
STUDENT HANDBOOK FOR PARTICIPANTS



Doctor of Philosophy (PhD) & Doctor of Ministry (DMin) Programs 2024-2025 Academic Year

B. H. Carroll
THEOLOGICAL SEMINARY

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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 Council (DPC) of B. H. Carroll Theological Seminary (or hereafter, “Carroll Seminary”) as of its publication date and should be regarded as an official supplement to the B. H. Carroll Theological Seminary Academic Catalog.

The handbook’s policies constitute an agreement for all interactions between students, faculty, the director 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 Governors.

ABOUT B. H. CARROLL

Mission Statement

B. H. Carroll Theological Seminary 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.

Vision Statement

We deliver accredited theological education to Christ-centered leaders in their contexts through a network of ministry partners. Our vision for the future guides us in the present, where we pursue the goal of mobilizing the priesthood of all believers for service in Christ’s church and in the world through theological education in the local church and a network of related ministries. It brings into focus our desire to develop Christ-centered leaders who are faithful to Scripture and oriented toward practical and transformational ministry. It reminds of our commitment to academic excellence, to our Baptist faith, and to our collegial relationships with other evangelical Christians.

What We Believe

The foundation for all of Carroll’s teaching and ministry as a seminary 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.

Although born from a rich Baptist heritage, Carroll Seminary is an independent seminary, unaffiliated or attached to any one denomination or church organization. The theological beliefs and perspectives of B. H. Carroll Theological Seminary are based solely on the Bible.

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). — *Approved by the Board of Governors February 6, 2023*

Non-Discrimination Statement

B. H. Carroll Theological Seminary does not illegally discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, veteran or military status, or any other basis on which the Seminary is prohibited from discrimination under local, state, or federal law, in its employment practices or in the provision of its services. In order to fulfill its mission, the Seminary may legally discriminate on the basis of religion in its employment practices and in the enforcement of its student code of conduct, according to the exemptions provided to institutions of religious education under Title IX of the Education Amendments of 1972.

Right to Privacy

Carroll Seminary's policy regarding accessibility to and confidentiality of student records complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Carroll Seminary will not permit access to or release educational records or personally identifiable information, other than the Seminary's directory information, without the written consent of the student. Directory information is information which is customarily made public without the written consent of the student. Students who prefer not to have their directory information disclosed without consent should inform the Registrar at registrar@bhcarroll.edu.

Suicide and Self Harm Policy

B. H. Carroll Theological Seminary 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. The following protocols are in place to assist faculty when confronted with these situations.

SELF-HARM

Faculty who discover or are informed of a pattern of self-harm on the part of a student (cutting, burning, bulimia, or drug use) should direct the student to Dr. Scott Floyd, director of the counseling program at Carroll Seminary. Dr. Floyd can be reached at 972.580.7600 ext.390, or by email at sfloyd@bhcarroll.edu. Carroll Seminary personnel, who are licensed professional counselors, may provide direct counseling to students or refer students to other specialists. In all cases, Carroll Seminary personnel will maintain written documentation of counseling sessions with students, as well as records of referral.

SUICIDE

If a student expresses a desire or intent to end his/her life, it is imperative that you immediately contact your local police department via 911 so the proper authorities can be mobilized for a “wellness check.” If the student is out of the area, you may still contact local authorities, who are then responsible for coordinating with the authorities in the area where the student lives.

Please be sure to have the student’s exact words, along with their name and contact information ready for police. If you do not have access to this information, immediately call the Registrar’s Office and provide the relevant information. The Registrar’s Office will then provide the information to local police.

Should this event occur, faculty members are then responsible for writing a complete report of the incident to share with Carroll Seminary’s licensed professional counselors, who will then be responsible for follow-up with the student.

Academic Integrity/Student Code of Conduct

Bases for probation and termination are contained within this handbook. These include deficiencies in academic performance, compromise of the principles of academic integrity, serious breach of the regulations established for the health and well-being of the Carroll Seminary community, and persistence in a manner of life incompatible with Carroll Seminary standards for professional leadership in ministry. Enforcement of these policies is under the immediate jurisdiction of the Academic Council. Students are expected to do their own academic work; therefore, academic dishonesty will not be tolerated.

Students are expected to take responsibility for all inappropriate academic behavior. Academic dishonesty occurs when a student submits the work of someone else as his or her own or has special information for use in an evaluation activity which is not available to other students in the same activity. Students who observe or become aware of violations of academic integrity are urged to report these violations to the professor in whose course the dishonest acts occur. This information will then be communicated to the director of the PhD program. Examples of inappropriate behavior include but may not be limited to the following:

1. Cheating on an examination;
2. Possessing or using during an examination material or technology not authorized by the person giving the exam;
3. Collaborating with or seeking aid from an outside party during an exam;
4. Plagiarism; plagiarism is the appropriation by any means of another person’s work and the unacknowledged submission or incorporation of it as one’s own work. This includes the failure to cite sources, partial quotation of a verbatim quotation, or the failure to attribute an idea in writing to the original source.
5. Plagiarism which occurs through buying, or otherwise obtaining, through a paid service a research product through services.

The penalty for cheating (on an examination) or plagiarism of any kind is immediate termination from the PhD program. The dismissal will be noted as a termination with cause or as an “administrative withdrawal” in the student’s permanent record.

Use of Artificial Intelligence

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).

For this reason, 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 B. H. Carroll is strictly prohibited unless its use is authorized for a specific assignment by a professor under the terms of an approved course syllabus. Submissions derived from the use of AI will be regarded as plagiarism and will be addressed according to B. H. Carroll's policies on academic integrity.

Copyright Policy

B. H. Carroll Theological Seminary prohibits faculty, staff, and students from violating applicable copyright laws when using protected resources for any seminary function, including for classroom and administrative purposes. Use of copyrighted materials must be in compliance with licenses, exemptions, exclusions, and Fair Use exceptions contained with U. S. law.

The seminary encourages the use of materials that will enhance learning and further the educational goals of the school. When no exception allows for the use of a specific copyrighted work, permission must be obtained from the copyright holder prior to using the work in any setting.

Students, faculty, and staff retain the rights to any educational works they produce at the school. This includes the rights to research projects, books, journal articles, poems, manuals, tests, instructional materials, bibliographies, musical works, dramatic works, audiovisual works, and other similar materials. B. H. Carroll Theological Seminary retains the rights to any institutional works created by students, faculty, or staff. These works include any official policies, procedures, research projects, manuals, and other similar works commissioned by the institution or intended for use by the institution.

B. H. Carroll Theological Seminary retains the rights to any recorded materials in the classroom, learning management system, or special functions for the Seminary. Instructors retain the rights to materials they create for use in online teaching. B. H. Carroll Theological Seminary has the right to make online materials available to instructors other than the person(s) responsible for creating those materials for the purpose of student instruction.

Accreditation

B. H. Carroll Theological Seminary is certified to operate in the State of Texas by the Texas Higher Education Coordinating Board. It is also certified by the National Council for State Authorization Reciprocity Agreements (NCSARA), a non-profit organization which helps expand student access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs. B. H. Carroll Theological Seminary is accredited by the Association of Theological Schools (10 Summit Park Drive, Pittsburgh, PA 15275, (412) 788-6505).

Future with East Texas Baptist University

In February 2023, the Board of Governors of B. H. Carroll Theological Seminary and the Board of Trustees of East Texas Baptist University agreed to merge the two institutions. B. H. Carroll Theological Seminary will become B. H. Carroll Theological Seminary at East Texas Baptist University in June 2025.

DOCTOR OF PHILOSOPHY (PHD) DEGREE

Purpose of the PhD Degree Program

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

(1) *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.

(2) *Collaborative Learning.* The Carroll Seminary 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.

(3) *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, Carroll 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 Carroll Seminary 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, Carroll 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."¹

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

Carroll 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 at Carroll Seminary 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.

1. Scripture and Witness (Concentrations in Old Testament, New Testament, Biblical Languages, and Preaching and Hermeneutics)

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;
- Expound 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 and worship 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.

2. 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.

3. Ministry and Formation (Concentrations in Christian Education, Pastoral Ministry, Psychology and Counseling, Administration, or Leadership)

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.

4. **Worship and Mission (Concentrations in Worship, Missions, or Church Music)**

In this cluster, students learn the 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. At the conclusion of the program, students are prepared to:

- Plan and lead worship services which are built on biblical principles and patterns, are shaped by essential Christian doctrines, and which exhibit sound principles of design and function;
- Teach others the biblical, theological, historical, and cultural dimensions of worship and the implications of these for planning, leading, and experiencing worship;
- Lead the church to understand the various elements of worship and appreciate diverse styles and expressions of worship;
- Model awe and love for God and educate the congregation in personal, family, and corporate worship;
- Model openness to the broad spectrum of worship experiences in history and in various cultural contexts, and lead a congregation to explore ways these may be used in planning and leading worship;
- Teach the biblical and theological foundations for evangelism and missions and the various ways the church has grown and spread;
- Communicate biblical truth through personal witness, preaching, teaching, music, and other appropriate means;
- Lead the congregation to have a passion for sharing the Gospel of Christ;
- Lead the congregation to have respect for persons of diverse cultures and backgrounds, and demonstrate sacrificial love for people.

NOTE: Upon merger with East Texas Baptist University in June 2025, the disciplines of the Worship and Missions cluster will be seated within the Scripture and Witness and Ministry and Formation clusters.

Professional Competencies

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. Competency seminars also 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 Carroll Seminary PhD program must take:

1. Advanced Research and Writing (Advanced Research Methods) Seminar: This seminar (or Advanced 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.

2. Learning Systems and Teaching Skills Seminar: 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.

3. Professional and Spiritual Development Seminar: 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.

4. Institutional Systems Seminar: 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.

ADMISSION TO PHD DEGREE PROGRAM

Admission to the Carroll Seminary PhD Program is open to qualified men and women of all denominations, unions, and fellowships. However, students must possess the appropriate prerequisite degrees, technological skills, language skills, and heuristic foundations necessary to complete the degree.

Prerequisite Degrees

Applicants for admission to the PhD program must have obtained 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 a master's-level 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 Council. Prerequisite degrees for each major field of study are listed below:

Major Disciplines of Study

Scripture and Witness →

Studies in Old Testament, New Testament, Biblical Languages, and Hermeneutics

Faith and Heritage →

Studies in Christian Heritage (History), Theology, Philosophy, and Christian Ethics

Ministry and Formation →

Studies leading *to pastoral vocations*, such as Pastoral Ministry, Christian Education, and Administration

Studies leading *to non-pastoral vocations*, such as Leadership and Psychology and Counseling

Worship and Missions →

Studies in leading *to pastoral vocations*, such as Missions, Worship, and Church Music

Studies leading to non-pastoral *vocations*, such as Missions and Worship Leadership

Prerequisite Master's Degrees

Master of Divinity with Biblical Languages; Master of Theology with Biblical languages; or an approved Master of Arts in Theology with Biblical Languages

Prerequisite Master's Degrees

Master of Divinity with Biblical Languages; Master of Theology with Biblical Languages; or an approved Master of Arts in Theology with Biblical Languages

Prerequisite Master's Degrees

Master of Divinity with Biblical Languages, Master of Theology with Biblical Languages; or an approved Master of Arts in Theology with Biblical Languages

Master of Arts in Christian or Religious Education (with heuristic skills); or an approved Master of Arts (with heuristic skills *and*, in some cases, state licensure)

Prerequisite Master's Degrees

Master of Divinity with Biblical Languages, Master of Theology with Biblical Languages; or an approved Master of Arts in Theology with Biblical Languages

Master of Arts in Worship; Master of Music in Church Music; or an approved Master of Music degree

Students may begin the application process for consideration for Carroll Seminary's PhD program as soon as the student has completed one-half of a prerequisite degree.

Prerequisite Technology Skills

The Carroll Seminary 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 Carroll Learning Center (CLC). Students may access the CLC through MyCarroll on the Seminary’s homepage. Also located in the CLC are student resources such as the Library and other learning aids (such as the Seminary’s Turabian Guide). Students communicate with faculty through the Canvas LMS and Carroll email. 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 Carroll 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.

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 addition—to possessing knowledge of the biblical languages, must obtain proficiency in modern research languages.

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 (six hours of transcribed graduate-level study in each language).

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 Carroll Seminary 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 is 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.

Following a student’s approval by the Carroll Seminary 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 Doctoral Programs Council.

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.

Application for Admission: A Two-Step Process

Entrance into the Carroll 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 B. H. Carroll Theological Seminary

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

- Online Application
- 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 Registrar)
- 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 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. The application process also requires completion or demonstration of language proficiency, an interview with the Doctoral Programs Council, and a diagnostic evaluation with a cluster director or designated faculty member 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.

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

Director of the PhD Program: Dr. Gregory Tomlin
Email: gtomlin@bhcarroll.edu; Phone: 972-580-7600, ext. 260

Application for Admission: Components

The following narrative explains in greater detail the requirements for the application process to the Carroll PhD Program. First-time applicants are required to complete all general admission application procedures, as noted above. 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.

Minimum Grade Point Average (GPA)

In order to apply for one of the doctoral degree programs, an applicant must have maintained an overall grade point average (GPA) of 3.0 (on a 4.0 scale) in all graduate level work and a GPA of 3.5 in graduate level work related to the advanced course of

study (cluster) where the students desires to work. All prior work will be evaluated before acceptance into a specific area of study. Applicants may be required to complete additional courses to meet equivalency requirements (a process known as “leveling”). The preliminary step toward application is to contact the director of the PhD Program, to indicate your desire to make application (see contact information on the previous page).

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 Carroll Seminary. Transcripts should be mailed directly to the Registrar’s Office at the seminary 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 Dr. Gregory Tomlin, B. H. Carroll Theological Seminary PhD Program, 301 South Center Street, Suite 412, Arlington, Texas, 76010. Carroll 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 Dr. Gregory Tomlin, B. H. Carroll Theological Seminary PhD Program, 301 South Center Street, Suite 412, Arlington, Texas, 76010. Carroll Seminary does not administer these tests.

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.

Review of Application

The director of the PhD program will present qualified applicants to the Doctoral Programs Council 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 Doctoral Programs Council. 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 Doctoral Programs Council and the applicant will decide whether the admissions process will continue. If both the Council 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 Doctoral Programs Council 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 Doctoral Programs Council 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 ed.* (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 Doctoral Programs Council 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 Doctoral Programs Council. 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 Carroll PhD program. The director of the PhD program, the director of the cluster, the Doctoral Programs Council, 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 units 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 units 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 units 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 units required for the PhD degree at Carroll Seminary. If transfer of credit is granted by Carroll Seminary, not more than half of the units 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 Doctoral Programs Council.

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 \$25 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 Governors (\$390 per credit, regardless whether graduate or doctoral level);
4. Pay the standard per-term technology fee (\$105).

Transient students are subject to the late registration fee (\$50) and late payment fee (\$50) 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).

(1) ***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.

(2) ***Collaborative Learning.*** The Carroll Seminary 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.

(3) **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.

Requirements

Students will complete the following forty-two (42) units 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 units)
 - a) Advanced Research and Writing/Advanced Research Methods (2 units)
 - b) Learning Systems and Teaching Skills (2 units)
 - c) Professional Development (2 units)
 - d) Institutional Systems (2 units)
2. Directed Study and Reading Programs (total of 10 units)
 - a) Basic Directed Study & Reading Program I/II (2 units each=4 units)
 - b) Intermediate Directed Study & Reading Program I/II (2 units each=4 units)
 - c) Advanced Directed Study & Reading Program (2 units)
3. Three Advanced Disciplinary Seminars – 2 units each (total of 6 units)
4. Two Advanced Interdisciplinary Seminars – 2 units each (total of 4 units)
5. Advanced Academic Experiences (total of 6 units)
 - a) Four colloquies in the first two years – 1 unit each (total of 4 units)
 - b) Two colloquies in the third year – 0 units each (but required)
 - c) Guild Publication or Presentation (1 unit)
 - d) Teaching Experience (1 Unit)
6. Advanced Capstone Experiences (total 8 units)
 - a) Comprehensive Written Examination (1 unit)
 - b) Prospectus Preparation and Submission (1 unit)
 - c) Dissertation and Oral Defense (6 units)

Major Area of Study

Each student in the PhD program will declare a “major” field of study before entering the program and the assignment of a supervisor. The major field should build on the work of the student's master's degree to ensure the proper layering of knowledge and skill in his or her chose discipline. Students at Carroll Seminary currently have four clusters within which they may study. They may select a major from the fields of:

1. Scripture and Witness (research concentrations which integrate the linguistic, historical, literary, interpretive, and homiletical aspects of biblical studies);
2. Faith and Heritage (research concentrations which integrate the historical, systematic, philosophical and ethical aspects of theological studies);
3. Ministry and Formation (research concentrations which integrate the counseling, educative, leadership, pastoral, and therapeutic aspects of ministry studies); and
4. Worship and Missions (research concentrations which integrate the liturgical, missional, musical, and cultural aspects of worship studies).

NOTE: Beginning in June 2025, following the merger with East Texas Baptist University, the elements of Worship and Missions will be embedded within the other three clusters.

Program Length

The Carroll Seminary PhD degree is a four-to-five 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 Doctoral Programs Council. 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 years may petition for a one-year extension. The one-year extension, however, is non-renewable.

Sample Sequence of Studies for Program Completion

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

Year 1 (Fall)

Advanced Research and Writing/Advanced Research Methods Seminar (2 units)
 Advanced Disciplinary Seminar (2 units)
 Basic Directed Study and Reading Seminar I (2 units)
 Fall Colloquy (1 unit)

Year 1 (Spring)

Advanced Interdisciplinary Seminar (2 units)
 Basic Directed Study and Readings Seminar II (2 units)
 Spring Colloquy (1 unit)

Year 2 (Fall)

Advanced Disciplinary Seminar (2 units)
 Learning Systems and Teaching Skills Seminar (2 units)
 Intermediate Directed Study and Readings Seminar I (2 units)
 Fall Colloquy (1 unit)

Year 2 (Spring)

Advanced Disciplinary Seminar (2 units)
Professional and Spiritual Development Seminar (2 units)
Intermediate Directed Study and Readings Seminar II (2 units)²
Spring Colloquy (1 unit)

Year 3 (Fall)

Advanced Interdisciplinary Seminar (2 units)
Institutional Systems Seminar (2 units)
Advanced Directed Study and Readings Program (2 units)³
Fall Colloquy (non-credit, but required)

Year 3 Spring

Written Comprehensive Exam (1 unit)
Prospectus Preparation and Presentation (1 unit)
Guild Publication/Presentation (1 unit)
Teaching Experience (1 unit)
Spring Colloquy (non-credit, but required)

Year 4

Dissertation Writing
Dissertation Presentation and Oral Defense (6 units)

Following the third year and until the completion of the program, the student 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 Doctoral Programs Council will review the student's record and render a decision. This decision will be final.

² The Intermediate Directed Study and Reading Program Seminar II begins, as early as the end of the second year, to prepare the student to take the Comprehensive Written Examination (however, these Directed Study and Readings Programs and the Written Exam must be completed before conducting primary research in the final segment of the Advanced Directed Study and Reading Program, which prepares the student for writing the prospectus during the third year).

³ Students remain in the Advanced Directed Study and Readings Seminar until the dissertation is completed.

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 Doctoral Programs Council approves the student's prospectus, the annual cost is \$6,460, payable in \$3,230 installments at the beginning of each fall and spring semester. This fee includes the cost for all seminars, studies, experiences, exams, and supervision. This amount includes a Technology Fee of \$230 each semester. Students in the dissertation stage of doctoral candidacy through the seventh year will pay a semester \$1,615 supervisory fee; 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 \$200. Students will not be permitted to graduate until all course, library, and graduation fees have been paid in full.

Fee Schedule

Application Fee	\$100 (non-refundable)
Matriculation	\$3,230 per semester
Technology Fee	\$230 per semester
Language Competency Exam Fee	\$150
Continuing Enrollment Fee (candidacy fee)	\$1,615 per semester

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 Fourth Day	85%	W
By the end of the Sixth Day	60%	W
By the end of the Eighth Day	45%	W
By the end of the Tenth Day	25%	W
By the end of the 28th Day (End of Week 4 of the Term)	0%	W
By the end of the 42nd Day (End of Week 6 of the Term)	0%	WP/WF (Dependent on the course grade at the time of withdrawal request)

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 Doctoral Programs Council will place on probation for up to one year any student who receives a grade lower than “B-”. During that probation period, both the Doctoral Programs Council and the student’s supervisor will periodically review the student’s performance. Students may be removed from probation only upon the decision of the Doctoral Programs Council. Failure to remedy the circumstances that placed the student on probation will be grounds for termination from the program.

Grievance Policy

Carroll Seminary maintains a grievance policy for settling disputes between students and faculty. The policy provides procedures for students to follow when filing a complaint regarding issues at Carroll Seminary. The desire is for students to know they have a voice at the institutional level. As a theological seminary, the institution’s ultimate purpose is to honor Christ in how Christians deal with their differences and disappointments (see XI.4-XI.4.d, "Grievance Policy," in the *Academic Catalog & Student Handbook*).

Graduation

Carroll 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. However, the commencement exercise is held only once each year and coincides with the annual convocation at the end of the spring semester. When a degree has been conferred at a time other than in the convocation exercise, said conferral will be publicly announced at the next convocation, and the recipient may participate in that ceremony.

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. An Application for Graduation can be found at:

student.bhcarroll.edu/form/graduation-application

NOTE: Students graduating in the Summer Term are eligible to participate in the May Convocation ceremony the following year.

COURSES

Advanced Competency Seminars

Each of the Advanced Competency Seminars is offered online and constitutes 2 units. Some scheduled meetings for peer/professor interaction may occur.

ACRES 7201 – Advanced Research and Writing Seminar/Advanced Research Methods

The Advanced Research and Writing Seminar (Advanced Research Methods Seminar, LMETH 7201, for counseling students) is an interdisciplinary course which develops competencies necessary for the required and accelerated work in all four academic clusters of the curriculum-base design for Carroll Seminary. Personal, academic, and vocational development will result as students gain the ability to:

1. Communicate results of advanced research by identifying topics worthy of advanced academic research;
2. Assess research problems and their relevance to the church;
3. Formulate a supportable thesis of academic merit and ministerial warrant;
4. 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;
5. Craft persuasive arguments in acceptable form, with a lucid and engaging style;
6. Prepare acceptable papers for academic contexts, including seminar papers, book reviews, and manuscripts for publication in one's field.

LSTAT 7201-7203 – Advanced Statistics Seminars

For students conducting heuristic research in the second or third years of study, the study of statistics provides a foundation for the student to collect, organize, and analyze research data. These students are required to take three course in the use of descriptive and inferential statistics. WINKS, a computer based statistical program, and the Microsoft Excel Spreadsheet will be introduced as tools which will assist in the application of statistical procedures. The study of statistics is presented in three parts: Advanced Statistics I will address basic statistical concepts; Advanced Statistics II will address parametric statistical procedures; and Advanced Statistics III will address nonparametric statistical procedures. These courses, as the primary and secondary research language courses, are transcribed but not applied to the total 42 units required to earn the PhD.

ACLNS 7201 – Learning Systems and Teaching Skills Seminar

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. It teaches principles, methods, and resources which equip faculty and leaders for the

development of educational programs in institutions of higher learning, denominations, and churches. Students will learn to:

1. 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, including: institutional mission or purpose; program, division, and department purposes; scope; educational goals and objectives for learners; multiple contexts; methodology; and instructional and administrative models;
2. Become instructional designers and to train others in the design and evaluation of instruction, including: 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;
3. Model expertise in the classroom to reflect 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.

ACPDV 7201 – Professional and Spiritual Development Seminar

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 learning that will help students grow and meet their goals as Christian teachers and ministers; identification and engagement with professional organizations, guild publications, relational networks, financial resources, and required fields of knowledge. The seminar enhances indicators of future performance in a chosen field of study so students will:

1. 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 job application and interview;
2. Become a steward of the discipline studied by participation in the academic guild, engagement in collaborative learning, the production of scholarly research, and the commitment to life-long learning;
3. Participate in the wider community of learning, fostering the intersection of the humanities and science with theological studies and addressing the moral and cultural concerns of both the church and the world.

ACINS 7201 – Institutional Systems Seminar

This seminar studies 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. Students develop the ability to:

1. Lead and develop a theological institution which understands its mission and achieves an effective and efficient realization of its purposes and goals;
2. Lead faculty, staff, and governance in a theological institution to develop a comprehensive strategy for academic administration, leadership, and assessment;

3. Lead a theological institution to value the importance of certification and accreditation, and to strive for healthy relationships with its constituents.

Advanced Disciplinary Seminars

Each of the Advanced Disciplinary Seminars is offered online and constitutes 2 units. Scheduled meetings for peer/professor interaction normally occur 3-5 times per semester online; the number of meetings is determined by the faculty member.

Students, who enroll in three such seminars, study a portion of their chosen major field and prepare an advanced, original research product throughout the term. Book reviews, discussions, and other assignments may also be part of the seminar.

Advanced Interdisciplinary Seminars

Each of the Advanced Interdisciplinary Seminars is offered online and constitutes 2 units. Scheduled meetings for peer/professor interaction normally occur 3-5 times per semester online; the number of meetings is determined by the faculty member.

Students, who enroll in two such seminars, will prepare advanced research papers on a topic related to the subject of the Interdisciplinary Seminar. Research for these papers may be conducted in either the student's major or minor field of study. Book reviews, discussions, and other assignments may also be part of the seminar.

Directed Study and Reading Programs

Each of the Directed Study and Reading Seminars is offered online and constitutes 2 units. 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

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

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 an annotated bibliography of primary resources covering the specialized topic.

Advanced Directed Study and Reading Program

Under the direction of a supervisor, the student will write two research papers based on the study of selected primary works in the specialized area of interest identified in the Intermediate Directed Study and Reading Program. Reading in the final seminar is targeted specifically toward materials to be included and evaluated in the dissertation.

Advanced Academic Experiences

The Carroll 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 attend the following academic exercises.

Colloquies

In the course of study toward the PhD degree, students will attend—in person—a total of six (6) PhD Colloquies. 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. Four of the Colloquies are credited at 1 unit each, for a total of 4 units. The remaining two colloquies may be attended online, but for these the student does not receive academic credit.

Guild Publication or Presentation

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 unit.

Teaching Experience

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 unit.

Advanced Capstone Experiences

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

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 unit.

Prospectus Preparation and Presentation

Under the direction of the supervisor, the student will prepare a carefully designed prospectus for the writing of a dissertation on a topic of specialized interest in the student’s major field of study. 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 Doctoral Programs Council or return it for rewrite. In this case, the student will resubmit the prospectus to the supervisor within six (6) months.

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 prospectus preparation and presentation is 1 unit. See Appendix B.

Dissertation Writing Process

Under the guidance of his or her supervisor, the student will research, write, submit, and defend a dissertation on an approved topic of specialized interest in the student's major field of study. 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. 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 6 units of study.

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 supervisor works closely with the student to offer regular guidance and direction. The supervisor and the second reader will approve the dissertation proposal before it is presented for final approval.

Final Presentation and Oral Defense

When the student reaches the final stage of the dissertation and has submitted the completed dissertation, he or she will defend the dissertation in an open forum before the Dissertation Committee. 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.

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DOCTOR OF MINISTRY (DMIN) PROGRAM

Purpose of the Doctor of Ministry Degree

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

- (1) ***Collaborative Learning.*** The Carroll Seminary 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. Students are also required to attend Carroll Seminary's doctoral colloquies biannually
- (2) ***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.
- (3) ***Participation in Doctoral Colloquies.*** Students are required to gather twice annually to hear lectures provided by leaders in the church and academy.
- (4) ***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 Carroll 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 Carroll 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;
4. A 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 four 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:

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 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 Program Council (DPC).

Major (and Concentrations below)

Scripture and Witness

Scripture
Preaching

Faith and Heritage

Christian Heritage
Christian Theology
Christian Ethics
Apologetics

Ministry and Formation

Pastoral Care
Leadership
Educational Leadership
Teaching Ministry
Chaplain Ministry
Counseling

Worship and Missions

Worship
Spiritual Formation
Evangelism
Missiology
Church Planting
Family Ministry

ADMISSION TO THE DMIN DEGREE PROGRAM

Admission to the Carroll Seminary 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.

Prerequisite Degrees

Applicants for the Carroll Seminary DMin Program must have obtained a bachelor's degree or its equivalent from a college or university accredited by a regional or national body for the accreditation of higher education institutions, and a Master of Divinity degree (or its educational equivalent) or an accredited master's degree in a ministry-related area 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 the approval of the Doctoral Programs Council.

Applicants without an accredited Master of Divinity degree will have earned the accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling and demonstrate: 1) the ability thoughtfully to interpret scripture and the theological tradition of one's ministry context; 2) the capacity to understand and adapt one's ministry to the cultural context; 3) a basic self-understanding of one's ministerial identity and vocational calling; and 4) the 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 fulfils 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 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

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 which enables them to engage as ministry peers with other students in this advanced professional doctorate. Normally, applicants will have served at least three (3) years in ministry or its equivalent, though equivalent experience may be demonstrated by portfolio evidence of this level of ministerial competency.

Prerequisite Technology Skills

The Carroll Seminary 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 Carroll Seminary 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 Carroll Learning Center (CLC). Students may access the CLC through MyCarroll on the Seminary’s homepage. Also located in the CLC are student resources such as the Library and other learning aids (such as the Seminary’s Turabian Guide). Students communicate with faculty through the Canvas LMS and Carroll email. 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 Carroll 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 Process

Entrance into the Carroll Seminary DMin Program requires successful completion of an application process. Each step of the process is outlined briefly below, followed by a fuller discussion of the admission process components:

Admission to B. H. Carroll Theological Seminary

Students seeking to gain acceptance into Carroll Seminary must complete the online application (along with the application fee of \$100) and submit the following items to the Office of Admissions:

- Online Application
- 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 Registrar)
- A recent photograph (may be electronically transmitted)
- Three professional ministry references from those aware of the applicant’s ministerial record, current position, and future potential
- Church Endorsement and Covenant (download from online application material)
- A 15-page, double-spaced and Turabian-formatted reflection paper

Application for Admission Components

The following narrative explains in greater detail the requirements for application to the Carroll DMin program. 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. An earned baccalaureate degree from an accredited college or university (or an equivalent diploma approved by 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 preliminary step toward application is to contact the director of the DMin Program to indicate your desire to make application.

Minimum Grade Point Average (GPA)

In order to apply for the DMin program, an applicant must have maintained an overall grade point average (GPA) of 3.0 (on a 4.0 scale) in all graduate-level study. All prior work will be evaluated before acceptance into a specific area of study.

Statements

With the application, the student is required to submit a brief statement of his or her ministry goals, the reasons for desiring to enter the program, and a declaration of the desired major area of study (academic cluster).

Transcripts

Applications to the DMin program are not complete until the student has sent official undergraduate and graduate-level transcripts from each academic institution where the student has been enrolled and received academic credit to Carroll Seminary. Transcripts should be mailed directly to the Registrar's Office at the seminary in a sealed envelope or through an official electronic transcript service such as Parchment or the National Student Clearinghouse.

International Students

International applicants who meet all other academic qualifications 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 the student's first language is not English, a determination will be made from the reflection paper and the interview whether he or she needs 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).

Applicants will make arrangements to take this test and to have the scores sent directly to Dr. Karl Fickling, B. H. Carroll Theological Seminary DMin Program, 301 South Center Street, Suite 412, Arlington, Texas, 76010. Carroll Seminary does not administer these tests.

Application Fee

The applicant will send a \$100 non-refundable fee with the completed application.

Review of Application

The director of the DMin program will present qualified applicants to the Doctoral Programs Council 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. 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 Seminary's summary guide to Turabian can be found online [here](#).

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 Doctoral Programs Council. 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 Doctoral Programs Council 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 Carroll's 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 May 1.

Notification of Admission Decision

The Doctoral Programs Council (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.

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.

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 \$25 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 Governors (\$390 per credit, regardless whether graduate or doctoral level);
4. Pay the standard per-term technology fee (\$105).

Transient students are subject to the late registration fee (\$50) and late payment fee (\$50) 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 Doctor of Ministry (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 Carroll Seminary 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.

- (1) ***Collaborative Learning.*** The Carroll Seminary 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. Students are also required to attend Carroll Seminary’s doctoral colloquies biannually

(2) **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 church practitioner with significant experience in ministry, 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.

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

(4) **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.

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 doctoral colloquy, 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.

Program Duration

The Carroll 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 Doctoral Programs Council.

Program Sequence

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

Two	3	Advanced Spiritual Formation Seminar
		Interdisciplinary Concentration Seminar and Supervised Reading
		Appointment of Supervisor (end of semester)
	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

Student Standing

Students must maintain continuous enrolment 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 Doctoral Programs Council 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 students 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 Doctoral Programs Council 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 total *estimated* cost for the Carroll DMin degree is \$13,230. This includes the application fee, tuition (minus scholarships), technology fees, and the graduation fee.

The non-refundable application fee of \$100 for the DMin degree program is due at the time of the online application. Until the Doctoral Programs Council approves the student’s prospectus, the annual cost (full tuition) is \$5,120, payable in \$2,560 installments at the beginning of each fall and spring semester. This fee includes the cost for all seminars, experiences, and supervision. This figure also includes a technology fee of \$230 each semester. Students who have entered the project phase will pay a supervisory fee of \$1,395 per semester (one at the beginning of the fall semester, and the other at the beginning of the spring semester for a total cost for annual continuous enrollment of \$2,790). At the end of the program, students will pay a graduation fee of \$200. Students will not be permitted to graduate until all course, library, and graduation fees have been paid in full.

Semester Fee Schedule (Seminar Stage)

Application Fee	\$100 (one-time, non-refundable)
Matriculation	\$4,250 per semester
B.H. Carroll Scholarship*	<u>-\$1,920</u>
Total Tuition for Student	\$2,330
<u>Technology Fee</u>	<u>\$230 per semester</u>
Total Cost for Student	\$2,560 per semester

*Scholarships are provided through Carroll Seminary’s network of friends, donors and supporting churches.

Semester Fee Schedule (Continuous Enrollment, Project Phase)

After approval of the prospectus, the student will pay half of the “total tuition” (matriculation fee) for each semester for continuous enrollment. Students will remain continuously enrolled and will pay the matriculation and technology fees every semester unless granted an academic leave of absence (see above). All fees are due at the beginning of each semester. Failure to pay may result in termination from the program. Exemption from enrollment and fee payment may be granted

only by the Doctoral Programs Council

Matriculation Fee	\$4,250 per semester
Half-reduction post seminars	-\$2,125
B.H. Carroll Scholarship*	<u>-\$960</u>
Total Tuition Continuous Enrollment	\$1,165
<u>Technology Fee</u>	<u>\$230 per semester</u>
Total Cost for Student	\$1,395 per semester

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 Fourth Day	85%	W
By the end of the Sixth Day	60%	W
By the end of the Eighth Day	45%	W
By the end of the Tenth Day	25%	W
By the end of the 28th Day (End of Week 4 of the Term)	0%	W
By the end of the 42nd Day (End of Week 6 of the Term)	0%	WP/WF (Dependent on the course grade at the time of withdrawal request)

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. As previously noted, Students must maintain a minimum grade point average (GPA) of 3.0 (on a 4.0 scale). If the students 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.

Grievance Policy

Carroll Seminary maintains a grievance policy for settling disputes between students and faculty. The policy provides procedures for students to follow when filing a complaint regarding issues at Carroll Seminary. The desire is for students to know they have a voice at the institutional level. As a theological seminary, the institution's ultimate purpose is to honor Christ in how Christians deal with their differences and disappointments (see XI.4-XI.4.d, "Grievance Policy," in the *Academic Catalog & Student Handbook*).

Graduation

Carroll Seminary confers DMin degrees when the course of study for the degree is completed, as evidenced by a successful presentation and oral defense of the DMin project. However, the commencement exercise is held only once each year and coincides with the annual convocation at the end of the spring semester. When a degree has been conferred at a time other than in the convocation exercise, said conferral will be publicly announced at the next convocation, and the recipient may participate in that ceremony.

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. An Application for Graduation can be found at:

student.bhcarroll.edu/form/graduation-application

NOTE: Students graduating in the Summer Term are eligible to participate in the May Convocation ceremony the following year.

COURSES

Advanced Orientation Seminars

AOSEM 6100 – Advanced Orientation Seminar

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 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)

Advanced Competency Seminars

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).

Interdisciplinary/Disciplinary Seminars

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. (3 units)

Prospectus and Project Writing

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. Collaborating with a supervisor, students will begin to prepare a prospectus leading to a professional ministry project suitable for publication. (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)

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.

See Appendix D for a DMin Program Course Completion Guide.

APPENDICES

APPENDIX A (PHD DEGREE COMPLETION GUIDE)

Student Name	ID No.	Initial Enrollment Date:	
		Estimated Graduation Date:	
Advanced Competency Seminars (8 Units)			
Course Title	Course Number	Completed	Notes
Advanced Research and Writing or Advanced Research Methods ⁴	ACRES 7201/ LMETH 7201	2 Units	
Learning Systems & Teaching Skills	ACLNS 7201	2 Units	
Professional Development	ACPDV 7201	2 Units	
Institutional Systems	ACINS 7201	2 Units	
Advanced Interdisciplinary Seminars (4 Units)			
Course Title	Course Number	Completed	Notes
		2 Units	
		2 Units	
Advanced Disciplinary Seminars (6 Units)			
Course Title	Course Number	Completed	Notes
		2 Units	
		2 Units	
		2 Units	
Directed Study and Reading Programs (10 Units)			
Course Title	Course Number	Completed	Notes
Basic Directed Study and Reading I		2 Units	
Basic Directed Study and Reading II		2 Units	
Intermediate Directed Study and Reading I		2 Units	
Intermediate Directed Study and Reading II		2 Units	
Advanced Directed Study and Reading		2 Units	
Advanced Academic Experiences (6 Units)			
Course Title	Course Number	Completed	Notes
Colloquy I		1 Unit	
Colloquy II		1 Unit	
Colloquy III		1 Unit	
Colloquy IV		1 Unit	
Colloquy V (Online Allowance)		(0 Units)	
Colloquy VI (Online Allowance)		(0 Units)	
Guild Publication/Presentation		1 Unit	
Teaching Experience		1 Unit	
Advanced Capstone Experiences (8 Units)			
Course Title	Course Number	Completed	Notes
Written Examination		1 Unit	
Prospectus Preparation & Submission		1 Unit	
Dissertation and Oral Defense		6 Units	
TOTAL		42 Units	

The Course Completion Guide is a list of the required units 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.

⁴ A student using either, or a combination of, the Qualitative or Quantitative Research Methods in the writing his or her dissertation will also be required to take an additional six units of LSTAT 7201-3, Advanced Statistics, prior to writing the prospectus. This can be accomplished beginning in the last half of the second year and into the third year, during the third year, or following the completion of all coursework.

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 BHCTI 8000: Written Comprehensive 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 Examination, 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 Examination 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 Examination 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 Examination 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 Carroll Seminary offices on occasion.

Content: The student's supervisor, the director of the PhD, and the academic cluster directed 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. 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 Examination 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 examination 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 Examination 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 examination, the director of the PhD program will submit a copy of the evaluative report to the Doctor Programs Council. Upon receipt and approval, the student will be awarded credit for the exam.

Failure of the Examination: Should the student fail the Written Examination in the major field of study, the student may be permitted (upon petition and decision of the Doctoral Programs Council) one (1) additional opportunity to retake and to pass the Written Examination. The second examination 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 Doctoral Programs Council for approval.

The Approval Process

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

1. The prospectus must be read and approved by the student's supervisor before it is submitted to the Doctoral Programs Council.
2. The submitted prospectus must contain a signed statement from the supervisor granting his or her approval of the topic and general plan of the prospectus.
3. 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 Doctoral Programs Council for doctoral dissertations, prior to the submission of any prospectus to the supervisor. As noted prior, most Carroll Seminary PhD students are required to use Turabian. However, Psychology and Counseling and Christian Education students may use APA Style.
4. The Student will present neither the prospectus nor the completed dissertation prior to having achieved, in his or her judgment, perfect form and style.
5. The student must submit the prospectus to, and gain approval from, the Doctoral Programs Council 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.
6. 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).
7. The Doctoral Programs Council 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 Council for no less than fifteen (15) minutes.
8. Three outcomes are possible as a result of the presentation. The members of the Council 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.
9. The director of the PhD program will notify the students of the Council's decision and provide a composite document of the opinions of the Council's members and any suggested changes or corrections. The same letter will be sent to the student's supervisor.
 10. 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.
 11. 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.
 12. The student will confirm receipt of the letter and affirm an understanding of, and willingness to work according to, the decision of the Doctoral Programs Council 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.
 13. A copy of the approval letter will be placed in the student's file.
 14. Following the approval of the student's prospectus, he or she may not make substantive changes to the wording of the title, thesis, chapter subjects, or research methodology without permission of the Doctoral Programs Council. The supervisor may, however, grant the student permission to make minor changes in the chapter headings and/or research methodology.

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 Doctoral Programs Council 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 COUNCIL
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 PROSEPECTUS 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

Student Name	ID No.	Enrollment Date:		
		Graduation Date:		
Course Title	Course Number	Completed	X	Notes
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		