which nurture faith in Christ, build and develop institutions of higher learning, meet human needs at every level, and transform situations to God's purposes; and

teaches principles, methods, and resources which equip faculty and administrative leaders for the development of educational programs in institutions of higher learning, denominations, and churches. The seminar will familiarize students with the means and the methods necessary to:

- Lead an institution in initiating (in new institutional settings) or evaluating (within existing institutional settings) guidelines for articulating and elaborating the essential elements of curriculum design in higher education to include: institutional mission or purpose; program, division, and department purposes; scope; educational goals and objectives for learners; multiple contexts; methodology; and instructional and administrative models;
- Serve as instructional designers and train others in the design and evaluation of instruction, to include: analysis of instruction; selecting of instructional strategies; evaluation of design approaches; writing and evaluating of course syllabi; describing the advantages of using instructional design for school curriculum developers and teachers; and assessing the differing types of contexts in which instructional designers work and how their activities may differ in these different contexts;
- Model an expertise in the classroom that reflects the presence and passion of a teacher who is skilled in the discipline, who is open and honest, and who engages learners in the mix of the grace and rigor of academic excellence along with application of praxis that develops a true love of learning.

**Professional and Spiritual Development Seminar (SPFO 8220):** This seminar discusses key components and guidelines of post-doctoral academic and ministerial career planning with attention given to factors in the completion of the capstone experience, alternative vocational options, the construction of job entry documents, and the design of life-long which will help students grow and meet their goals as Christian teachers and ministers. Attention is given to the identification of and engagement with professional organizations, guild publications, relational networks, financial resources, and required fields of knowledge. At the conclusion of the seminar the student should be able to:

- Facilitate the transition from student status to a professional career by timely completion of the capstone experience, the development of an effective resume, evaluation of alternative career opportunities, and the proper handling of the job application and interview;
- Become a steward of the discipline studied through participation in the academic guild of choice, engagement in collaborative learning, production of scholarly research, and the commitment to life-long learning;
- Participate in the wider community of learning, fostering the intersection of the humanities and science with theological studies;
- Address the moral and cultural concerns of both the church and the world as they are expressed in the life of the church.
- Articulate a plan for personal spiritual formation throughout his or her career.

**Institutional Systems Seminar (ADMN 8220):** This seminar examines the leadership and administration of a theological institution and/or department of religion in a church-related college or university. Students learn about planning and organizing, developing and evaluating, and accrediting and governing a theological education program. The seminar teaches students how to:

- Administer and develop a theological institution which understands its purpose as missional and achieves an effective and efficient realization of its goals;

- Lead and motivate the faculty, staff, and governance of an institution of theological education to develop a comprehensive strategy for academic administration, leadership, and assessment;
- Lead a theological institution to value the importance of certification and accreditation, and to strive for healthy relationships with its constituent communities and churches.

### **Directed Study and Reading Programs**

Each of the Directed Study and Reading Seminars is offered online and constitutes 2 credit hours. The reading list for each seminar is determined by the student's supervisor. The student may not advance to the next reading seminar until the supervisor has determined he or she is competent in the material read throughout the term. A student may be required, at times, to attend a review session online with the supervisor.

#### **Basic Directed Study and Reading Program I/II (Ex: THEO 8201/THEO 8202)**

Under the direction of a supervisor, the student will read, study, critically review, and write concerning the basic literature surveying a major field of study. Students may also read works in related fields.

#### **Intermediate Directed Study and Reading Program I/II (Ex: HIST 8203/HIST 8204)**

Under the direction of a supervisor, the student will read, study, and critically review the secondary sources covering a topic of specialized interest in his or her major field of study. The student will also develop annotated bibliographies of primary resources covering the specialized topic.

#### **Advanced Directed Study and Reading Program (Ex: CCOU 8205)**

Under the direction of a supervisor, the student will write two research papers in the specialized area of interest identified in the Intermediate Directed Study and Reading Program. The first paper focuses on a research question. The second paper focuses on literature review for the selected topic. Reading in the final seminar is targeted specifically toward materials to be included and evaluated in the dissertation.

### **Advanced Academic Experiences**

Each student in the PhD program is encouraged to both interact with and contribute to the scholarly community while earning one of the Seminary's terminal degrees. Students do this in a number of ways, including:

#### **Colloquia (CLQY 8000)**

Doctoral Colloquia are held twice annually for doctoral students. These sessions, which earn a "Colloquy Credit," provide community worship experiences and lectures which sharpen academic skills. Each PhD student is required to attend six (6) colloquia over their course of study, of which four (4) must be in person; the remaining two (2) may be online. A "Colloquy," derived from the Latin "call together," is a gathering of scholars for academic presentations, reflection, and application. Third-year students may be invited to present papers to a plenary session of the colloquy to fulfill their guild presentation requirement (though presentation in a professional society meeting is preferred). Colloquia, though required, are non-credit courses.

### **Guild Publication or Presentation (CHRM/FHER/SCPT 8101)**

The student will write a research paper in his or her major field of study and either submit it for publication by a professional or academic journal or present it at a professional or academic meeting of his or her peers. The Guild Presentation or Publication is 1 credit hour.

### **Teaching Experience (CHRM/FHER/SCPT 8202)**

Under the supervision of a cluster director (assigned by the director of Master's Programs), the student will teach a course in his or her major field of study. The student will receive no stipend for this teaching. The Teaching Experience is 1 credit hour. If the course is taught at another institution, the student will be required to provide to the director of the PhD program the following items: 1) course syllabus; 2) testing instruments; 3) lectures, if written; 4) student evaluations of teaching effectiveness (SETEs); and 5) a department-level evaluation of teaching from the institution's dean or department chair.

## **Advanced Academic and Capstone Experiences**

The PhD program provides students with an opportunity to engage the scholarly community on multiple levels. In its effort to develop "PhD Persons" who are committed to the stewardship of their chosen field, students engage in the following academic exercises. Also, in the final stage of the student's academic experience, the student will participate in multiple exercises to test his or her learning in the program. These include a written, comprehensive examination, the development and presentation of the prospectus, and the writing and oral defense of the dissertation.

### **Written Comprehensive Examination (CHRM/FHER/SCPT 8103)**

As soon as the close of the second year, but normally not before the middle of the third year, the student will undertake a written examination testing the basic and intermediate knowledge in the student's major field of study. Successful completion of the exam (whenever taken) moves the student into the prospectus writing stage, but only after the completion of all seminar work. The written examination is 1 credit hour

### **Prospectus Design, Writing, Submission and Approval (CHRM/FHER/SCPT 8104 and CHRM/FHER/SCPT 8105)**

The prospectus design and writing process, followed by its submission and approval, usually unfolds over the course of one (1) academic year. This is the timeline established by the DPC.

Under the direction of the supervisor, the student will begin writing a carefully designed prospectus for the writing of a dissertation on a topic of specialized interest, in the student's major field of study, in the fall. The draft prospectus should be completed and submitted to the doctoral supervisor for review. The supervisor may then approve the prospectus for submission to the DPC or return it for rewrite, if necessary.

This prospectus must be approved before the student begins working on the dissertation. The purpose of the prospectus is to force the student to think through the chosen topic carefully. Close attention should be given to scope, method, and argument, as a well-crafted prospectus provides a roadmap for the writing of the dissertation. When the prospectus is approved, the student may proceed with the writing of the dissertation. The design and writing of the prospectus yields 1 credit hour. The submission and approval also yields 1 credit hour. See Appendix B.

### **Dissertation Continuous Enrollment (CHRM/FHER/SCPT 8106)**

Students in the dissertation writing phase must maintain continuous enrollment, in which they interact with their supervisor and receive instruction on the refinement of the dissertation. All scholars need to communicate discoveries; the PhD dissertation provides training for communication with other scholars. Writing a dissertation requires a student to think deeply, to organize discussion, to muster arguments that will convince other scholars, and to follow rules for rigorous, formal presentation of the arguments and discussion. A dissertation is a lengthy, formal document which argues in defense of a particular thesis. Two important adjectives used to describe a dissertation are “original” and “substantial.” The research performed to support a thesis must be both, and the dissertation must clearly demonstrate the student’s academic contribution to the chosen field of study. The continuous enrollment course is 1 credit hour, and students may re-enroll in the course up to six (6) times.

### **Dissertation Submission and Oral Defense (CHRM/FHER/SCPT 8107-8607)**

Following approval of the dissertation by his or her supervisor, the student will submit and defend a dissertation on an approved topic of specialized interest in the student’s major field of study. Once the dissertation is completed, it will be delivered to the Dissertation Committee. This entire process (composition, submission, and defense) constitutes the student’s last remaining 1-6 credit hours of study. All dissertation defenses will be conducted in person. Exceptions will be made for students who live outside of the contiguous United States or in foreign countries. Other faculty may be invited to participate as the candidate defends the completed dissertation and responds to questions related to the study. Dissertation defenses are normally two to three hours in length.

### **The Dissertation Committee**

The Dissertation Committee consists of the supervisor, a second reader (normally from the Carroll Seminary faculty), an external reader (an experienced faculty member from another institution in the student’s chosen field), and the director of the PhD Program (the director is a non-voting member of the Committee, unless he is the student’s supervisor or an internal reader). The supervisor works closely with the student to offer regular guidance and direction.

## **ADMISSION TO PHD DEGREE PROGRAM**

Admission to the Seminary’s PhD Program is open to qualified men and women of all denominations, unions, and fellowships. However, students must possess the appropriate prerequisite degrees, technical and technological skills, language skills, and heuristic foundations necessary to complete the degree. Students must meet both general admission requirements for the Seminary, and particular admission requirements for the PhD.

**Applicants should meet the following general criteria for admission to ALL DOCTORAL PROGRAMS:**

1. Possession of a bachelor’s degree or equivalent from a college or university accredited by a regional or national body for the accreditation of higher education institutions, and an approved master’s degree in theological or religious studies from a college, university, or theological school accredited by the Association of Theological Schools, or a regional or national body for the accreditation of higher education institutions or, in rare cases, upon approval of the DPC.
2. Overall grade-point average (GPA) of 3.0 (on a 4.0 scale) in all graduate-level work.
3. Applicants may be required to complete additional courses to meet equivalency requirements (a process known as “leveling”).

**Applicants should meet the following particular criteria for admission to the DOCTOR OF PHILOSOPHY (PhD) PROGRAM:**

1. Have a cumulative GPA of 3.5 in all master's-level work within the subject field of the intended major.
2. Demonstrate proficiency in biblical languages (for relevant vocations) whether through transcribed course work (6 credit hours of Hebrew, 12 credit hours of Greek) or through a barrier examination; see the chart on page 18.
3. Obtain proficiency in research languages to include German (primary) and French (secondary); Latin or another language may be substituted as a secondary language for students in selected concentrations. Students in Counseling, Christian Education, and other selected fields must possess proficiency in quantitative and qualitative research methods or technical skills (in Music).
4. Hold an appropriate prerequisite degree for the chosen PhD concentration: *Scripture and Witness PhD concentrations (Biblical Languages, Old Testament, New Testament, Hermeneutics and Preaching, and Missions)*:
  - Master of Divinity with Biblical Languages (MDivBL)
  - Master of Theology (ThM)
  - Master of Arts in Theological Studies (MATS) with Biblical Languages
  - Another approved Master's which consists of the required credit hours in biblical languages, or to which the appropriate language study is added.
5. *Faith and Heritage PhD concentrations (Church History, Ethics, Theology, and Philosophy)*:
  - Master of Divinity with Biblical Languages (MDivBL)
  - Master of Theology (ThM)
  - Master of Arts in Theological Studies (MATS) with Biblical Languages
  - Another approved Master's which consists of the required credit hours in biblical languages, or to which the appropriate language study is added.
6. *Ministry and Formation PhD concentrations in pastoral vocations (Pastoral Ministry, Spiritual Formation, and Worship)*:
  - Master of Divinity with Biblical Languages (MDivBL)
  - Master of Theology (ThM)
  - Master of Arts in Theological Studies (MATS) with Biblical Languages
  - Another approved Master's which consists of the required credit hours in biblical languages, or to which the appropriate language study is added.
7. *Ministry and Formation PhD concentrations in non-pastoral vocations (Counseling, Chaplaincy, Christian Education, Leadership, and Worship)*:
  - Master of Divinity (MDiv)
  - Master of Theology (ThM)
  - Master of Arts in Theological Studies (MATS)
  - Master of Arts in Worship (MAW)
  - Master of Arts in Music (MAM), Church Music
  - Master of Music (MM)
  - Master of Arts Counseling (MAC)
  - Master of Arts in Christian Ministry (MACM)

The application process to the PhD requires applicants to complete an application and provide three letters of academic reference, a church endorsement, a statement of past Christian experience and calling to ministry, a digital photograph, and a \$100 application fee. Applications must also interview with the

DPC and submit a writing sample of 25-30 pages in Turabian Notes-Bibliography format; applicants in the fields of Counseling and Christian Education may submit the paper in APA Style.

### Further Information on Prerequisite Language Skills

Obtaining a PhD requires students to develop advanced research skills. Since theological research was birthed in European universities and seminaries, much of the material which makes up the core foundation of modern research in the theological disciplines remains untranslated in German, French, and other European languages. Therefore, students in the classical fields of theological study, in addition to possessing knowledge of the biblical languages, must obtain proficiency in modern research languages.

LANGUAGE REQUIREMENTS (✓=Required) <sup>2</sup>							
	Hebrew	Greek	German	French	Latin	Heuristic	Technical
<b>Old Testament</b>	✓	✓	✓	✓			
<b>New Testament</b>	✓	✓	✓	✓			
<b>Biblical Languages</b>	✓	✓	✓	✓			
<b>Preaching</b>	✓	✓	✓	✓			
<b>Missions</b>	✓	✓	✓	✓ (or) ✓			
<b>Church History</b>	✓	✓	✓	✓ (or) ✓			
<b>Theology</b>	✓	✓	✓	✓ (or) ✓			
<b>Philosophy</b>	✓	✓	✓	✓ (or) ✓			
<b>Ethics</b>	✓	✓	✓	✓ (or) ✓			
<b>Chaplaincy</b>	(preferred)	(preferred)				✓ <sup>3</sup>	
<b>Counseling</b>	(preferred)	(preferred)				✓	
<b>Christian Education</b>	(preferred)	(preferred)				✓ <sup>4</sup>	
<b>Leadership</b>	(preferred)	(preferred)				✓ <sup>5</sup>	
<b>Pastoral Ministry</b>	✓	✓	✓	✓			

<sup>2</sup>Students who have had significant levels of formal training in another foreign language, which may be applied to the dissertation, may substitute another language (Spanish, Russian, Chinese, etc.). Native languages may not be substituted for research language acquisition.

<sup>3</sup>If the student intends to pursue a *quantitative or qualitative study* for the dissertation. Students who have not had formal training in Statistics will be only be allowed to produce a dissertation in the field of humanities.

<sup>4</sup>As noted above, students who have not had formal training in Statistics will be only be allowed to produce a dissertation in the field of humanities.

<sup>5</sup>As noted above.

<b>Spiritual Formation</b>	✓	✓	✓	✓ (or) ✓		
<b>Worship</b>	(preferred)	(preferred)	✓	✓ (or) ✓		(or) ✓ <sup>6</sup>

### **Biblical Languages**

All students, *except those entering non-pastoral vocations* within the Ministry and Formation and Worship and Missions clusters, will be proficient in Hebrew and Greek (6 credit hours of *transcribed* graduate-level study in each language; Elementary Greek is not included).

### **Modern Research Languages or Ancillary Heuristic Skills**

Proficiency in research languages must be demonstrated by students engaged in theological, humanities, and philosophical models of research, and will be used in seminar research. Heuristic skills must be demonstrated by students engaged in quantitative, qualitative, or mixed method research and will be used in seminar research.

#### ***Primary and Secondary Language Proficiencies***

Prior to enrollment in the PhD program, each student seeking to engage in the theological, humanities, or philosophical models of research will demonstrate—by examination or certification—advanced proficiency in the use two research languages approved for research in the student’s major cluster of study. Normally, the primary language is German. The secondary is often French or another language related to the student’s area of study (such as Latin, Russian, or Spanish).

A *primary level* of skill is normally demonstrated after the successful completion of four (4) semesters or five (5) terms of study leading to an advanced understanding of vocabulary, grammar, syntax, and reading comprehension.

A *secondary level* of skill is normally demonstrated after the successful completion of two (2) semesters or three (3) terms of study leading to a basic understanding of vocabulary, grammar, and reading comprehension.

Following a student’s approval by the ETBU [Graduate Admissions](#) Office and until the student demonstrates language proficiency at these two levels, he or she will hold the status of “Pre-Doctoral Student.” After admission to the doctoral program, each student will enroll in the Advanced Research and Writing Seminar within the first year of his or her program of study.

#### ***Heuristic Skills***

Students seeking to be engaged in quantitative or qualitative research methods are required to have a master’s level competency in heuristic skills before entering the PhD program. This demonstrated proficiency in statistics (quantitative methods) is documented by examination or certification through the completion of a master’s-level Research and Statistics course prior to the student enrolling in the PhD program.

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<sup>6</sup>Technical skills may substitute for modern research languages if the student is pursuing worship studies outside of church service (that is, solely related to performance or instruction).

Following a student's approval by the ETBU [Graduate Admissions](#) Office and until the student demonstrates a master-level competency in Research and Statistics, he or she will hold the status of "Pre-Doctoral Student." Following admission to the Carroll PhD program, each student will enroll in the Advanced Research Methods seminar during the first year of his or her program. In addition, prior to the third year, or the prospectus writing phase of his or her program of study, each student will complete three Advanced Statistics courses. Students requiring statistics may only be exempt from the latter courses if they demonstrate by examination a high degree of proficiency in the knowledge and use of advanced statistics.

### ***Technical Skills***

Applicants seeking admission into the PhD degree in Worship Studies/Music may substitute technical skills (such as composition, conducting, and performance) for classical language prerequisites (German, French, Latin), provided the student does not wish to engage the historical aspects of Christian music and worship in the dissertation. The waiving of prerequisite requirements in languages and the substitution of advanced technical skills will be the decision of the DPC.

If a student wishes to demonstrate competency regarding any language option above, he or she may elect to sit for a written barrier examination in the language or heuristic or technical skill of choice. The Language Competency Examination Fee is \$150.

### **Prerequisite Technology Skills**

The PhD is offered predominately online as an exception to ATS Standard 5.15. This does not, however, imply the degree is an "online PhD." Students are expected to attend doctoral seminars via the seminary's technological platforms. Students are also expected to attend PhD colloquia twice annually in person (some exceptions are made for students who live at great distance and may be forced to attend online, such as for health reasons or military deployment). Because the program requires the use of numerous technical resources, applicants to the Carroll Seminary PhD must demonstrate proficiency in the use of modern technology and computer applications.

### **Use of Online Resources**

All students receive a login and password to access their seminar and other instructional materials through the Canvas Learning Management System (LMS), located within the ETBU system. Students communicate with faculty through the Canvas LMS and ETBU email (Tiger Mail). Therefore, students must possess the technological proficiency to upload assignment submissions, download course documents (such as syllabi), communicate via email or through Canvas messaging, and view recorded presentations.

### **Maintaining a Connection**

All students are expected to maintain, through a stable Internet Service Provider (ISP), the connections necessary for uninterrupted communication during PhD seminars, in order to conduct research online through the [Jarrett Library](#), and to upload research submissions as required. Failure to attend online sessions and colloquia may result in termination from the program. Students in foreign countries with frequent service interruptions are still required to have access to a reliable ISP for use in research and liaising with their doctoral supervisors.

## **Application for Admission: A Two-Step Process**

Entrance into the PhD program requires successful completion of a two-step process. Each step is outlined briefly below, followed by a fuller discussion of the admission process components:

### **Step 1: Admission to Graduate Studies at ETBU**

Students seeking to gain acceptance into the Seminary must complete the online application and submit the following items to the Office of Admissions:

- [Online Application](#) (requires account creation)
- Transcripts of all academic work
- Statement of ministry goals and reason(s) for entering the program
- Statement declaring the cluster in which the applicant intends to major
- Copies of the applicant's official college or university and seminary transcripts (unopened and mailed directly to the [Graduate Admissions](#) Office or sent digitally from the issuing institution directly to the seminary)
- A recent photograph (may be electronically transmitted)
- Three academic recommendations from former professors at the master's-level (download from online application materials)
- Church Endorsement and Covenant (download from online application material)

### **Step 2: Admission to the PhD Program**

Once the [Graduate Admissions](#) Office clears the student for admission, the PhD application requires a sample of the student's best academic writing, which should include solid research and argumentation, and correct form, style, and grammar (a paper produced within the last five years may suffice; a master's thesis or other advanced writing project may also suffice). The application process also requires completion or demonstration of language proficiency, an interview with the DPC, and a diagnostic evaluation with a cluster director or designated faculty member in the cluster in which the student desires to study. This evaluation is to determine the foundational depth of knowledge in the student's chosen discipline, both to help with selection of a doctoral supervisor and to assess whether leveling may be necessary before admission into the program. Finally, students will sit for an admissions interview with the DPC.

Please contact the director of the PhD program for all program information regarding advisement, admissions, transfer, and doctoral study.

Director of the PhD Programs: [Dr. Gregory Tomlin](#)  
Email: [gtomlin@etbu.edu](mailto:gtomlin@etbu.edu); Phone: 903.923.2851

## **Further Notes on Application Materials**

First-time applicants, as noted above, are required to complete all general admission application procedures. All returning students must update their personal information on the application for admission. An earned baccalaureate degree from an accredited college or university (or an equivalent diploma approved by the Carroll Seminary) *and* a master's degree or its equivalent from an accredited seminary or university must have been completed by the time the applicant begins advanced study. The material below provides clarity for the admissions requirements described above.

### **Transcripts**

Applications to the PhD program are not complete until the student has sent official

undergraduate and graduate-level transcripts from all academic institutions where the student has been enrolled and received academic credit to the Seminary. Transcripts should be mailed directly to the [Graduate Admissions](#) office at ETBU in a sealed envelope or emailed through an official electronic transcript service such as Parchment or the National Student Clearinghouse.

### **Standardized Assessment Score**

*As of March 2024, students are no longer required to attain scores predictive of academic success on the Graduate Record Examination (GRE).* However, students who have already taken the GRE and who believe the scores may enhance their application may have the scores sent directly to the [Graduate Admissions](#) office at ETBU. The Seminary does not administer these tests.

### **International Students**

International applicants whose first language is not English, and who have not already earned a higher education degree in English, must submit scores either from the TOEFL (Test of English as a Foreign Language) or the DuoLingo English Test (DET). For the TOEFL, a minimum score of 100 on the internet-based test or 250 on the computer-based test is required. Students who complete the computer-based TOEFL must also complete the Test of Spoken English (TSE). For the DET, a score of 120 is required. Applicants will make arrangements to take this test and to have the scores sent directly to the [Graduate Admissions](#) Office at ETBU.

### **Academic References**

Each applicant will provide three (3) recommendations by current or former professors who taught the student at the master's level and who can attest to the student's potential to engage in doctoral-level study. Instructions for references are included in the online application.

### **Application Deadline**

Applicants may be admitted to the PhD program in either the spring (January) or fall (August). For applicants with research language or ancillary skills competencies already demonstrated, and desiring consideration for enrollment in the fall semester, the applicant's completed application packet must be received by the Seminary no later than April 1. For enrollment in the spring semester, this deadline is September 1. For students not having research languages completed, the application packet may be compiled and submitted while the student is engaged in language study.

### **Application Fee**

The applicant will send a \$100 non-refundable fee with the completed application. Returning students pay an application fee of \$15.

### **Review of Application**

The director of the PhD program will present qualified applicants to the DPC at one of the regularly scheduled monthly meetings. Notifications of qualification or non-qualification for admission by email or formal letter will follow upon processing and review of the application.

### **Interview**

Applicants whose admissions materials meet the stated requirements will be notified they

have been cleared as applicants for admission to the PhD program and will be scheduled to interview with the DPC. The primary purpose of this interview is to determine the mutual suitability of the PhD program and the applicant. At the conclusion of this interview, the DPC and the applicant will decide whether the admissions process will continue. If both the Committee and the applicant agree to proceed, the applicant will then formally declare a cluster major and schedule a date for a diagnostic consultation with the director of the cluster.

### **Diagnostic Evaluation**

The diagnostic evaluation will take place between the applicant and either the director of the cluster in which the applicant desires to be admitted or the director of the PhD Program. It will cover the disciplines in the applicant's chosen academic cluster and is intended to probe the applicant's general knowledge of the disciplines of study in the academic cluster; specific knowledge in the chosen major cluster of study; knowledge of bibliography in the field; capacity for critical thinking; and ability to organize and express thoughts logically and clearly around topics related to the academic disciplines in the major cluster. The diagnostic evaluation will inform the admissions process, the selection of a potential supervisor, and the initial content of the Directed Study and Reading Program I.

An applicant whose diagnostic evaluation is insufficient will be declined admission. If the applicant's diagnostic evaluation is insufficient, the applicant may request permission from the director of the PhD program, the director of the cluster, and the DPC to have a second diagnostic evaluation. If this request is approved, the applicant must be re-evaluated within one (1) year, but not earlier than six (6) months. Applicants receiving a sufficiency report following the second examination may be admitted to the program in either the fall or spring semester immediately following receipt of the letter of acceptance. Applicants failing to achieve a sufficiency report following the second diagnostic evaluation and who still wish to enter the program must submit a completely new application and may not be considered for admission earlier than two (2) years from the date of the second diagnostic evaluation. In this time frame, the student is expected to conduct additional self-paced work to advance his or her knowledge in the chosen field of study.

### **Research Paper**

For admission, each applicant must submit to the DPC a research paper either previously prepared (an ungraded copy) or prepared especially for the application, on a subject in the student's chosen major field of study. The paper should be 25-30 pages in length, including the bibliography. The paper should represent the applicant's best example of his or her potential to research and write.

Form and style of the paper should follow Kate Turabian, *[A Manual for Writers of Term Papers, Theses, and Dissertations, 9th edition](#)* (Chicago: The University of Chicago Press, 2018). However, students engaged in the Psychology and Counseling and Christian Education programs should follow the *[Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7th edition](#)* (Washington, DC: American Psychological Association, 2020).

To determine whether the student is capable of conducting research and writing at an advanced level, both the higher order and lower order elements of writing will be assessed. Higher order elements of writing include thesis, themes, reasoning, and

argumentation. Lower order elements include grammar, arrangement, form, and style.

### **Possible Leveling Work**

In the event that an applicant's transcript does not meet Carroll's PhD program equivalency requirements, the applicant may be invited to complete additional courses. If this step is offered, the student will receive a letter stating the recommendations for additional coursework. The student may hold the status of Pre-Doctoral student until such time as the equivalency requirements have been met with a grade of "B" or better. The applicant may then be eligible to proceed with the application process.

### **Notification of Admissions Decision**

An applicant for admission to the fall or spring semester will be notified as soon as possible of admission or denial of admission into the PhD program. Generally, applicants will be notified for admission to the fall semester by April 15, and for the spring semester by November 15; however, this date may be later if the student is enrolled in language study, in which case the notification will follow successful completion of the student's course of study.

A letter of acceptance changes the applicant's status from "Pre-Doctoral Student" to "PhD Student," and this status remains valid for one year in which time a student accepted for admission may elect to defer entry into the program for up to two long semesters. A student who cannot begin seminars before these deadlines may request a further deferment of one year by petitioning the director of the PhD program, who will present the request to the DPC for a decision. A student may not defer entry for more than two (2) years from the time of acceptance; in such a case, the student must resubmit a completely new application for admission.

### **Conditional Admission**

Each student will be admitted conditionally for one (1) academic year as a probationer in the PhD program, with the understanding that his or her performance will be reviewed carefully each term by an academic advisory team comprised of the supervisor, the director of the PhD program, and the DPC. Probationary status will not extend beyond a student's first full year of study, by which time the student's academic team will determine whether the student's performance warrants continuation in the program.

### **Declined Admission**

An applicant whose application file is deemed insufficient will be declined admission. If this occurs, he or she may re-apply to the PhD program, but not sooner than two (2) years from the date of the denied admission decision.

### **New Student Orientation and Supervisor Assignment**

New students must attend a New Student Orientation prior to the student's first enrollment in his or her first seminar. The student will be notified in writing of the time for this orientation (which is conducted online). At this time, each student will be assigned a supervisor who will review the student's diagnostic evaluation in order to measure the student's factual knowledge and familiarity with bibliographical material in the major cluster. The supervisor will use the results of this diagnostic test to craft the student's first year of directed study (Basic Directed Study and Reading Program I and II).

## **Advanced Standing and Transfer of Credit**

Advanced standing and transfer credit may be granted at the time of admission to the PhD program. The director of the PhD program, the director of the cluster, the DPC, and the applicant will make this determination as a part of the admissions process.

Advanced standing may be granted for one of the following two categories: (1) *without credit* by exempting the applicant from some elements of study but not reducing the total number of academic credit hours required for the degree; or (2) *with credit* by reducing the number of academic credits required for the degree. Advanced standing will be conducted by transcript evaluations and through appropriate written and/or oral assessment of the applicant's knowledge, competence, or skills in order to determine the specific academic credit hours which may be credited toward advance standing. This standing *cannot* be granted on the basis of ministerial or life experience or the content of undergraduate work. If advanced standing is granted with credit on the basis of an appropriate means of evaluation, not more than two-thirds of the total academic credit hours required for the PhD degree may be applied toward the student's degree plan.

Transfer of credit may be granted to a student if the credits earned in another institution are eligible within the degree path, are completed with a grade of "B" or higher in a PhD-level program of studies recognized by an accrediting body, and are equivalent to the credit hours required for the PhD degree at Carroll Seminary. If transfer of credit is granted by Carroll Seminary, not more than half of the credit hours required for the PhD degree may be applied toward the student's degree plan.

## **Transfer Credit for Advanced Professional Degrees**

Applicants seeking admission into the PhD degree and who already possess an advanced professional degree (DMin or DEdMin) may request to have their transcripts and previous professional doctoral work evaluated for credit toward selected PhD degree requirements. No more than two (2) courses may be credited toward the PhD. The acceptance of previous work for credit toward the PhD will be the decision of the DPC.

## **Transient Students**

A transient student is a non-degree seeking student, who currently is enrolled, or has been enrolled, within one (1) academic year in another seminary, divinity school, or university religion program accredited by the Association of Theological Schools or a regional accreditor, such as the Southern Association of Colleges and Schools.

To enroll at Carroll Seminary a prospective transient student must:

1. Complete an application for admission as a transient student and pay a non-refundable \$100 application fee;
2. Provide a transcript from the institution in which they are currently enrolled (or were most recently enrolled);
3. Pay the per credit tuition rate established by the Board of Trustees;
4. Pay standard fees (such as the Student Fee and Online Course Fee).

Transient students are subject to Late Payment Fee policies, where warranted. Students who have been on academic probation or academic suspension from another institution within the last three (3) years are not eligible for admission as transient students.

Enrollment is limited to one (1) course per term for graduate students, and one (1) seminar per semester for doctoral students (DMin or PhD). Transient students at the graduate level may not enroll in more than

three (3) graduate courses in a single academic year; doctoral-level students are limited to enrollment in a single course. Students seeking to take further courses must complete the full application process, enroll as a Carroll Seminary student and pay all appropriate tuition and fees (or doctoral matriculation and fees).

Non-degree seeking students are not eligible for Carroll Seminary's tuition assistance program.

## **STRUCTURE OF THE PROGRAM**

The Carroll PhD program was one of the earliest programs accredited by the Association of Theological Schools to combine personal supervision (the Oxbridge Model), collaborative learning (the American Model), and online learning for individual study (based on the new realities of theological education in the twenty-first century).

### **Educational Methodology and Components of the Program**

The PhD program uses three educational methodologies: personal supervision, collaborative learning, and individual study. The program's major components include directed study and reading programs, academic seminars, academic experiences (colloquies, guild publication or presentation, and teaching), and capstone experiences (a written comprehensive examination, prospectus and dissertation preparation, and an oral defense of the dissertation).

### **Requirements**

Students will complete the following forty (40) credit hours of academic work in the PhD program, thirty (30) of which are in the student's major field of study. Most of the work will be completed in a non-residential setting, although tutorials and face-to-face seminars (in person *or* via a video platform) are also a part of the student's experience. Students also present and defend their dissertations in person (exceptions are provided for students outside of the contiguous United States or in foreign countries).

1. Advanced Competency Seminars (online – total of 8 credit hours)
  - a) Advanced Research and Writing/Advanced Research Methods (2 credit hours)
  - b) Learning Systems and Teaching Skills (2 credit hours)
  - c) Professional Development (2 credit hours)
  - d) Institutional Systems (2 credit hours)
2. Directed Study and Reading Programs (total of 10 credit hours)
  - a) Basic Directed Study & Reading Program I/II (2 credit hours each=4 credit hours)
  - b) Intermediate Directed Study & Reading Program I/II (2 credit hours each=4 credit hours)
  - c) Advanced Directed Study & Reading Program (2 credit hours)
3. Three Advanced Disciplinary Seminars (2 credit hours each=6 credit hours)
4. Two Advanced Interdisciplinary Seminars (2 credit hours each=4 credit hours)
5. Advanced Academic Experiences (total of 2 credit hours)
  - a) Four colloquies in the first two years – (required, but 0 credit hours)
  - b) Two colloquies in the third year – (required, but 0 credit hours)
  - c) Guild Publication or Presentation (1 credit hour)
  - d) Teaching Experience (1 credit hour)

6. Advanced Capstone Experiences (total 10 credit hours)
  - a) Comprehensive Written Examination (1 credit hour)
  - b) Prospectus Design and Writing (1 credit hour)
  - c) Prospectus Submission and Approval (1 credit hour)
  - d) Dissertation Continuous Enrollment (repeatable up to 6 times; 1 credit hour each)
  - e) Dissertation and Oral Defense (up to 6 credit hours)

### **Program Length**

The PhD degree is a four-to-six year, full-time, non-residential degree. Students are expected to remain in continuous enrollment for the entirety of their course of study. Continuous enrollment may be suspended for up to one year upon petition and approval of the DPC. This approval will be granted only in highly unusual circumstances, addressed on a case-by-case basis. The official Leave of Absence is non-renewable, except in cases of sequential military deployment. The maximum allowable time for a student's completion of the program is seven (7) years. Students who do not complete the program within seven (7) years may petition for a one-year extension. The one-year extension, however, is non-renewable and offered only if satisfactory progress has been and may still be maintained.

### **Sample Sequence of Studies for Program Completion**

A sample sequence of studies for a five-year completion might look like the following schedule:

YEAR	SEMESTER	SEMINAR/ACTIVITY
One	1	Advanced Research and Writing (or Qualitative/Quantitative Research Methods)
		Advanced Disciplinary Seminar
		Basic Directed Study and Reading Seminar I
		Fall Colloquy
	2	Advanced Interdisciplinary Seminary
		Basic Directed Study and Reading Seminar II
		Spring Colloquy
Two	3	Advanced Disciplinary Seminar
		Learning and Teaching Skills Seminar
		Intermediate Directed Study and Reading I
		Fall Colloquy
	4	Advanced Disciplinary Seminar
		Professional and Spiritual Development Seminar
		Intermediate Directed Study and Reading II
		Spring Colloquy
Three	5	Advanced Interdisciplinary Seminar
		Institutional Systems Seminar
		Advanced Directed Study and Reading
		Written Comprehensive Exam
		Fall Colloquy
	6	Prospectus Design and Writing
		Teaching Experience
		Spring Colloquy
		Prospectus Submission and Approval

Four	7	Guild Presentation/Publication
	8	Dissertation Continuous Enrollment
Five	9	Dissertation Continuous Enrollment
	10	Dissertation Presentation and Oral Defense

Following the third year and until the completion of the program, the student is not required but should continue to attend and participate in the colloquies while the student prepares for the dissertation submission and oral defense.

## Termination

Students may be dismissed from the Carroll PhD program for the following reasons: (1) inadequate performance during the conditional period of enrollment; (2) non-completion of studies within seven years after entering the program; (3) failure to maintain continuous enrollment in the program; (4) failure to pay required fees; (5) academic or performance failure in any part of the program; or (6) violation of the code of ethics of the Seminary (this includes plagiarism, the submission of a purchased research product, falsifying research, cheating on an exam, and the unauthorized use of Artificial Intelligence). In these cases, the DPC will review the student's record and render a decision. This decision will be final.

## Program or Course Withdrawal

A student may withdraw from the program by notifying the director of the PhD program in writing. A student may withdraw from a single course of study beginning on the first day of the course through the end of the sixth week. Any student requesting to drop a course after the first week of class must communicate the intent to withdraw with his/her instructor(s) and obtain documentation of the instructor's awareness of the student's plans. The student should then complete the Course Drop form and attach all paperwork to the request form.

Students should be cognizant that course withdrawals necessarily lengthen the program of study, disrupt arrangements for Supervision, and arrangements made between the seminary and course instructors.

In rare, extenuating circumstances, and only upon approval from the instructor, a student may be given the option to request an incomplete grade and allowed extra time to complete a doctoral seminar. Such circumstances include unexpected hospitalization, the onset of long-term illness, a death in the immediate family, or unexpected military deployment.

## Cost

The non-refundable application fee for the PhD degree program of \$100 is due at the time of the online application. Until the DPC approves the student's prospectus, the student will be assessed [tuition at a block rate](#). This fee includes the cost for all seminars, studies, experiences, exams, and supervision. However, additional University-based fees may apply (such as the Online Course Fee). Students *who have had a prospectus approved* are assessed one-half of the block doctoral tuition rate, paid in two installments—one at the beginning of the fall semester, and the other at the beginning of the spring semester. At the end of the program, students will pay a graduation fee of \$75. Students will not be permitted to graduate until all course, library, and graduation fees have been paid in full.

## Refund Policy

Refunds of tuition due to an official course withdrawal request will be made according to the refund schedule below. The request must be made officially through the Course Drop form, available in the Registrar's Office, to receive a partial or full refund of tuition, or a credit against an amount owed.

Technology fees are not refundable.

### Refund Schedule and Grade Recording

Term Day of Course Drop Request	Portion of Refund	Grade Reflected on Transcript
By the end of the Second Day	100%	Course not reflected on Transcript
By the end of the Seventh Day	85%	W
By the end of the Tenth Day	60%	W
By the end of the Fifteenth Day	45%	W
By the end of the Twentieth Day	25%	W
After the Twentieth Day	0%	W

### Grading

Students will earn grades in their seminar work (A+, A, A-, B+, B, B-, C, and F). If a student receives an “A” in a seminar, he or she displays exceptional ability and exceeded expectations. If the grade of “B” is earned, it signifies that the student has met expectations. If a student earns a grade of “C” in a seminar, the student has performed below expectations, and a grade of “F” denotes the failure to meet the minimum standards necessary for academic doctoral performance. The DPC will place on probation for up to one (1) year any student who receives a grade lower than “B-”. During that probation period, both the DPC and the student’s supervisor will periodically review the student’s performance. Students may be removed from probation only upon the decision of the DPC. Failure to remedy the circumstances that placed the student on probation will be grounds for termination from the program.

### Graduation

The Seminary confers PhD degrees when the course of study for the degree is completed, as evidenced by a successful presentation and oral defense of the doctoral dissertation. All coursework must be completed by the end of the semester when the student expects to graduate. The ending dates for each term are published in the online [Academic Calendar](#). Therefore, the student who anticipates graduation should contact the Registrar with sufficient advance notice to receive instructions. Students must [apply for graduation](#) and pay the graduation fees, even if he or she has chosen not to attend the convocation ceremony. The application and graduation fee are required in order for the student to receive the degree and have it entered on a transcript. At the student’s request, a conferred diploma will be mailed, or retained and presented at the next available convocation ceremony in which the student intends to participate.

NOTE: Students graduating in the Summer Term are eligible to participate in the December graduation ceremony.

## COURSES OF STUDY

### **Requirements for the PhD in Scripture and Witness**

Students select a specialization in Old Testament, New Testament, Biblical Languages, Preaching and Hermeneutics, or Missions, and are paired with an expert throughout their course of study to provide personalized support and access to exceptional practitioners and scholars.

*Completion of forty (40) semester credit hours:*

**Scripture and Witness Core: twenty-four (24) semester credit hours:**

*Research Seminar: Two (2) semester credit hours:*

SCPT 8201 Advanced Research and Writing

*Interdisciplinary Seminars: Four (4) semester credit hours:*

Select two courses with an FHER or CHRM prefix

*Advanced Competency Seminars: Eighteen (18) semester credit hours:*

CEDU 8220 Learning and Teaching Systems  
SPFO 8220 Spiritual and Professional Development  
ADMN 8220 Institutional Systems  
CLQY 8000 Colloquy\*  
SCPT 8101 Guild Publication/Presentation  
SCPT 8102 Teaching Experience  
SCPT 8103 Written Examination  
SCPT 8104 Prospectus Design & Writing  
SCPT 8105 Prospectus Submission and Approval  
SCPT 8106 Continuous Enrollment Dissertation (repeatable up to six times)  
SCPT 8107-SCPT 8607 Dissertation Submission and Oral Defense (students will complete one course for up to six credit hours of credit to complete forty (40) credit hours.)

### **AVAILABLE SPECIALIZATIONS**

One of the following specializations must be selected.

*Specialization: Sixteen (16) semester credit hours:*

*Directed Study and Readings: Ten (10) semester credit hours:*

OTES 8201 Basic Directed Study and Readings I  
OTES 8202 Basic Directed Study and Readings II  
OTES 8203 Intermediate Directed Study and Readings I  
OTES 8204 Intermediate Directed Study and Readings II  
OTES 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

OTES 8211 Pentateuch  
OTES 8212 Historical Books  
OTES 8213 Wisdom and Poetic Literature  
OTES 8214 Latter Prophets and Daniel  
OTES 8215 Ancient Near Eastern History  
OTES 8216 Issues in Biblical Archaeology  
OTES 8217 Intertestamental Writings

OTES 8218 Old Testament Theology  
OTES 8219 Biblical Theology

**New Testament Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

NTES 8201 Basic Directed Study and Readings I  
NTES 8202 Basic Directed Study and Readings II  
NTES 8203 Intermediate Directed Study and Readings I  
NTES 8204 Intermediate Directed Study and Readings II  
NTES 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

NTES 8211 Synoptic Gospels  
NTES 8212 Pauline Epistles  
NTES 8213 Textual Criticism  
NTES 8214 New Testament Exegesis (Hebrews)  
NTES 8215 General Epistles  
NTES 8216 Use of Old Testament in the New Testament  
NTES 8217 Johannine Writings  
NTES 8218 Gnostic/Heretical Writings  
NTES 8219 New Testament Theology

**Biblical Languages Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

BILA 8201 Basic Directed Study and Readings I  
BILA 8202 Basic Directed Study and Readings II  
BILA 8203 Intermediate Directed Study and Readings I  
BILA 8204 Intermediate Directed Study and Readings II  
BILA 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

BILA 8211 Advanced Hebrew Exegesis I  
BILA 8212 Advanced Hebrew Exegesis II  
BILA 8213 Advanced Hebrew Exegesis III  
BILA 8214 Advanced Hebrew Exegesis IV  
BILA 8215 Advanced Greek Exegesis I  
BILA 8216 Advanced Greek Exegesis II  
BILA 8217 Advanced Greek Exegesis III  
BILA 8218 Advanced Greek Exegesis IV

**Preaching and Hermeneutics Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

PRCH 8201 Basic Directed Study and Readings I  
PRCH 8202 Basic Directed Study and Readings II  
PRCH 8203 Intermediate Directed Study and Readings I  
PRCH 8204 Intermediate Directed Study and Readings II  
PRCH 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

PRCH 8211 Preaching in the Early Church

PRCH 8212 Advanced Homiletical Theory  
PRCH 8213 Contextual (Cross-Cultural) Preaching  
PRCH 8214 Reformation Preaching  
PRCH 8215 Advanced Biblical Hermeneutics  
PRCH 8216 Puritan Preaching  
PRCH 8217 Revivals and Revivalism

**Missions Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

MISS 8201 Basic Directed Study and Readings I  
MISS 8202 Basic Directed Study and Readings II  
MISS 8203 Intermediate Directed Study and Readings I  
MISS 8204 Intermediate Directed Study and Readings II  
MISS 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

MISS 8211 Contemporary Issues in Church Planting  
MISS 8212 Theology of the Mission of God  
MISS 8213 Leadership Development in Missions  
MISS 8214 Christianity and Other Faiths  
MISS 8215 Contextual Theology  
MISS 8216 Applied Cultural Anthropology  
MISS 8217 Ethnographic Research  
MISS 8218 Oral Strategies and Worldview-Focused Narrative

**\*Must attend Colloquy each of the first six semesters.**

**Requirements for the PhD in Faith and Heritage**

Students select a specialization in Church History, Theology, Ethics, or Philosophy, and are paired with an expert throughout their course of study to provide personalized support and access to exceptional practitioners and scholars.

*Completion of forty (40) semester credit hours:*

**Faith and Heritage Core: twenty-four (24) semester credit hours:**

*Research Seminar: Two (2) semester credit hours:*

FHER 8201 Advanced Research and Writing

*Interdisciplinary Seminars: Four (4) semester credit hours:*

Select two 8000-level courses with SCPT or CHRM prefix

*Advanced Competency Seminars: Eighteen (18) semester credit hours:*

CEDU 8220 Learning and Teaching Systems  
SPFO 8220 Spiritual and Professional Development  
ADMN 8220 Institutional Systems  
CLQY 8000 Colloquy\*  
FHER 8101 Guild Publication and Presentation  
FHER 8102 Teaching Experience  
FHER 8103 Written Examination  
FHER 8104 Prospectus Design and Writing

FHER 8105 Prospectus Submission and Approval  
FHER 8106 Continuous Enrollment Dissertation (repeatable up to six times)  
FHER 8107-FHER 8607 Dissertation Submission and Oral Defense

### **AVAILABLE SPECIALIZATIONS**

One of the following specializations must be selected.

*Specialization: Sixteen (16) semester credit hours:*

#### **Church History Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

HIST 8201 Basic Directed Study and Readings I  
HIST 8202 Basic Directed Study and Readings II  
HIST 8203 Intermediate Directed Study and Readings I  
HIST 8204 Intermediate Directed Study and Readings II  
HIST 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

HIST 8211 The Early Church  
HIST 8212 Medieval Christianity  
HIST 8213 Issues in Baptist History  
HIST 8214 The Reformation  
HIST 8215 American Christianity  
HIST 8216 History of Missions  
HIST 8217 Christianity and Politics  
HIST 8218 Fundamentalism and Evangelicalism

#### **Theology Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

THEO 8201 Basic Directed Study and Readings I  
THEO 8202 Basic Directed Study and Readings II  
THEO 8203 Intermediate Directed Study and Readings I  
THEO 8204 Intermediate Directed Study and Readings II  
THEO 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

THEO 8211 Early Church Fathers/Augustine  
THEO 8212 Medieval Theology/Aquinas  
THEO 8213 Baptist Theologians  
THEO 8214 Theology of the Reformers  
THEO 8215 Doctrine of Anthropology  
THEO 8216 Doctrine of Soteriology  
THEO 8217 Theological Foundations of Philosophy  
THEO 8218 Doctrine of God

#### **Ethics Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

ETHC 8201 Basic Directed Study and Readings I  
ETHC 8202 Basic Directed Study and Readings II  
ETHC 8203 Intermediate Directed Study and Readings I

ETHC 8204 Intermediate Directed Study and Readings II  
ETHC 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

ETHC 8211 Philosophical Foundation of Ethics  
ETHC 8212 Advanced Christian Ethical Theory  
ETHC 8213 Sanctity of Life: Perspectives on Life, Death, and Dying  
ETHC 8214 Ethical Foundations of Global Human Rights  
ETHC 8215 Christianity and Human Sexuality  
ETHC 8216 Faith, Science, and the Human Mind  
ETHC 8217 Faith and the Public Square  
ETHC 8218 The Ethics of Killing: Perspectives on Violence, Capital Punishment, War, and Peacemaking

**Philosophy Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

PHIL 8201 Basic Directed Study and Readings I  
PHIL 8202 Basic Directed Study and Readings II  
PHIL 8203 Intermediate Directed Study and Readings I  
PHIL 8204 Intermediate Directed Study and Readings II  
PHIL 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

PHIL 8211 History of Philosophy  
PHIL 8212 Medieval Philosophies  
PHIL 8213 Issues in Philosophy of Religion  
PHIL 8214 Advanced Apologetics  
PHIL 8215 Philosophical Anthropology  
PHIL 8216 Classical Philosophies of Plato and Aristotle  
PHIL 8217 Philosophical Foundations of Theology  
PHIL 8218 Philosophical Theology: Nature and Attributes of God  
PHIL 8219 Existentialism and Postmodernism

**\*Must attend Colloquy each of the first six semesters.**

**Requirements for the PhD in Ministry and Formation**

Students select a specialization in Chaplaincy, Christian Education, Leadership, Pastoral Ministry, Psychology and Counseling, Spiritual Formation, or Worship, and are paired with an expert throughout their course of study to provide personalized support and access to exceptional practitioners and scholars.

*Completion of forty (40) semester credit hours:*

**Ministry and Formation Core: twenty-four (24) semester credit hours:**

*Research Seminar: Two (2) semester credit hours from the following:*

CHRM 8201 Advanced Research and Writing OR  
CHRM 8202 Quantitative and Qualitative Research Methods

*Interdisciplinary Seminars: Four (4) semester credit hours:*

Select two courses with SCPT or FHER prefix

*Advanced Competency Seminars: Eighteen (18) semester credit hours:*  
CEDU 8220 Learning and Teaching Systems  
SPFO 8220 Spiritual and Professional Development  
ADMN 8220 Institutional Systems  
CLQY 8000 Colloquy\*  
CHRM 8101 Guild Publication and Presentation  
CHRM 8102 Teaching Experience  
CHRM 8103 Written Examination  
CHRM 8104 Prospectus Design and Writing  
CHRM 8105 Prospectus Submission and Approval  
CHRM 8106 Continuous Enrollment Dissertation (repeatable up to six times)  
CHRM 8107- CHRM 8607 Dissertation Submission and Oral Defense

### **AVAILABLE SPECIALIZATIONS**

One of the following specializations must be selected. (CHRM 8202 is required for Psychology/Counseling, and maybe required for Christian Education and Chaplaincy)

*Specialization: Sixteen (16) semester credit hours:*

#### **Chaplaincy Specialization:**

*Directed Study and Readings; Ten (10) semester credit hours:*  
CHPL 8201 Basic Directed Study and Readings I  
CHPL 8202 Basic Directed Study and Readings II  
CHPL 8203 Intermediate Directed Study and Readings I  
CHPL 8204 Intermediate Directed Study and Readings II  
CHPL 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

CHPL 8211 Religious Liberty, the Constitution, Case Law, and the Role of Chaplains  
CHPL 8212 Changing Religious Landscape & Worldviews  
CHPL 8213 Family Dynamics for Chaplains  
CHPL 8214 Chaplain Leadership in Institutional, Organizational, and Administrative Dynamics  
CHPL 8215 Treatment of Crisis, Trauma, and Moral Injury  
CHPL 8216 Global Nature of Chaplaincy  
CHPL 8217 Practical Theology for Chaplains

#### **Christian Education Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*  
CEDU 8201 Basic Directed Study and Readings I  
CEDU 8202 Basic Directed Study and Readings II  
CEDU 8203 Intermediate Directed Study and Readings I  
CEDU 8204 Intermediate Directed Study and Readings II  
CEDU 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

CEDU 8211 Models of Learning  
CEDU 8212 Christian Education Ministry Design  
CEDU 8213 Christian Faith Formation

#### **Leadership Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

LEAD 8201 Basic Directed Study and Readings I  
LEAD 8202 Basic Directed Study and Readings II  
LEAD 8203 Intermediate Directed Study and Readings I  
LEAD 8204 Intermediate Directed Study and Readings II  
LEAD 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

LEAD 8211 Organizational Leadership  
LEAD 8212 Pastoral Leadership  
LEAD 8213 Missional Leadership  
LEAD 8214 Civic Leadership for the Christian Leader  
LEAD 8215 Special Topics in Leadership

**Pastoral Ministry Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

PASM 8201 Basic Directed Study and Readings I  
PASM 8202 Basic Directed Study and Readings II  
PASM 8203 Intermediate Directed Study and Readings I  
PASM 8204 Intermediate Directed Study and Readings II  
PASM 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

PASM 8211 Church Planting and Growth  
PASM 8212 The Doctrine of the Church  
PASM 8213 Advanced Pastoral Counseling for Families  
PASM 8214 Pastoral Theology  
PASM 8215 Sexual Abuse and the Pastoral Response  
PASM 8216 Pastors Making Disciples

**Psychology and Counseling Specialization (heuristic skills required):**

*Directed Study and Readings: Ten (10) semester credit hours:*

CCOU 8201 Basic Directed Study and Readings I  
CCOU 8202 Basic Directed Study and Readings II  
CCOU 8203 Intermediate Directed Study and Readings I  
CCOU 8204 Intermediate Directed Study and Readings II  
CCOU 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

CCOU 8211 Counseling Theory and Methodology  
CCOU 8212 Models of Integration  
CCOU 8213 Advanced Marriage and Family Therapy  
CCOU 8214 Sexuality and Counseling  
CCOU 8215 Treatment of Crisis, Trauma, and Moral Injury  
CCOU 8216 History of Psychology  
CCOU 8217 Addiction Therapies  
CCOU 8218 Counseling Supervision

**Spiritual Formation Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

SPFO 8201 Basic Directed Study and Readings I  
SPFO 8202 Basic Directed Study and Readings II

SPFO 8203 Intermediate Directed Study and Readings I  
SPFO 8204 Intermediate Directed Study and Readings II  
SPFO 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

SPFO 8211 Biblical Theology and Spiritual Formation  
SPFO 8212 Spiritual Formation: Diverse Perspectives  
SPFO 8213 A Christian Vision of Human Flourishing  
SPFO 8214 Spiritual Formation and Pneumatology  
SPFO 8215 Historical Perspectives on Spiritual Formation  
SPFO 8216 Global Perspectives on Spiritual Formation  
SPFO 8217 Spiritual Practice and Spiritual Formation

**Worship Specialization:**

*Directed Study and Readings: Ten (10) semester credit hours:*

WORS 8201 Basic Directed Study and Readings I  
WORS 8202 Basic Directed Study and Readings II  
WORS 8203 Intermediate Directed Study and Readings I  
WORS 8204 Intermediate Directed Study and Readings II  
WORS 8205 Advanced Directed Study and Readings

*Disciplinary Seminars: Six (6) semester credit hours from the following:*

WORS 8211 Theology of Worship  
WORS 8212 Worship through the Ages  
WORS 8213 Advanced Study in Congregational Songwriting and Composition  
WORS 8214 Modern Hymnody  
WORS 8215 Ethnomusicology  
WORS 8216 Worship as Spiritual Formation

**\*Must attend Colloquy each of the first six semesters.**

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## DOCTOR OF MINISTRY (DMIN) PROGRAM

### Purpose of the Doctor of Ministry Degree

The DMin is an advanced, professionally-oriented degree which prepares those called to serve for religious leadership in congregations and other settings, including appropriate teaching roles. The degree enhances professional competence in ministry and, therefore, requires a balance between research and praxis. It is a non-residential, 30-credit hour program which enables students to complete a post-graduate course of study while remaining active in ministry.

The DMin program prepares ministers to practice ministry reflectively and meaningfully through the ongoing integration of theory and practice. It trains ministers to acquire and develop mature and effective skills and competencies in ministerial research. It requires students contribute to the understanding and practice of ministry through the design, implementation, completion, presentation, and evaluation of a doctoral-level project which should enhance their particular ministry context.

### Program Prospectus

The DMin degree is designed to be completed through a three-year course of study. Students participate in two years of seminars followed by the preparation of a ministry project. Students experience:

***Collaborative Learning.*** The DMin includes online seminars covering topics related to church ministry. These courses facilitate close peer relationships and enable professors to devote considerable time to guiding and mentoring students in their chosen fields of study.

***Personal Supervision.*** Each student in the program is engaged with faculty in his or her discipline. Each student is also assigned a supervisor, a career academician or ministry practitioner with significant experience, who guides the student as he or she works toward completion of the final project. This appointment is made just prior to the student beginning work on the project prospectus.

***Participation in Doctoral Colloquia.*** Students are required to gather twice annually to hear lectures provided by leaders in the church and academy.

***Guided Individual Study.*** While much of the study toward the DMin is rooted in faculty and peer relationships, each student is responsible for individually preparing for numerous tasks in the program, including the completion of directed readings, writing and presenting academic papers for seminars, and the development of a prospectus and final project.

### Program Goals and Learning Outcomes

The goal of the DMin degree is to grow students into ministerial leaders in church, parachurch, and other religious contexts (such as civilian or military chaplaincy) by helping them obtain an advanced understanding of the nature and purpose of ministry, develop further their ministerial analysis and skills, integrate new competencies into the practice of theologically reflective ministry, and enhance their personal and professional lives through growth into spiritual maturity.

The structure of the program is intended to meet four learning outcomes specified by the Association of Theological Schools (ATS Standard 5.3). The DMin graduate, by the completion of his or her course of study, will demonstrate: 1) the practice of advanced theological integration which helps the student effectively engage their cultural context with theological acumen and critical thinking; 2) an in-depth

contextual competency which gives the student the ability to identify, frame, and respond to crucial ministry issues; 3) a capacity in leadership which equips him or her to enhance effectiveness as a ministry leader in the chosen setting; and, 4) heightened personal and spiritual maturity which enables him or her to reinvigorate and deepen the vocational calling.

### **Program Clusters**

The DMin program's learning outcomes are linked to learner-centered competencies in the three academic clusters of Carroll's foundational curriculum. These clusters combine classical theological study with advanced understanding and integration for ministry. Students may examine within a final DMin project how topics within their chosen disciplinary cluster affect the local ministry context. These clusters include:

**Scripture and Witness:** Reliance upon the Scripture as the Word of God and indispensable role of biblical truth for faith and ministry; communication of the message of the Bible centered in the proclaimed gospel, addressed in relevant terms to contemporary culture, and reflected in the tasks of preaching, teaching, and witness.

**Faith and Heritage:** The historic formulations and confessions of the Christian faith; the impact of philosophical and ethical traditions and Christian truth on the history of Christianity; and the distinctive role of Baptists in shaping faith and practice.

**Ministry and Formation:** Essential ministries of character and leadership that nurture faith in Christ, build and develop churches, meet human needs at every level, and transform situations to God's purposes; principles, methods, and resources that equip teachers and leaders for the development of educational programs in congregations and denominations.

### **Academic Major and Concentration**

During the first year, students undertake general coursework common to everyone. At the same time, each student will select one (1) cluster as an academic major related to the student's specific ministry context.

At the end of the second semester, each student will choose a specialized concentration in that cluster to prepare for implementation of a professional project. Then, a supervisor will be assigned to mentor the student (at the end of the third semester) for the duration of the program.

The student's project will be designed to integrate competencies from the major cluster and specialized concentration with a specific, contemporary ministry practice. Below are *examples* of acceptable concentrations. This list is not exhaustive; with supervisory approval, a different concentration may be approved by the Doctoral Programs Committee (hereafter, "DPC").

#### **Major (and Concentrations below)**

##### **Scripture and Witness**

Scripture  
Preaching  
Missions  
Evangelism

##### **Faith and Heritage**

Christian Heritage

Christian Theology  
Christian Ethics  
Apologetics

**Ministry and Formation**

Pastoral Care  
Leadership  
Educational Leadership  
Teaching Ministry  
Chaplain Ministry  
Counseling  
Spiritual Formation  
Church Planting  
Family Ministry  
Worship

## **ADMISSION TO THE DMIN DEGREE PROGRAM**

Admission to the DMin program is open to qualified men and women of all denominations, unions, and fellowships of the orthodox Christian faith. However, students must possess appropriate prerequisite degrees, technological skills, and the research and writing skills necessary to complete the degree.

**Applicants should meet the following general criteria for admission to ALL DOCTORAL PROGRAMS:**

1. Possession of a bachelor's degree or equivalent from a college or university accredited by a regional or national body for the accreditation of higher education institutions, and an approved master's degree in theological or religious studies from a college, university, or theological school accredited by the Association of Theological Schools, or a regional or national body for the accreditation of higher education institutions or, in rare cases, upon approval of the Doctoral Programs Committee.
2. Overall grade-point average (GPA) of 3.0 (on a 4.0 scale) in all graduate-level work.
3. Applicants may be required to complete additional courses to meet equivalency requirements (a process known as "leveling").

**Applicants to the DOCTOR OF MINISTRY (DMin) program must meet specific criteria for admission:**

1. Possess a master's degree in professional ministry which relates directly to the ministry in which the applicant is engaged; these degrees may include:
  - Master of Arts in Christian Education (MACE)
  - Master of Arts Christian Ministry (MACM)
  - Master of Arts in Counseling (MAC)
  - Master of Arts in Religion (MAR)
  - Master of Arts in Music (MAM), Church Music
  - Master of Arts in Worship (MAW)
  - Other approved master's degrees, as evaluation by the Doctoral Programs Committee.
2. Possess a research-focused master's degree, such as:
  - Master of Arts Theological Studies (MATS)

- Master of Theology (ThM)
- Master of Arts in Missiology
- Master of Arts in Biblical Studies
- Master of Arts in Apologetics
- Other approved master's degrees, as evaluated by the DPC.

The application process to the DMin requires applicants to complete an application and provide three letters of reference (one related to ministry, two related to academic history), a church endorsement, a statement of past Christian experience and calling to ministry, a digital photograph, and a \$100 application fee. Applications must also interview with the DPC and submit a 15- page reflective paper in Turabian Notes-Bibliography format; applicants in the fields of Counseling and Christian Education may submit the paper in APA Style. Applicants may also submit a graduate-level research paper written within the past five years.

NOTE: Most one-year master's degrees in general religious studies and secular master's degrees in functional areas related to one's ministry setting or vocational calling (e.g. administration, music, education) **do not** contain a religious core that fulfils these four criteria. Applicants whose master's degrees do not contain the core religious studies that fulfil these four criteria may still be admitted if they demonstrate sufficient aptitude in the following subjects, either by transcript or portfolio evidence of competency-based education:

- Old Testament
- New Testament
- Biblical Interpretation
- Christian Theology
- Christian Heritage
- Baptist (or other denominational) Heritage
- The Teaching Church
- The Functioning Church
- Leadership in Ministry
- Christian Disciplines
- Christian Worship
- Christian Witness

## **APPLICATION DEADLINE**

Applicants may only be admitted to the DMin program in the fall (August). For enrollment in the fall semester, the DMin program applicant's completed application packet must be received by the Seminary no later than April 1.

## **DISMISSAL FROM DOCTORAL PROGRAMS**

The following reasons are grounds for dismissal from the B. H. Carroll Doctoral programs: (1) Inadequate performance during the conditional period of enrollment; (2) non completion of studies within seven years after entering the program; (3) failure to maintain continuous enrollment in the program; (4) failure to pay required fees; (5) academic or performance failure in any part of the program; or (6) violation of the Academic Integrity Policy. The Doctoral Programs Committee will review the student's record and render a decision.

## **GRADUATION REQUIREMENTS FOR DOCTORAL PROGRAMS**

1. Students must maintain a minimum 3.0 GPA throughout the program.
2. Students must enroll in and attend Colloquy in each of their first six (6) semesters in their program of study.
3. Students must pass an oral defense of the Doctor of Ministry Project.

### **Prerequisite Service**

Applicants will have significant ministerial experience which enables them to engage as ministry peers with other students in this advanced professional doctorate. Though not required, it is *preferable* that applicants will have served at least three (3) years in ministry or its equivalent, this equivalent experience may be demonstrated by a portfolio demonstrating ministerial competency.

### **Prerequisite Technology Skills**

The DMin is offered predominately online. This does not, however, imply the degree is an “online DMin.” Students are expected to attend DMin seminars via the seminary’s technological platforms. Students are also required to attend doctoral colloquia twice annually in person. Because the program requires the use of numerous technical resources, applicants to the DMin must demonstrate proficiency in the use of modern technology and computer applications.

### **Use of Online Resources**

All students receive a login and password to access their seminar and other instructional materials through the Canvas Learning Management System (LMS), located within the ETBU system. Students communicate with faculty through the Canvas LMS and ETBU email (Tiger Mail). Therefore, students must possess the technological proficiency to upload assignment submissions, download course documents (such as syllabi), communicate via email or through Canvas messaging, and view recorded presentations.

### **Maintaining a Connection**

All students are expected to maintain, through a stable Internet Service Provider (ISP), the connections necessary for uninterrupted communication during PhD seminars, in order to conduct research online through the [Jarrett Library](#), and to upload research submissions as required. Failure to attend online sessions and colloquia may result in termination from the program. Students in foreign countries with frequent service interruptions are still required to have access to a reliable ISP for use in research and liaising with their doctoral supervisors.

### **Further Information on Application Materials**

First-time applicants are required to complete the general application procedures, as noted above. All returning students must update their personal information on the application for admission. The preliminary step toward application is to contact the director of the DMin Program to indicate your desire to make application.

### **Transcripts**

Applications to the DMin program are not complete until the student has sent official undergraduate and graduate-level transcripts from all academic institutions where the student has been enrolled and received academic credit to Carroll Seminary. Transcripts should be mailed directly to the [Graduate Admissions](#) office at ETBU in a sealed envelope or emailed through and official electronic transcript service such as Parchment or the National Student Clearinghouse.

### **Standardized Assessment Score**

*As of March 2024, students are no longer required to attain scores predictive of academic success on the Graduate Record Examination (GRE).* However, students who have already taken the GRE and who believe the scores may enhance their application may have the scores sent directly to the [Graduate Admissions](#) Office at ETBU. The Seminary does not administer these tests.

### **International Students**

International applicants whose first language is not English, and who have not already earned a higher education degree in English, must submit scores either from the TOEFL (Test of English as a Foreign Language) or the DuoLingo English Test (DET).

For the TOEFL, a minimum score of 100 on the internet-based test or 250 on the computer-based test is required. Students who complete the computer-based TOEFL must also complete the Test of Spoken English (TSE); a passing score is 50. For the DET, a score of 120 is required. Applicants will make arrangements to take this test and to have the scores sent directly to the [Graduate Admissions](#) Office at ETBU.

### **Review of Application**

The director of the DMin program will present qualified applicants to the DPC at one of the regularly scheduled monthly meetings. Notifications of qualification or non-qualification for admission by email or formal letter will follow upon processing and review of the application.

### **Reflection Paper**

Students will submit a fifteen (15) page double-spaced, Times New Roman (12 pt.) paper reflecting on an issue in contemporary ministry. Form and style of the paper should follow Kate Turabian, *[A Manual for Writers of Term Papers, Theses, and Dissertations, 9th edition](#)* (Chicago: The University of Chicago Press, 2018). However, students engaged in the Counseling and Christian Education programs should follow the *[Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7th edition](#)* (Washington, DC: American Psychological Association, 2020). The paper should demonstrate the applicant's ability to research and write at the doctoral level.

### **Interview**

Applicants whose admissions materials meet the stated requirements will be notified they have been cleared as applicants for admission to the DMin program and will be scheduled to interview with the DPC. The primary purpose of this interview is to determine the mutual suitability of the DMin program and the applicant. At the conclusion of this interview, the DPC and the applicant will decide whether the admissions process will continue.

### **Possible Leveling Work**

In the event that an applicant's transcript does not meet the DMin program requirements, the applicant may be invited to complete additional courses. If this step is offered, the student will receive a letter stating the recommendations for additional coursework. Upon successful completion of the coursework, the applicant may then be eligible to proceed with the application process.

## **References**

Three (3) persons must recommend the applicant for admission, using the standard online application form provided by the Seminary. One reference should come from an experienced minister knowledgeable of the applicant's work in practical ministry. Two (2) references should come from professors who can verify the applicant's academic ability to study at the doctoral level.

## **Church Endorsement**

The applicant's church must endorse the applicant for admission, using the standard form provided by the Seminary. This endorsement indicates the church believes the applicant to be of sufficiently mature Christian character and personal integrity to pursue the ministry-focused professional degree.

## **Deadline**

All paperwork for the application must be received by April 1

## **Notification of Admission Decision**

The DPC will review applications during March. Applicants who satisfy all standards will be notified they are candidates for admission and will be interviewed by the DPC as applications are completed. This interview will assess the applicant's suitability for doctoral studies, determine whether the Seminary and applicant share similar educational and ministerial goals, and confirm that the chosen major field of study fits those goals. After the interview, the DPC will deliberate, and the director of the DPC will notify applicants of its decision. Approved applicants will be invited to join the next cohort of students beginning coursework in August. This approval is good for one year. All questions related to admissions should be directed to:

Director of the DMin Program: [Dr. Ray Wilkins](#)  
Email: [rwilkins@etbu.edu](mailto:rwilkins@etbu.edu); Phone: 972.740.6548

## **Transfer Credit**

Transfer of credit may be granted from another accredited Doctor of Ministry degree program for coursework in which a grade of 'B' or better was earned. No more than fifteen (15) credit hours of work may be transferred into this degree program, and at least half of the Carroll degree must be in coursework intended only for students in professionally-oriented doctoral degrees. Students with a concentration in Pastoral Care or Chaplain Ministry may earn academic credit for Clinical Pastoral Education (CPE) work not already applied to a master's degree, as determined and approved by the DPC.

## **Transient Students**

A transient student is a non-degree seeking student, who currently is enrolled, or has been enrolled, within one (1) academic year in another seminary, divinity school, or university religion program accredited by the Association of Theological Schools or a regional accreditor, such as the Southern Association of Colleges and Schools.

To enroll at Carroll Seminary a prospective transient student must:

1. Complete an application for admission as a transient student and pay a non-refundable \$100 application fee;
2. Provide a transcript from the institution in which they are currently enrolled (or were most recently enrolled);

3. Pay the per credit tuition rate established by the Board of Trustees;
4. Pay standard fees (such as the Student Fee and Online Course Fee).

Transient students are subject to Late Payment Fee policies, where warranted. Students who have been on academic probation or academic suspension from another institution within the last three (3) years are not eligible for admission as transient students.

Enrollment is limited to one (1) course per term for graduate students, and one (1) seminar per semester for doctoral students (DMin or PhD). Transient students at the graduate level may not enroll in more than three (3) graduate courses in a single academic year; doctoral-level students are limited to enrollment in a single course. Students seeking to take further courses must complete the full application process, enroll as a Carroll Seminary student and pay all appropriate tuition and fees (or doctoral matriculation and fees).

Non-degree seeking students are not eligible for Carroll Seminary's tuition assistance program.

## **STRUCTURE OF THE DMIN PROGRAM**

The DMin degree is an in-depth, faith-based professional doctorate which enhances the ministry and leadership capabilities of pastors, music and youth ministers, missionaries, chaplains, parachurch leaders, and countless others. The DMin offers students the opportunity to pursue doctoral study in a cohort with other skilled peer practitioners.

### **Educational Methodology**

The DMin degree program employs four educational methodologies: collaborative learning with professors and students; personal supervision in a concentrated area of study; participation in academic colloquies; and guided individual study.

The major components of the program are online seminars; directed study under a supervisor; academic colloquies; professional project preparation; implementation and writing of a project report; and oral defense of a project.

### **Requirements**

During the first semester of study, all students will take two (2) orientation seminars to advance their expertise in the four basic areas of study. During semesters two and three, students will take three (3) seminars to develop competencies in theological integration, leadership, and spiritual formation. In the third semester, they will begin specialized study in their concentrations under the direction of supervisors. Students also will participate as a cohort in an interdisciplinary seminar, each student using knowledge gained from in-depth reading in their specialized concentrations. In the fourth semester, students will take one (1) disciplinary seminar focused on their specialized concentrations and complete a prospectus writing seminar. Over the course of the first four semesters, students are also expected to attend each semester's two days of the biannual doctoral colloquia, either in person or online. If absent, they must arrange with the program director to make up these events during subsequent semesters or through other approved doctoral level events. During the third year, they will produce a prospectus for a professional project, implement the project and write and defend a project report.

## **Advanced Orientation Seminars**

### **Research and Writing in Ministry (CHRM 7301)**

This seminar teaches students how to conduct doctoral-level research and writing, introduces methods of instruction utilized by the Carroll Learning Center, encourages development of a practical philosophy for evaluating personal skills and church ministries, and requires students to produce a professional portfolio and plan for ministry (3 credit hours).

### **Core Readings (CHRM 7302)**

This seminar requires students to study and review essential works in all four academic clusters, to conduct in-depth study in one's major area, to integrate thinking from this full spectrum of study, and to apply those concepts to practical ministry (3 credit hours).

## **Advanced Competency Seminars**

### **Advanced Theological Integration (CHRM 7303)**

This seminar teaches students how to apply inter-cluster learning from the Core Reading Seminar so they can more effectively engage their cultural contexts with theological acumen and critical thinking (3 credit hours).

### **Advanced Leadership Effectiveness (CHRM 7304)**

This seminar teaches students how to enhance their effectiveness as leaders in their chosen ministerial settings (3 credit hours).

### **Advanced Spiritual Formation (CHRM 7305)**

This seminar enables students to grow personally and spiritually in ways that reinvigorate and deepen their vocational calling (3 credit hours).

## **Interdisciplinary/Disciplinary Seminars**

### **Topics in Contemporary Ministry (CHRM/FHER/SCPT 7306)**

This cohort-wide interdisciplinary seminar addresses one critical and relevant issue in contemporary ministry. Each student will research and write on that topic, from the perspective of their own academic concentration, using specialized knowledge gained from in-depth reading (3 credit hours).

### **Reading Seminar (CHRM/FHER/SCPT 7307)**

This disciplinary seminar addresses critical and relevant issues in contemporary ministry related to the student's area of academic concentration. Each student will focus on a topic of interest that corresponds to their chosen academic concentration, collaborating with a supervisor to select in-depth reading resources and the direction for research and writing (3 credit hours).

## **Prospectus and Project Writing**

### **Project Prospectus (CHRM 7308)**

This cohort-wide seminar teaches students how to write a proposal for a ministry project in their area of academic concentration. Attention will be given to describing the ministry need, the theological basis for ministry, project goals and evaluation, survey of literature, the ministry plan, and implications for contemporary ministry. Collaborating with a supervisor, students will begin to prepare a prospectus leading to a professional ministry project suitable for publication (3 credit hours).

**Ministry Project Writing Continuous Enrollment (CHRM/FHER/SCPT 7109)\***

Under the direction of a supervisor, the student will remain continuously enrolled while conducting, analyzing, and writing the ministry project. This course is repeatable up to five (5) times.

**Ministry Project Oral Defense (CHRM/FHER/SCPT 7110-7510)\***

In this course the student presents the research methodology of the ministry project and its results before a panel of examiners approved by the supervisor and the DPC (up to 6 credit hours). **The deadline for the submission of the final project is March 1, for graduation in May. The oral defense will be scheduled soon after the submission.**

\*Course numbers pending faculty approval.

**Program Duration**

The DMin program is designed for students to complete within three (3) years. Students must complete the program within six (6) years. In extenuating circumstances and with the supervisor's endorsement, the student may petition for a one-year extension. Permission is not automatic; it must be approved by the DPC.

**Program Sequence**

Below is the sequence of seminars and activities.

YEAR	SEMESTER	SEMINAR/ACTIVITY
One	1	Research and Writing in Ministry (3 hr.)
		Core Reading (3 hr.)
	2	Advanced Theological Integration (3 hr.)
		Advanced Leadership Effectiveness (3 hr.)
Two	3	Advanced Spiritual Formation (3 hr.)
		Topics in Contemporary Ministry (3 hr.)
		<b>Appointment of Supervisor (end of term)</b>
	4	Reading Seminar (3 hr.)
Three+	5+	Project Prospectus (3 hr.)
	Completion	Ministry Project Writing Continuous Enrollment, Repeatable (1-5hrs.)
		Project Submission and Oral (1-5 hrs.)

**Student Standing**

Students must maintain continuous enrollment in good academic standing throughout the program. The following conditions affect the student's standing.

**Leave of Absence**

In extenuating circumstances, the student may petition the DPC for a leave of absence of up to one (1) academic year. After the beginning of the third semester, this request also must be endorsed by the student's supervisor. Normally, not more than one (1) leave of absence may be granted.

**Academic Probation**

Students must maintain a minimum grade point average (GPA) of 3.0 (on a 4.0 scale). If the student's GPA falls below this level, the student will be placed on academic probation until the GPA is raised to 3.0. A student whose GPA remains below 3.0 for two (2) consecutive

semesters may be dismissed from the program.

## **Termination**

Students may be dismissed from the Carroll DMin program for the following reasons: (1) inadequate performance during the conditional period of enrollment; (2) non-completion of studies within seven years after entering the program; (3) failure to maintain continuous enrollment in the program; (4) failure to pay required fees; (5) academic or performance failure in any part of the program; or (6) violation of the code of ethics of the Seminary (this includes plagiarism, the submission of a purchased research product, falsifying research, cheating on an exam, and the unauthorized use of Artificial Intelligence). In these cases, the DPC will review the student's record and render a decision. This decision will be final.

## **Program or Course Withdrawal**

A student may withdraw from the program by notifying the director of the DMin program in writing. A student may withdraw from a single course of study beginning on the first day of the course through the end of the sixth week. Any student requesting to drop a course after the first week of class must communicate the intent to withdraw with his/her instructor(s) and obtain documentation of the instructor's awareness of the student's plans. The student should then complete the Course Drop form and attach all paperwork to the request form.

Students should be cognizant that course withdrawals necessarily lengthen the program of study, disrupt arrangements for Supervision, and arrangements made between the seminary and course instructors.

In rare, extenuating circumstances, and only upon approval from the instructor, a student may be given the option to request an incomplete grade and allowed extra time to complete a doctoral seminar. Such circumstances include unexpected hospitalization, the onset of long-term illness, a death in the immediate family, or unexpected military deployment.

## **Attendance**

Seminars may be introduced and concluded at the semi-annual colloquies of the Seminar that are conducted normally in May and November. Students will attend all colloquies, either online or in person. Seminars will be conducted online. Students will adhere to the online attendance policies established in the syllabus for each seminar.

## **Supervision**

At the beginning of the fourth semester, each student will be assigned a supervisor who is an expert in the student's academic area of concentration. The supervisor will advise the student in the preparation of the prospectus and the implementation and evaluation of the professional project. The supervisor will participate as a voting examiner on the panel that evaluates the oral defense of the student's project report.

## **Cost**

The non-refundable application fee for the DMin degree program of \$100 is due at the time of the online application. Until the DPC approves the student's prospectus for his or her DMin project, the student will be assessed tuition at a block rate. This fee includes the cost for all seminars, studies, experiences, exams, and supervision. However, additional University-based fees may apply (such as the Online Course Fee). Students *who have had a project prospectus approved* are assessed one-half of the block doctoral tuition rate, paid in two installments—one at the beginning of the fall semester, and the other at the beginning of the spring semester. At the end of the program, students will pay a graduation fee of \$75. Students will not be permitted to graduate until all course, library, and graduation fees have been paid in full.

## **Refund Policy**

Refunds of tuition due to an official course withdrawal request will be made according to the refund schedule below. The request must be made officially through the Course Drop form, available in the Registrar's Office, to receive a partial or full refund of tuition, or a credit against an amount owed. Technology fees are not refundable.

### **Refund Schedule and Grade Recording**

<b>Term Day of Course Drop Request</b>	<b>Portion of Refund</b>	<b>Grade Reflected on Transcript</b>
By the end of the Second Day	100%	Course not reflected on Transcript
By the end of the Seventh Day	85%	W
By the end of the Tenth Day	60%	W
By the end of the Fifteenth Day	45%	W
By the end of the Twentieth Day	25%	W
After the Twentieth Day	0%	W

## **Grading**

Students will earn grades in their seminar work (A+, A, A-, B+, B, B-, C, and F). If a student receives an "A" in a seminar, he or she displays exceptional ability and exceeded expectations. If the grade of "B" is earned, it signifies that the student has met expectations. If a student earns a grade of "C" in a seminar, the student has performed below expectations, and a grade of "F" denotes the failure to meet the minimum standards necessary for academic doctoral performance. The DPC will place on probation for up to one (1) year any student who receives a grade lower than "B-". During that probation period, both the DPC and the student's supervisor will periodically review the student's performance. Students may be removed from probation only upon the decision of the DPC. Failure to remedy the circumstances that placed the student on probation will be grounds for termination from the program.

## **Graduation**

The Seminary confers PhD degrees when the course of study for the degree is completed, as evidenced by a successful presentation and oral defense of the doctoral dissertation. All coursework must be completed by the end of the semester when the student expects to graduate. The ending dates for each term are published in the online [Academic Calendar](#). Therefore, the student who anticipates graduation should contact the Registrar with sufficient advance notice to receive instructions. Students must [apply for graduation](#) and pay the graduation fees, even if he or she has chosen not to attend the convocation ceremony. The application and graduation fee are required in order for the student to receive the degree and have it entered on a transcript. At the student's request, a conferred diploma will be mailed, or retained and presented at the next available convocation ceremony in which the student intends to participate.

NOTE: Students graduating in the Summer Term are eligible to participate in the December graduation ceremony.

## COURSE OF STUDY

### REQUIREMENTS for completion of the DOCTOR OF MINISTRY degree include:

*Completion of thirty (30) semester hours:*

**DMin Core: Fifteen (15) semester hours:**

CHRM 7301 Research/Writing in Ministry

CHRM 7302 Core Readings

CHRM 7303 Advanced Theological Integration

CHRM 7304 Advanced Leadership Effectiveness

CHRM 7305 Advanced Spiritual Formation

**Specialization: Fifteen (15) semester hours:**

*Ministry and Formation Specialization:*

CHRM 7306 Topics in Contemporary Ministry

CHRM 7307 Reading Seminar

CHRM 7308 Project Prospectus

CHRM 7109 Ministry Project Continuous Enrollment (repeatable up to five times)

CHRM 7110-7510 Project Submission and Oral Defense

*Faith and Heritage Specialization:*

FHER 7306 Topics in Contemporary Ministry

FHER 7307 Reading Seminar

FHER 7308 Project Prospectus

FHER 7109 Ministry Project Continuous Enrollment (repeatable up to five times)

FHER 7110-7510 Project Submission and Oral Defense

*Scripture and Witness Specialization:*

SCPT 7306 Topics in Contemporary Ministry

SCPT 7307 Reading Seminar

SCPT 7308 Project Prospectus

SCPT 7109 Ministry Project Continuous Enrollment (repeatable up to five times)

SCPT 7110-7510 Project Submission and Oral Defense

*Colloquy*

CLQY 8000 Colloquy\*

\* Must attend Colloquy first six semesters of enrollment

## **APPENDICES**

## APPENDIX A (PhD Degree Completion Guide)

<b>Student Name</b>	<b>ID No.</b>	<b>Initial Enrollment Date:</b>	
		<b>Estimated Graduation Date:</b>	
<b>Advanced Competency Seminars (8 Credit hours)</b>			
<b>Course Title</b>	<b>Course Number</b>	<b>Completed</b>	<b>Notes</b>
Advanced Research and Writing or Quant/Qual Research Methods	____ 8201 or 8202	2 credit hours	
Learning Systems & Teaching Skills	CEDU 8220	2 credit hours	
Professional and Spiritual Development	SPFO 8220	2 credit hours	
Institutional Systems	ADMN 8220	2 credit hours	
<b>Advanced Interdisciplinary Seminars (4 Credit hours)</b>			
<b>Course Title</b>	<b>Course Number</b>	<b>Completed</b>	<b>Notes</b>
		2 credit hours	
		2 credit hours	
<b>Advanced Disciplinary Seminars (6 Credit hours)</b>			
<b>Course Title</b>	<b>Course Number</b>	<b>Completed</b>	<b>Notes</b>
		2 credit hours	
		2 credit hours	
		2 credit hours	
<b>Directed Study and Reading Programs (10 Credit hours)</b>			
<b>Course Title</b>	<b>Course Number</b>	<b>Completed</b>	<b>Notes</b>
Basic Directed Study and Reading I	____ 8201	2 credit hours	
Basic Directed Study and Reading II	____ 8202	2 credit hours	
Intermediate Directed Study and Reading I	____ 8203	2 credit hours	
Intermediate Directed Study and Reading II	____ 8204	2 credit hours	
Advanced Directed Study and Reading	____ 8205	2 credit hours	
<b>Advanced Academic Experiences (6 Credit hours)</b>			
<b>Course Title</b>	<b>Course Number</b>	<b>Completed</b>	<b>Notes</b>
Guild Publication/Presentation	____ 8101	1 credit hour	
Teaching Experience	____ 8102	1 credit	
Colloquy (x 6)	CLQY 8000	0	
<b>Advanced Capstone Experiences (8 Credit hours)</b>			
<b>Course Title</b>	<b>Course Number</b>	<b>Completed</b>	<b>Notes</b>
Written Examination	____ 8103	1 credit hour	
Prospectus Design and Writing	____ 8104	1 credit hour	
Prospectus Submission and Approval	____ 8105	1 credit hour	
Dissertation Continuous Enrollment	____ 8106	1 credit hour	Repeatable (up to 6 times)
Dissertation Presentation and Oral Defense	____ 8107-8607	1-6 credit hours	
<b>TOTAL</b>		<b>40 credit hours</b>	

The Course Completion Guide is a list of the required credit hours of study for the Doctor of Philosophy (PhD) degree and may be used by students and supervisors to track the Student's progress through the program. The director of the PhD Program also furnishes to students and supervisors updated Student Degree Audits twice each year prior to the colloquies.

## **APPENDIX B (PhD Written Examination Procedure)**

After a student has completed the Intermediate Directed Study and Reading Program, but before he or she enters into the prospectus writing phase, the student is eligible for enrollment in Written Comprehensive Examination (hereafter, “Written Exam”). The student, following consultation with his or her supervisor, the academic cluster director, and the director of the PhD program, will notify the PhD office officially to seek registration for the exam.

### **Preparation for the Exam**

The suggested length of time for preparation is *at least six months* prior to the student’s scheduled examination. Upon registration for the Written Exam, the student’s supervisor will submit to the Student and to the PhD office a copy of the examination preparatory study materials. The student will be examined over the entire subject field of the student’s major academic concentration. The examination is intended to measure the student’s breadth and accuracy of knowledge, the power to sustain an argument and engage in critical thinking, the capacity to render and defend judgments, and to synthesize the material in order to demonstrate his or her grasp of the relevance and implications of ideas and divergent theories in creative and substantive ways as they relate to the discipline(s) considered.

### **How the Exam Will Be Administered**

The Written Exam over the major field of study will be electronically administered by and submitted to the PhD office at the time, day, and place determined and scheduled by the student, the supervisor, the director of the student’s academic cluster, and the director of the PhD program. The student will take the Written Exam of eight (8) hours in four-hour morning and afternoon sessions of a single day, or in two (2) four-hour blocks over two consecutive days. A proctor will be secured to administer the Written Exam if the student and supervisor agree that the test will be taken when the supervisor is not present. Arrangements for a proctor will be made through the supervisor and director of the PhD program. Exams may be administered at the Seminary offices on occasion.

### **Content**

The student’s supervisor, the director of the PhD, and the academic cluster director will, based upon the reading lists provided in all directed study and reading seminars, as well as the student’s PhD seminars, construct an exam to test the student’s breadth of knowledge. Written Exams have no set form, but must be comprehensive in nature. For instance, six to eight short essay questions may suffice to demonstrate proficiency on the first day of the exam; on the second day, the student may be given three long essay questions.

### **Grading**

The Written Exam will be graded by a team of evaluators, including the director of the academic cluster in which the student is majoring, the student’s supervisor, and any other professor[s] invited to participate. The grading will be filed electronically with the director of the PhD program, and a copy of the Written Exam itself will be stored in the student’s file. A successful demonstration of competency, exceeding expectations, will earn the Student a grade of “A.” A successful demonstration of competency, meeting expectations, will earn the Student a grade of “B.” An unsuccessful demonstration of competency will earn the student a grade of “Fail.” As soon as the Written Exam is graded, a written evaluation will be completed by the student’s supervisor and sent to the director of the PhD program, who will place a copy in the student’s file. The PhD director will notify the student of his or her grade, and send the information to the director of the student’s academic cluster.

### **Notification to the DPC**

Following the written evaluation of the exam, the director of the PhD program will submit a copy of the

evaluative report to the DPC. Upon receipt and approval, the student will be awarded 1 credit hour for the exam.

### **Failure of the Examination**

Should the student fail the Written Exam in the major field of study, the student may be permitted (upon petition and decision of the DPC) one (1) additional opportunity to retake and to pass the Written Exam. The second exam should be scheduled *not less than six months* following the first failed attempt.

## APPENDIX C (PhD Prospectus Process)

When the student has selected an original research topic which either uncovers new information or challenges an existing consensus within the academic community, he or she—with the guidance and approval of the supervisor—will complete his or her initial research and formulate a research hypothesis. The student is then ready to write the formal prospectus for submission to the IRB and DPC for approval.

### Prospectus Workflow

Completed Prospectus → Supervisor Approval → Institutional Review Board (if quant/qual)  
→ Doctoral Programs Committee

### The Approval Process

The student must undertake the following steps in the approval process:

1. The student alone is responsible for the attainment of acceptable style and form in the prospectus (and later in the dissertation). The student will review the Seminary's policy for form and style, and any specific style manual approved by the DPC for doctoral dissertations, prior to the submission of any prospectus to the supervisor. As noted prior, most PhD students are required to use [Turabian Form and Style](#). However, Psychology and Counseling and Christian Education students may use [APA Style](#).
2. The student will not present the prospectus prior to having achieved, in his or her judgment, perfect form and style.
3. The doctoral supervisor will weigh the research question, proposed thesis, research plan and methodology, literature review, and dissertation structure to ensure the prospectus will achieve a doctoral-level research product.
4. The prospectus, having obtained approval, must contain a signed statement from the supervisor granting his or her approval of the topic and general plan of the prospectus prior to submission.
5. If the dissertation involves human subjects (quantitative or qualitative), the student **must submit the prospectus to the IRB prior to submission to the DPC**. IRB approval may take up to one month. Students should anticipate this time when attempting to meet submission deadlines to the DPC. Humanities dissertations do not need IRB approval (see page 6 for information on the ETBU IRB).
6. Once IRB approval is obtained, the student must submit the prospectus to, and gain approval from, the DPC before proceeding with the dissertation. In order to do this, the student must provide to the director of the PhD program: (a) a copy of the prospectus as outlined above; (b) a one-page summary of the proposed outline or research plan; and (c) a letter requesting approval of the topic addressed to the director of the PhD program. Electronic copies of each of these documents may be submitted; however, it is the student's responsibility to ensure that the director of the PhD program has received the documents.
7. Depending upon the research method chosen, in accordance with the chart below, the prospectus itself should contain an exact statement of the research topic, research question or problem statement, proposed thesis or statement, literature review or

warrant, proposed chapter divisions with a brief narrative description, first-level argumentation to support the thesis or hypothesis, a copy of the research instruments used to gather data and the results (if applicable), and a bibliography sufficient to show that adequate resources exist to complete the study (see “Prospectus Tips” below).

8. The DPC will convene to discuss the prospectus with the student and his or her supervisor. In this process, the student will have fifteen (15) minutes for the prospectus presentation. He or she will then field questions and observations from the members of the Committee for no less than fifteen (15) minutes.
9. Three outcomes are possible as a result of the presentation. The members of the Committee may approve the prospectus and allow the student to proceed to the dissertation stage, return it for minor corrections without resubmission, or require significant changes to thesis, methodology, and style, in which case a resubmission of the prospectus is warranted.
10. The director of the PhD program will notify the students of the Committee’s decision and provide a composite document of the opinions of the Committee’s members and any suggested changes or corrections. The same letter will be sent to the student’s supervisor.
11. In the event a student’s prospectus is not approved and submission required, the student will have one final opportunity to re-submit a revised or new prospectus for approval. In this case, a revised or new prospectus may not be submitted within six (6) months of the date of the failed prospectus, allowing the student ample opportunity to research thoroughly a new or revised topic, research question, body of literature, and proposed thesis. Resubmission of the new or revised prospectus may be scheduled as soon as six months has elapsed, and the new submission will be considered on its own merits.
12. A letter of approval for the prospectus is the only official notification of the student’s entry into the dissertation stage and the sole authorization to begin work on a dissertation modeled on the prospectus.
13. The student will confirm receipt of the letter and affirm an understanding of, and willingness to work according to, the decision of the DPC and any particular agreements reached with his or her supervisor. The method and sequences for the working relationship between the student and the supervisor will be agreed upon by the two of them.
14. A copy of the approval letter will be placed in the student’s file.
15. Following the approval of the student’s prospectus by the IRB, and subsequently by the DPC, he or she may not make substantive changes to the wording of the title, thesis, chapter subjects, or research methodology without permission of the DPC. The supervisor may, however, grant the student permission to make minor changes in the chapter headings. Changes to methodology will require re-approval through the IRB process.

## **The Roles of Student and Supervisor**

The student should consult the supervisor for an evaluation of the proposed subject. Together the student and the supervisor will discuss ways of approaching the subject. The role of the supervisor is advisory; it is not his or her responsibility to provide the details of the prospectus, including a proposed thesis or the research methodology.

The student should check carefully to be certain the considered topic is not a duplicate of another dissertation. If five to twenty years have elapsed since a dissertation in the same area has been written, and there has been much scholarly writing and further investigation in the meanwhile, another dissertation may be justified, depending upon the student's proposed approach and the potential for new knowledge to be obtained.

### Research Approach

In doctoral study within the Carroll PhD program, there are three methods students may use in the completion of their final doctoral research projects. There are the Qualitative, Quantitative, and Humanities/Philosophical-Theological methods. The diagram below provides what is considered a typical pathway for a prospectus in each of the research models.

QUALITATIVE	QUANTITATIVE	HUMANITIES (PHILOSOPHICAL- THEOLOGICAL)
Articulation of Research Question (RQ)	Articulation of Problem Statement	Articulation of Research Question (RQ)
Evaluation of RQ	Evaluation of Problem and Statement	Evaluation of RQ
Definition of Terms	Definition of Terms	Definition of Terms
Limitations of Study	Limitations of Study	Limitations of Study
		Review of Literature
Purpose Statement	Purpose Statement	Proposed Thesis
Significance of Study and/or Warrant (100 words)	Significance of Study and/or Warrant (100 words)	Academic Warrant and/or Justification (100 words)
Literature Review	Literature Review	Bibliography Assembly and Review of Literature
Research Questions in Study	Hypothesis and/or Research Questions in Study	Research Method Explained
Research Method Explained	Research Method Explained	Chapter Outlines
Research Plan	Research Plan	

### Tips for Writing the Prospectus

The student should read several prospectuses of outstanding dissertations to obtain ideas as to form, organization, and presentation. These are available online and in hard copies at top-tier theological libraries. The student should check with the Carroll Seminary Librarian for aid in exhausting these sources. The director of the PhD program will also provide several samples.

An acceptable dissertation subject is not merely descriptive. To be acceptable it must incorporate critical evaluation, interpretive judgment, and make a contribution to the chosen academic field.

Careful attention should be given to the statement of the title for the dissertation, which should be both precise and concise. Every word should be weighed for its significance and its usage justified in the prospectus. The student may make some minor modifications later as the dissertation develops. However, a major change in title or research approach would require prior approval of the DPC.

Statements of purpose and methodology concerning the investigation should be included, deriving from

the research topic, the research question, the proposed thesis or hypothesis, and the body of literature supporting the topic. The chosen research methodology must produce the argumentation and data that will support the proposed thesis.

The prospectus should include a section on the proposed chapter divisions and/or descriptive narrative of the research study. A detailed outline of the chapters should also be given, as well as first- level argumentation that would be used to defend the thesis or hypothesis.

A bibliography should be included, although it is not necessary at this time to assemble the final, exhaustive dissertation bibliography. However, the bibliography should be sufficiently detailed to substantiate that research materials are available to develop the dissertation research question, and that the student has already read sufficiently on the subject to determine the general direction of the research, its thesis or hypothesis, and preliminary argument. It is important that the student not overlook language sources other than English in the preparation of the bibliography.

The prospectus should be completed and submitted to the doctoral supervisor for review within one (1) calendar year. The supervisor may then approve the prospectus for submission to the DPC or return it for rewrite. In this case, the student will resubmit the prospectus to the supervisor within six (6) months.

The student must use the approved style manuals of the seminary in the writing of the prospectus. A properly formatted title page should be included with the prospectus (a sample of acceptable forms follows).

B. H. CARROLL THEOLOGICAL SEMINARY

**TURABIAN FORMAT ONLY**

DISSERTATION/PROJECT PROSPECTUS  
[PROPOSED TITLE]

A PROSPECTUS SUBMITTED TO  
THE DOCTORAL PROGRAMS COMMITTEE  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE  
DOCTOR OF PHILOSOPHY/MINISTRY

BY

[NAME OF STUDENT]

[DATE]

Proposed Title

Jane Doe

Department of Psychology and Counseling, B. H. Carroll Theological Seminary

A Prospectus

[Month Day, Year]

**APA FORMAT ONLY**

**PHD PROSPECTUS FORMAT**  
By (Student's Name)

Proposed Title: “[Title of Dissertation]”

Proposed Outline:

Introduction

- Title of First Chapter
  - Subheading
  - Subheading
  - Subheading
- Title of Second Chapter
  - Subheading
  - Subheading
  - Subheading
- Title of Third Chapter
  - Subheading
  - Subheading
  - Subheading
- Title of Fourth Chapter
  - Subheading
  - Subheading
  - Subheading Conclusion

The dissertation title, chapter titles, and level one subheadings may not be changed without the approval of the supervisor. The dissertation may also be developed in parts with sequential chapters.

## APPENDIX D (DMin Course Completion Guide)

<b>Student Name</b>	<b>ID No.</b>	<b>Enrollment Date:</b>		
		<b>Graduation Date:</b>		
<b>Course Title</b>	<b>Course Number</b>	<b>Completed</b>	<b>X</b>	<b>Notes</b>
Research and Writing in Ministry	CHRM 7301	3 credit hours		
Core Readings	CHRM 7302	3 credit hours		
Advanced Theological Integration	CHRM 7303	3 credit hours		
Advanced Leadership Effectiveness	CHRM 7304	3 credit hours		
Advanced Spiritual Formation	CHRM 7305	3 credit hours		
Topics in Contemporary Ministry	CHRM/FHER/SCPT 7306	3 credit hours		
Readings Seminar	CHRM/FHER/SCPT 7307	3 credit hours		
Project Prospectus	CHRM/FHER/SCPT 7308	3 credit hours		
Ministry Project Continuous Enrollment	CHRM/FHER/SCPT 7109	1 credit hour		Repeatable up to 5 hrs.
Project Submission and Oral Defense	CHRM/FHER/SCPT 7110-7510	1-5 credit hours		
<b>TOTAL</b>		<b>30 Credit hours</b>		