

# **B.H. CARROLL THEOLOGICAL INSTITUTE**

## **DOCTOR OF MINISTRY DEGREE PROGRAM HANDBOOK**

### **Carroll Mission Statement**

B.H. Carroll Theological Institute is a graduate-level community of faith and learning dedicated to equipping men and women called to serve Christ in the diverse and global ministries of His church.

### **Carroll Vision Statement**

Through an integrated network of Senior Fellows, Fellows, Resident Fellows, Distinguished Fellows, Teaching Churches, and Learning Centers, the Institute seeks to mobilize the priesthood of believers for service in society. It provides, through appropriate media, theological education that is both biblically based and praxis oriented. The Institute works collegially with other evangelical Christians. Its confessional basis is the consensus of opinion concerning those articles of the Christian faith and practice that have been most surely held and expressed in historic Baptist principles and practices.

### **Purpose of the Doctor of Ministry Degree**

The Doctor of Ministry is an advanced, professionally oriented degree that prepares people more deeply for religious leadership in congregations and other settings, including appropriate teaching roles. The Carroll degree enhances professional competence in ministry and therefore requires a balance between research and praxis. It is a non-residential, thirty-unit (30-unit) program that enables students to complete a post-graduate course of study while remaining in ministry.

This 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.

### **Goals of the Doctor of Ministry Degree**

The goals of the program are for students to grow as ministerial leaders in these ways:

1. Gain advanced understanding of the nature and purposes of ministry.
2. Develop further in their ministerial analysis and skills
3. Integrate new competencies into the practice of theologically reflective ministry.
4. Enhance their professional lives by growth in spiritual maturity.

## **Educational Methodology**

The Doctor of Ministry 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.

## **Structure of the Doctor of Ministry Degree Program**

### Learning Outcomes

The structure of the program derives from four learning outcomes (ATS standard 5.3) by which degree recipients demonstrate:

1. Advanced theological integration that helps them effectively engage their cultural context with theological acumen and critical thinking.
2. In-depth contextual competency that gives them the ability to identify, frame, and respond to crucial ministry issues.
3. Leadership capacity that equips them to enhance their effectiveness as ministry leaders in their chosen settings.
4. Personal and spiritual maturity that enables them to reinvigorate and deepen their vocational calling.

### Cluster Competencies

These learning outcomes are linked to learner-centered competencies in the four academic clusters of Carroll's foundational curriculum. These clusters combine classical theological study with advanced understanding and integration of ministry.

1. **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.
2. **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.
3. **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.

4. **Worship and Mission:** Practice and forms of public and private worship, music in the Christian experience, the church’s mission in a global context, and the formative disciplines of Christian character and devotion.

Academic Major and Concentration

During the first year, students will take general coursework common to everyone. At the same time, each student will select one cluster as an academic major related to the student’s specific context of ministry. 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 an expert will be assigned to supervise each student 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 Program Council (DPC).

<b>CLUSTER</b>	<b>CONCENTRATIONS</b>
Scripture and Witness	Scripture Preaching
Faith and Heritage	Christian Theology Christian Heritage Christian Ethics Apologetics
Ministry and Formation	Pastoral Care Leadership Education Administration Teaching Ministry Psychology and Counseling Chaplain Ministry
Worship and Mission	Worship Spiritual Formation Evangelism Missiology Church Planting Family Ministry

Sequence of Seminars and Activities

During the first semester, all students will take two seminars to orient them and to advance their expertise in the four basic areas of study. During semesters two and three, they will take three 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. They 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 disciplinary seminar focused on their specialized concentrations and complete a prospectus writing seminar. During the third year, they will produce a prospectus for a professional project, implement the project and write and defend a project report. Below is the sequence of seminars and activities.

YEAR	SEMESTER	SEMINAR/ACTIVITY
One	1	Advanced Orientation Seminar
		Core Reading Seminar
	2	Advanced Theological Integration Seminar
		Advanced Leadership Effectiveness Seminar
		Appointment of Supervisors (end of semester)
Two	3	Advanced Spiritual Formation Seminar
		Interdisciplinary Concentration Seminar and Supervised Reading
	4	Disciplinary Concentration Seminar and Supervised Reading
		Prospectus Writing Seminar
Three	5	Prospectus Submission and Approval
	5/6	Project Implementation
	5/6	Project Report and Evaluation

## Admission to the Doctor of Ministry Degree Program

### Prerequisites for Admission

#### *Prerequisite Degrees*

Applicants will have earned an accredited Master of Divinity degree (or its educational equivalent) or an accredited master's degree in a ministry-related area.

Applicants without an accredited Master of Divinity degree will have earned an accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling and demonstrate: (a) ability thoughtfully to interpret scripture and the theological tradition of one's ministry context; (b) capacity to understand and adapt one's ministry to the cultural context; (c) basic self-understanding of one's ministerial identity and vocational calling; and (d) readiness to engage in ongoing personal and spiritual formation for one's ministry.

Most accredited master's degrees in professional ministry contain a religious core that fulfils these four criteria. Examples include, but are not limited to:

- Master of Arts in Christian Education
- Master of Arts in Worship
- Master of Arts in Counseling (with core religious studies)

- Master of Arts in Religion
- Master of Music in Church Music
- Master of Church Music

Most master's degrees in religious research and their prerequisite baccalaureate degrees in religion contain a religious core that fulfills these four criteria. Examples include, but are not limited to:

- Master of Arts in Theology
- Master of Theology
- Master of Arts in . . . (Missiology, Biblical Studies, Apologetics, etc.)

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 fulfills these four criteria.

Applicants whose master's degrees do not contain the core religious studies that fulfill 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

#### *Academic Proficiency*

Applicants should have maintained an overall grade point average of 3.0 (on a 4.0 scale) in all graduate-level work.

#### *Prerequisite Service*

Applicants will have significant ministerial experience that enables them to engage as ministry peers with other students in this advanced professional doctorate. Normally applicants will have served at least three years in ministry or its equivalent. Equivalent experience can be demonstrated by portfolio evidence of this level of ministerial competency.

## Application Process

**Application:** complete and submit an online application to B. H. Carroll Theological Institute and pay the \$100 application fee.

**Statements:** with the application, submit a brief statement of ministry goals, reasons for desiring to enter the program, and a declaration of the desired major area of study (academic cluster).

**Transcripts:** request that official undergraduate and graduate-level transcripts be sent to B. H. Carroll Theological Institute.

**Standardized Qualifying Exams:** attain and report acceptable scores on either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). A minimum score of fifty (50) on the MAT or 500 on the verbal section of the GRE is acceptable.

**Reflection Paper:** submit a fifteen (15) page double-spaced (size 12 font) paper reflecting on an issue in contemporary ministry. The paper should demonstrate the applicant's ability to research and write at the doctoral level. Form and style will follow the latest edition of Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. The Institute's summary guide to Turabian can be found at <http://documents.bhcarroll.edu/current/carroll-turabian-guide.pdf>

**References:** three persons must recommend the applicant for admission, using the standard form provided by the Institute. One reference should come from an experienced minister knowledgeable of the applicant's work in practical ministry. Two 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 Institute.

**Deadline:** all paperwork for application must be received by **May 1**.

## Admission Process

The Doctoral Programs Council (DPC) will review applications during March. Applicants who satisfy all standards will be notified that they are candidates for admission and will be interviewed by the DPC in April. This interview will assess the applicant's suitability for doctoral studies, determine whether the Institute 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 starting coursework in August. This approval is good for one year.

## International Applicants

International applicants who meet all other academic qualifications but are unable to take Standardized Qualifying Exams (GRE/MAT) may be admitted provisionally based on exceptional professional and ministerial recommendations, a well-written reflection paper, and a strong performance in the personal interview.

If their first language is not English, a determination will be made from the reflection paper and the interview whether they need to take a standardized language examination to demonstrate fluency in English. If so, they should score at least 575 on the Test of English as a Foreign Language (TOEFL), fifty (50) on the Test of Spoken English (TSE), or five (5) on the Test of Written English (TWE).

## **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) units of work may be transferred into this degree program, and a 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.

## **Program Cost**

### Application Fee

A non-refundable \$100 application fee is due at the time of online application.

### Matriculation Fee

Annual tuition is \$3500. This is paid in two \$1750 matriculation fees, each at the start of the Fall and the Spring semester. Full tuition is paid until one's prospectus for a project is approved by the DPC.

### Continuing Enrolment Fee

After approval of the prospectus, the student will pay an \$875 matriculation fee for each semester of continuing enrolment.

### Technology Fee

Students will pay \$170 per semester for the use of the Carroll Learning Center, including semesters after approval of the prospectus.

### Graduation Fee

The graduation fee is \$200.

### Estimated Total Cost

For students graduating in three years (six semesters), total cost, not including books and supplies, is about \$10,000.

### Enrolment and payment

Students will remain continuously enrolled and will pay the matriculation and technology fees every semester unless granted an academic leave of absence (see below). All fees are due at the beginning of each semester. Failure to pay may result in termination from the program. Exemption from enrolment and fee payment may be granted only by the DPC.

## **Program Duration and Student Standing**

### Program Duration

The 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.

### Student Standing

Students must maintain continuous enrolment in good academic standing throughout the program. The following conditions affect that standing.

#### *Leave of Absence*

In extenuating circumstances, the student may petition the DPC for a leave of absence of up to one 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 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 one'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*

The following reasons are grounds for dismissal from the program. Each instance will be reviewed by the DPC.

- Non-completion of the program within six (6) years unless a leave of absence or an extension has been approved.
- Not maintaining continuous enrollment after the third year.
- Failure to pay required costs.
- Poor academic performance.
- Violation of the Carroll code of ethics (see Student Handbook).

### **Attendance**

Seminars will be introduced and concluded at the semi-annual colloquies of the Institute 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 direct the student's reading program during the second year and advise the student in preparation for the two concentration seminars and the prospectus writing seminar. The supervisor will advise the student in the preparation of the prospectus and in 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.

### **Coursework**

#### ***AOSEM 6100—Advanced Orientation Seminar***

This seminar teaches students how to do 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 units)

#### ***CRSEM 6100—Core Reading Seminar***

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 units)

**TISEM 6200—*Advanced Theological Integration Seminar***

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 units)

**LESEM 6200—*Advanced Leadership Effectiveness Seminar***

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

**SFSEM 6200—*Advanced Spiritual Formation Seminar***

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

**ICSEM 6300—*Interdisciplinary Concentration Seminar and Supervised Reading***

This cohort-wide 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 units)

**DCSEM 6300—*Disciplinary Concentration Seminar and Supervised Reading***

This 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. The student's grade will be determined by the seminar professor, in consultation with the student's supervisor. (3 units)

**PWSEM 8100—*Prospectus Writing Seminar***

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. Under the direction of a supervisor, students will begin to prepare a prospectus leading to a professional ministry project suitable for publication. The student's grade will be determined by consultation between the seminar professor and the student's supervisor. (3 units)

**MPPRO 8653—*Ministry Project and Oral Defense***

Under the direction of a supervisor, the student will complete an approved prospectus for a professional project, implement the project, write the project report, and orally defend the results before a panel of examiners approved by the supervisor and the DPC. (6 units)

**DOCTOR OF MINISTRY DEGREE  
COURSE COMPLETION GUIDE**

<b>Student Name:</b>	<b>I.D. Number:</b>	<b>Enrollment Date:</b>	<b>Graduation Date:</b>
<b>Course Title</b>	<b>Course Number</b>	<b>Completed</b>	<b>Notes</b>
Advanced Orientation Seminar	AOSEM 6100	3 Units	
Core Reading Seminar	CRSEM 6100	3 Units	
Advanced Theological Integration Seminar	TISEM 6200	3 Units	
Advanced Leadership Effectiveness Seminar	LESEM 6200	3 Units	
Advanced Spiritual Formation Seminar	SFSEM 6200	3 Units	
Interdisciplinary Concentration Seminar and Supervised Reading	ICSEM 6300	3 Units	
Disciplinary Concentration Seminar and Supervised Reading	DCSEM 6300	3 Units	
Prospectus Writing Seminar	PWSEM 8100	3 Units	
Ministry Project and Oral Defense	MPPRO 8653	6 Units	
		Total 30 Units	