
STUDENT HANDBOOK FOR PARTICIPANTS IN



Doctor of Philosophy (Ph.D.) Degree Program
July 2023

B. H. Carroll
THEOLOGICAL INSTITUTE

Student *Ph.D. Handbook* for Participants

The *Ph.D. Handbook* is designed to provide orientation to participants in the Ph.D. program. The *Ph.D. Handbook* contains requirements, policies, and procedures that direct the Ph.D. program. This edition of the *Ph.D. Handbook* reflects the latest actions of the Doctoral Programs Council (DPC) of B. H. Carroll Theological Institute as of the publication date and should be regarded as an official supplement to the B. H. Carroll Theological Institute Catalogue.

MISSION STATEMENT

B. H. Carroll Theological Institute 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

Through an integrated network of Fellows, Teaching Churches, and Learning Centers, the Institute seeks to mobilize the priesthood of believers for service in society. It provides, through appropriate media, theological education that is both biblically based and praxis oriented. The Institute develops Christ-centered leaders who are committed to academic excellence, life-long learning, and transformational ministry. The Institute works collegially with other evangelical Christians. Its confessional basis is the consensus of opinion concerning those articles of the Christian faith and practice that have been most surely held and expressed in historic Baptist principles and practices.

Doctor of Philosophy (Ph.D.) Degree

Purpose of the Ph.D. Degree Program

The Ph.D. program is designed to equip 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 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: a comprehensive knowledge of a selected discipline of religious study; the capacity for critical thinking and evaluation; competence to engage in original research and writing that advances theological understanding for the sake of church, academy, and society; and a breadth of knowledge in associated theological and religious studies and in other related academic disciplines.

Program Prospectus

The Ph.D. degree program of B. H. Carroll Theological Institute is a hybrid, borrowing from some of the best elements of North American, British, and European doctoral models. Academic methodologies of the B. H. Carroll Theological Institute model include: Personal Supervision, Collaborative Learning, and Individual Study. (1) Personal Supervision is directed by a permanent Supervisor in the student's Cluster of Study, from the beginning of the student's program to its completion. The student's Supervisor 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 consists of formal courses comprised of a combination of residential colloquies and online seminars that cover disciplinary, interdisciplinary, and professional competency subjects. These 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 consists of the student's preparation for a diagnostic evaluation, completion of directed readings, writing and presenting academic papers for seminars and publication, student teaching, preparation for a written examination over the student's chosen field of study, and the development of a prospectus and dissertation.

While located in the southwestern region of the United States, B. H. Carroll Theological Institute 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 two Colloquies held each year.

The B. H. Carroll Theological Institute Ph.D. degree program is designed to engage the student full-time, across at least four years of study. The participants are expected to remain in continuous enrollment for the entirety of the course of study. Completion of the program in four years assumes strong biblical language, modern language, or heuristic language skills at the time of matriculation, exceptional masters-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 time devoted to the program while enrolled. Students are strongly encouraged to complete all requirements in a timely manner. The maximum allowable time for completion is seven years.

Ph.D. Degree Program – Learning Nexus

As a distinctly Christian program, the B. H. Carroll Theological Institute places great emphasis upon a learning community comprised by those persons within the program of study, those who have already completed a graduate program of study and continue to participate in Colloquies and other academic gatherings, and scholars within the larger community of Christian faith. Students in the doctoral program are encouraged to study with and consult one another, as well as to visit regularly with faculty, both in formal and informal contexts. Participants are required to be fully involved in Colloquies and encouraged to continue this participation after completion of their programs. Students are also encouraged to take advantage of the many opportunities for both interaction with theological students and faculty in the wider academic guild and become active members in the societies of 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 can be a demonstration of stewardship of one's chosen discipline and a significant career development opportunity. Students should consider developing seminar papers for possible publication.

Competencies

The typical primary cognitive goals of a regionally accredited Ph.D. 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 Ph.D. 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.”

B. H. Carroll Theological Institute's post-graduate curriculum reflects these goals by seeking to provide competency-based learning outcomes that are designed to integrate the Christian knowledge/understandings, skills, and value/attitudes needed for effective ministry. Thus, the learning experiences in this program of study are based upon Carroll's four Learning Clusters and are directed toward the development of specific learning competencies. The B. H. Carroll Theological Institute Ph.D. 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 excellence in the writing and use of original research to advance theological understanding;
3. Integrating the breadth of theological learning across the spectrum of both theological or religious studies and other academic disciplines; and
4. Practicing (affective) ongoing commitment to the vocation of theological scholarship through research, learning, teaching, and lifelong stewardship.

The curriculum is competency-based with learning outcomes designed to integrate the Christian knowledge/understandings, skills, and value/attitudes needed for effective ministry. The learning experiences and programs of study relate to the following core competencies in the four Learning Clusters. Objectives and learning outcomes of all courses taught at Carroll Institute are based on the following sets of academic competencies, with the addition of a fifth set targeting the area of professional faculty development:

1. **Scripture and Witness (PhD Concentrated Study in Old Testament, New Testament, Biblical Languages, Preaching, and Hermeneutics)**

Reliance upon the Scripture as the Word of God and the 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 that lead to such competencies as:

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

2. Faith and Heritage: (PhD Concentrated Study in Theology, Philosophy, Christian Heritage, or Ethics)

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 that lead to such competencies as:

- To develop a working 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 that provide a basis for the beliefs and practices of the church in relation to the world
- To 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
- To communicate the confessional development of Christianity and Baptist heritage in the context of theology, philosophy, history, and in conversation with the current human experience
- To model a working theology in one's ministry that reflects an awareness of Christian doctrines in light of its biblical, confessional, philosophical, and historical development. To lead the whole church toward a working theology that gives attention to content, methodology, and process by which Christian theology continues to be formulated and developed within the life of the congregation
- To demonstrate how 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
- To develop within the church an awareness of how understanding of Scripture, theology, philosophy, history, and principles of Christian ethics lead to development of values, moral perspectives, ethical behavior, and sound decision making
- To develop a personal worldview relevant to Christian ministry taking into consideration other contemporary worldviews, philosophical issues, major religions, religious sects, culture, and science
- To lead a congregation to develop an adequate defense of the Christian faith against arguments from non-Christian belief systems

3. Ministry and Formation: (PhD Concentrated Study in Christian Education, Pastoral Ministry, Psychology and Counseling, Administration, or Leadership)

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 that lead to such competencies as:

- 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
- To 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

- To demonstrate pastoral care that 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
- To function as curriculum coordinator of the church, assisting in the adoption of a philosophy of teaching and training that 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
- To 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
- To reflect and develop a biblical view of Christian stewardship within the church and to give leadership to budgeting and responsible operation and control of finances

4. Worship and Mission: (PhD Concentrated Study in Worship, Missions, or Church Music)

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 that lead to such competencies as:

- To plan and lead worship services that are built on biblical principles and patterns, that are shaped by essential Christian doctrines, and that exhibit sound principles of design and function.
- To teach others the biblical, theological, historical, and cultural dimensions of worship and the implications of these for planning, leading, and experiencing worship
- To lead the church to understand the various elements of worship and appreciate diverse styles and expressions of worship
- To model awe and love for God and educate the congregation in personal, family, and corporate worship
- To 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
- To teach the biblical and theological foundations for evangelism and missions and the various ways the church has grown and spread
- To communicate biblical truth through personal witness, preaching, teaching, music, and other appropriate means
- To lead the congregation to have a passion for sharing the Gospel of Christ
- To lead the congregation to have respect for persons of diverse cultures and backgrounds, and demonstrate sacrificial love for people

Professional Competencies

Advanced Research and Writing/Advanced Research Method Seminar: The Advanced Research and Writing Seminar/Advanced Research Method Seminar is an interdisciplinary course that develops competencies necessary for the required accelerated work in all four academic clusters of the curriculum-base design for Carroll Institute. Personal, academic, and vocational development will result from students growing in the following competencies:

- To communicate results of advanced research by identifying topics worthy of advanced academic research; assessing research problems and their relevance to the church; formulating a supportable thesis of academic merit and ministerial warrant; conducting 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; and writing persuasive arguments in acceptable form, with a lucid and engaging style
- To prepare acceptable papers for academic contexts, including seminar papers, book reviews, and manuscripts for publication in one's field

Learning Systems and Teaching Skills Seminar: This seminar addresses essential ministries of character and leadership that nurture faith in Christ, build and develop institutions of higher learning, meet human needs at every level, and transform situations to God's purposes; teaches principles, methods, and resources that equip faculty and leaders for the development of educational programs in institutions of higher learning, denominations, and churches that lead to such competencies as:

- 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: institutional mission or purpose; program, division, and department purposes; scope; educational goals and objectives for learners; multiple contexts; methodology; and instructional and administrative models
- To become instructional designers and to train others in the design and evaluation of instruction: 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
- To model an expertise in the classroom that reflects the presence and passion of a teacher who is skilled in the discipline, who is open and honest, and who engages learners in the mix of the grace and rigor of academic excellence along with application of praxis that develops a true love of learning

Professional 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 teachers and ministers; identification and engagement with professional organizations, guild publications, relational networks, financial resources, and required fields of knowledge; indicators of enhanced future performance in a chosen field of endeavor that lead to such competencies as:

- 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 job application and interview
- To 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
- To 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

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:

- To lead and develop a theological institution that understands its mission and achieves an effective and efficient realization of its purposes and goals
- To lead faculty, staff, and governance in a theological institution to develop a comprehensive strategy for academic administration, leadership, and assessment
- To lead a theological institution to value the importance of certification and accreditation, and to strive for healthy relationships with its constituents

Admission to Ph.D. Degree Program

Admission to B. H. Carroll Theological Institute is open to qualified men and women of all denominations, unions, and fellowships, of any race, color and national or ethnic origin, without regard to physical disability.

Prerequisite Degrees Prior to Admission

Prerequisite Degrees for the Ph.D. Program

Applicants for admission to the Ph.D. program will have 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-level degree in theological or religious studies from a college, university, or theological school accredited by the Association of Theological Schools, or by a regional or national body for the accreditation of higher education institutions or, in rare cases, upon approval of the Doctoral Programs Council. The prerequisite degrees for each major field of study are listed below.

Major Disciplines of Study

Scripture

All students majoring in the Scripture and Witness Cluster: Old Testament, New Testament, Biblical Languages, and Hermeneutics

Theology

All students majoring in the Faith and Heritage Cluster: Theology, Philosophy, Christian Heritage, and Ethics

Ministry

- a. All students majoring in the Ministry and Formation Cluster leading to pastoral vocations, such as Pastoral Ministry, Christian Education, and Administration
- b. All students majoring in the Ministry and Formation Cluster leading to non-pastoral vocations, such as Psychology and Counseling and Leadership

Worship

- a. All students majoring in Worship and Mission Cluster leading to pastoral vocations, such as Missions, Worship, and Church Music
- b. All students majoring in Worship and Missions Cluster leading to non-pastoral vocations, such as Missions and Worship Leadership

Prerequisite Master's Degree

Master of Divinity degree with biblical languages, Master of Theology degree with biblical languages; or approved Master of Arts degree in theology with biblical languages

Prerequisite Master's Degree

Master of Divinity degree with biblical languages, Master of Theology degree with biblical languages; or approved Master of Arts degree in theology with biblical languages

Prerequisite Master's Degree

- a. Master of Divinity degree with biblical languages, Master of Theology degree with biblical languages; or approved Master of Arts degree in theology with biblical languages
- b. Master of Arts in Christian or Religious Education degree with heuristic skills; or other approved Master of Arts degree with heuristic skills *and*, in some cases, state licensure

Prerequisite Master's Degree

- a. Master of Divinity degree with biblical languages, Master of Theology degree with biblical languages; or approved Master of Arts degree in theology with biblical languages
- b. Master of Arts in Worship; Master of Music in Church Music degree; or other approved Master of Music degree

A student may begin the application process for consideration for B. H. Carroll's Ph.D. program as soon as the student has completed one-half of a prerequisite degree.

Prerequisite Technology Skills

Computer Literacy

All students will receive a login and password to access seminar materials and the Carroll Library through the learning management system, called the Carroll Learning Center (CLC), a moodle-based system. The CLC serves as a central hub for all of Carroll's courses and seminars that organizes assignments, presentations, and discussions into a series of modules by week. The CLC is also a platform for communicating with seminar instructors and learning peers. The kinds of tasks that will be required may include uploading assignment submissions, downloading course documents, such as a syllabus, sending and receiving emails with Carroll's school account, and viewing recorded presentations.

Computer and Technology Skills

All students are expected to be able to study and work with hard copy and online materials from a variety of sources both external and internal to their seminars. A sampling of skills that students are expected to use as they navigate the Internet to perform research are: conducting an effective search with a search engine (e.g., Google, Bing, Yahoo) using advanced search commands; evaluating Web resources for authority, currency, purpose, and content; and understanding copyrights, licenses, and plagiarism in a digital environment. All students must maintain sufficient bandwidth to sustain seminar and teleconferencing requirements associated with the program.

Prerequisite Language Skills

Biblical Languages

All students, except those entering non-pastoral vocations majoring in Ministry and Formations and Worship and Missions, will be proficient in Hebrew and Greek (six hours of graduate-level study in each language).

Modern Research Languages or Ancillary Skills

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 enrolling in the Ph.D. program, each student seeking to engage in 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.

A primary level of skill is normally demonstrated after the successful completion of four semesters or five 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 semesters or three terms of study leading to a basic understanding of vocabulary, grammar, and reading comprehension.

Following a student's approval by the B. H. Carroll 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 of heuristic skill competency *before* entering the Ph.D. program. This demonstrated proficiency is documented by examination or certification by the completion of a master-level Research and Statistics course prior to the student enrolling in the Ph.D. program.

Following a student's approval by the B. H. Carroll 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." After admission to the doctoral program, each student will enroll in the Advanced Research Methods seminar 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.

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 skill of choice. The Language Competency Examination Fee is \$150.

Application for Admission: A Two-Step Process

Entrance into the B. H. Carroll Ph.D. 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.

First Step: Admission to B. H. Carroll Theological Institute

Students seeking to gain acceptance into B. H. Carroll Theological Institute must complete the B. H. Carroll Online Application and submit the following items to the Office of Admissions, Completion of the Online Application at the B. H. Carroll Theological Institute website: bhearroll.edu

- Statement of ministry goals and reason(s) for entering the program
- Statement declaring the Cluster Area in which the applicant intends to major
- Copies of the applicant's official college or university and seminary transcripts
- A recent photograph (may be electronically transmitted)
- Three academic recommendations from former professors at the master-level (download from online application materials)
- Church Endorsement and Covenant (download from online application materials).

Second Step: Admission to the Ph.D. Program

Once the Admissions Office clears the student for admission, the Ph.D. Application requires a sample of the student's best academic writing, which should include solid research and argumentation, 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 Senior Fellow or designated Fellow of the Cluster in which the student desires to study. This Evaluation is to determine the foundational depth of knowledge in the student's chosen discipline both to help with selection of supervision and to assess whether leveling may be necessary before admission into the program.

Please contact the Director of the Ph.D. program for all program information regarding advisement, admissions, transfer, and doctoral study.

Director of the Doctor of Philosophy Program, Dr. Karen Bullock

Email: kbullock@bhcarroll.edu; Phone: 972-580-7600, ext. 31

Application for Admission Components

Beginning the Admissions Process

Applicants entering Carroll Institute for the first time are required to complete all general admission application procedures. All returning students must update personal information on the Admissions form. An earned baccalaureate degree from an accredited college or university (or an equivalent diploma approved by the Institute) 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 a specific area of the advanced course of study (Cluster Area). 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. The preliminary step toward application is to contact the Director of the Ph.D. Program, Dr. Karen O'Dell Bullock, at: kbullock@bhcarroll.edu, to indicate your desire to make application, and then submitting [The Carroll Ph.D. Application Forms](#).

Standardized Assessment Score

Each applicant must attain scores predictive of success on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

For the GRE, each applicant must take the Verbal, Quantitative, and Analytical Writing portions of the General Test. A total minimum score of at least 152 is expected on the Verbal test, with a minimum score of 151 expected on the Quantitative reasoning test. The minimum for the writing portion is 5. The GRE is at <https://www.ets.org>.

For the MAT, a minimum score of 415 is expected. Visit www.MillerAnalogies.com to access testing tips, study guides, and free practice tests. The applicant will make arrangements to take the GRE or the MAT and to have the scores sent directly to Dr. Karen O'Dell Bullock, B. H. Carroll Theological Institute

Ph.D. Program, 6500 North Belt Line Road, Suite 100, Irving, Texas, 75063. Carroll Institute 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 TOEFL (Test of English as a Foreign Language) or 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. Karen O'Dell Bullock, B. H. Carroll Theological Institute Ph.D. Program, 6500 North Belt Line Road, Suite 100, Irving, Texas, 75063. Carroll Institute does not administer these tests.

Academic References

Each applicant will provide three recommendations by current or former professors who taught them at the master level and who can attest to the student's potential to engage in doctoral-level study. Forms and instructions for references are included in the online application materials and may be downloaded and sent, with pre-stamped envelopes, to potential references. These must be filled out, sealed and sent by the references to: Dr. Karen Bullock, B. H. Carroll Theological Institute Ph.D. Program, 6500 North Belt Line Road, Suite 100, Irving, Texas, 75063.

Application Deadline

Applicants may be admitted to the Ph.D. program at the beginning of either the January or the August semester each year. For applicants with research language or ancillary skills competencies already demonstrated, and desiring consideration for admission for enrollment in the fall semester, the applicant's completed application packet must be received by the Institute on or before April 1. For admission 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 enrolled 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 Ph.D. 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 review of the application.

Interview

An applicant whose admissions materials meet the stated requirements will be notified that they have been cleared as applicants for admission to the Ph.D. 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 Ph.D. 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 Senior Fellow or a designated Cluster Fellow.

Diagnostic Evaluation

The diagnostic evaluation will take place between the applicant and either the Senior Fellow or a designated Fellow of the Cluster in which the applicant desires to be admitted, such as the student's Supervisor. 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 Ph.D. program, the Senior Fellow 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 year, but not earlier than six 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 their letters of acceptance. Applicants failing to achieve a sufficiency report following the second diagnostic evaluation who still wish to enter the program must submit a completely new application and may not be considered for admission earlier than two years from the date of the second diagnostic evaluation.

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 25-35 pages in length, including the bibliography. The paper should represent the applicant's best example of his or her potential to research and write. The form and style should follow the 9th edition of Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. The paper will be graded in terms of form, presentation, and content to determine whether the student is capable of conducting research and writing at an advanced level.

Possible Leveling Work

In the event that an applicant's transcript does not meet Carroll's Ph.D. 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 Admission

An applicant for admission to the fall or spring semester will be notified as soon as possible as to whether he or she has been accepted into the Ph.D. 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 "Ph.D. 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 Ph.D. program, who will present the request to the Doctoral Programs Council for a decision. A student may not defer entry for more than two 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 academic year as a probationer in the Ph.D. 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 Ph.D. 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 Ph.D. program not sooner than two 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 and place for this orientation. 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 of study. The Supervisor will use the results of this diagnostic test to guide the student's first year of directed study (Basic Directed Study and Reading Program I).

Advanced Standing and Transfer of Credit

Advanced standing and transfer of credit may be granted at the time of admission to the Ph.D. program. The Director of the Ph.D. program, the Senior Fellow 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 must be determined by appropriate written and/or oral assessment that applicants have the knowledge, competence, or skills that would normally be provided by the specific academic units for which they have been admitted with 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 appropriate evaluation, not more than one-half of the total academic units required for the Ph.D. degree may be granted on this basis.

Transfer of credit may be granted a student if the credits earned in another institution were eligible and completed with a grade of “B” or better in a Ph.D.-level program of studies recognized by an accrediting body and are equivalent to the units required for the Ph.D. degree at B. H. Carroll Theological Institute. If transfer of credit is granted by the B. H. Carroll Theological Institute, not more than half of the units required for the Ph.D. degree may be granted on that basis.

Structure

Educational Methodology and Components of the Program

The Ph.D. 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: a Senior or Resident Fellow will guide the student through the directed study and reading program, preparation for the written examination, conducting of research in primary sources, development of a dissertation prospectus, and the writing and defense of a dissertation.
- (2) Collaborative learning: students will participate in seminars and colloquies. Seminars are of three types: (a) advanced competency seminars in research and writing, learning systems and teaching skills, professional development, and institutional systems; (b) disciplinary seminars in specific subjects of religious study; and (c) interdisciplinary seminars in topics related to several academic areas in all of the academic Clusters. Students will attend semi-annual interdisciplinary colloquies led by Senior and Resident fellows, supervisors, and visiting scholars. Occasionally, a spring or fall colloquy may be directly related to the topic of an interdisciplinary seminar.
- (3) Individual study: the student will pass a written comprehensive examination in the major field of study, submit an academic paper for publication in a professional journal, teach a course in his or her discipline in a teaching church or online class, prepare a dissertation prospectus, write a dissertation, and defend the dissertation in an oral examination.

Requirements

Students will complete the following forty-two units of academic work in the Ph.D. program, thirty of which are in the student's major field of study. Most of the work will be completed in a non-residential mode, although tutorial and face-to-face seminars may also be a part of the student's experience when circumstances allow.

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 – ½ unit each (total of 2 units)
 - b) Two Colloquies in the third year – 1 unit each (total of 2 units)
 - 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

Thirty units of work in the student's chosen discipline will constitute a major. The student will complete four units of this major in the Advanced Competency Seminars, ten units of work in this major while enrolled in the Directed Study and Reading Programs, six units in the Advanced Disciplinary Seminars, one unit in Guild Publication or Presentation, one unit in the Teaching Experience, one unit in the Written Competency Exam over the major field of study, one in the preparation of the Prospectus, and six in the preparation of the Dissertation and its Oral Defense. The major areas are listed according to Cluster below:

Scripture: a research concentration in the Scripture and Witness Cluster, integrating linguistic, historical, literary, and interpretive aspects of biblical studies.

Theology: a research concentration in the Faith and Heritage Cluster, integrating historical, systematic, philosophical, and ethical aspects of theological studies.

Ministry: a research concentration in the Ministry and Formation Cluster, integrating counseling, educative, leadership, pastoral, and therapeutic aspects of ministry studies.

Worship: a research concentration in the Worship and Mission Cluster, integrating liturgical, missional, musical, and cultural aspects of worship studies.

Program Length

The B. H. Carroll Theological Institute Ph.D. degree program's design is a four-year, full-time, non-residential model. Students are expected to remain in continuous enrollment for the entirety of the course of study. Continuous enrollment may be suspended for up to one year upon petition and approval of the Doctoral Programs Council for an official Leave of Absence. This approval, however, will be granted only in highly unusual circumstances. It is expected that many students will complete the requirements in the prescribed number of years. Many students will take longer, although all students are strongly encouraged to complete the program requirements in a timely manner. In any event, the maximum allowable time for a student's completion is seven years.

Sample Sequence of Studies for a Three-Year Seminar-Stage Completion

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

In the first year, the student should plan to (1) participate in the Advanced Research and Writing Seminar/Advanced Research Methods, (2) attend the Fall Colloquy, (3) participate in the first Advanced Disciplinary or Interdisciplinary Seminar, and (4) attend the Spring Colloquy. During the first year, the student also will be enrolled in a Basic Directed Study and Reading Program. In the second year, the student should (1) participate in (a) an Advanced Disciplinary or Interdisciplinary Seminar and (b) the Learning Systems and Teaching Skills Seminar; (2) attend the Fall Colloquy; (3) participate in (a) the second Advanced Interdisciplinary Seminary and (b) the Professional Development Seminar; and (4) attend the Spring Colloquy. During the second year, the student also will be enrolled in an Intermediate Directed Study and Reading Program. The Basic and Intermediate Directed Study and Reading Programs prepare the student to take the Comprehensive Written Examination as early as the end of the second year; however, these Study 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.

In the third year, the student should (1) participate in (a) the second Advanced Disciplinary Seminar and (b) an Advanced Directed Study and Reading Program; (2) participate in the Fall Colloquy; (3) participate in (a) the third Advanced

Interdisciplinary Seminar and (b) the Institutional Systems Seminar; and (4) participate in the Spring Colloquy. During the third year, the student also will (5) write and submit a research paper in the major field of study either for publication by a professional journal or for presentation at a professional meeting of peers, (6) teach a course in the major field of study at a teaching church; and (7) prepare and submit the Dissertation Prospectus for approval.

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 and submits a Dissertation and defends it in an Oral Defense.

Termination

The following reasons are grounds for dismissal from the B. H. Carroll Ph.D. program: (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 enrolment 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 Institute. The Doctoral Programs Council will review the student's record and render a decision. This decision will be final.

Cost

The non-refundable application fee for the Ph.D. degree program is \$100 due at the time of the online application. Until the Doctoral Programs Council approves the student's Prospectus, the annual cost is \$5880.00, payable in installments at the beginning of each fall and spring semester at \$2,940 each. This fee includes the cost for all seminars, studies, experiences, exams, and supervision. Students will also pay a Technology Fee of \$200 each semester. Students in the Dissertation stage of doctoral candidacy through the seventh year will pay a semester \$1,420 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	\$2,940 per semester
Technology Fee	\$200 per semester
Language Competency Exam Fee (if needed)	\$150
Continuing Enrollment Fee (Candidacy fee)	\$1,420 per semester

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. 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, he or she has displayed sub-standard ability, 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.

Dates

2020-21 Academic Year

Fall Semester: August 6 - November 25, 2020

Spring Semester: January 11 - May 28, 2021

2021-22 Academic Year

Fall Semester: August 5 - November 24, 2021

Spring Semester: January 10 - May 27, 2022

2022-23 Academic Year

Fall Semester: August 4 - November 23, 2022

Spring Semester: January 9 - May 26, 2023

Course of Study (*see Matrix, Appendix A below*)

Advanced Competency Seminars (online, 2 units each)

ACRES 7201 – Advanced Research and Writing Seminar or LMETH 7201 – The Advanced Research and Writing Seminar/Advanced Research Method Seminar is an interdisciplinary course that develops competencies necessary for the required accelerated work in all four academic clusters of the curriculum-base design for Carroll Institute. Personal, academic, and vocational development will result from students growing in the following competencies:

- To communicate results of advanced research by identifying topics worthy of advanced academic research; assessing research problems and their relevance to the church; formulating a supportable thesis of academic merit and ministerial warrant; conducting 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; and writing persuasive arguments in acceptable form, with a lucid and engaging style
- To prepare acceptable papers for academic contexts, including seminar papers, book reviews, and manuscripts for publication in one’s field

LSTAT 7201-7203 – Advanced Statistics Seminar: (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. Students will be instructed in the use of descriptive and inferential statistics. WINKS, a computer based statistical program, and the Microsoft Excel Spreadsheet will be introduced as tools that 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. Two Units each term.

ACLNS 7201 – Learning Systems and Teaching Skills Seminar: This seminar addresses essential ministries of character and leadership that nurture faith in Christ, build and develop institutions of higher learning, meet human needs at every level, and transform situations to God’s purposes; teaches principles, methods, and resources that equip faculty and leaders for the development of educational programs in institutions of higher learning, denominations, and churches that lead to such competencies as:

- 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: institutional mission or purpose; program, division, and department purposes; scope; educational goals and objectives for learners; multiple contexts; methodology; and instructional and administrative models
- To become instructional designers and to train others in the design and evaluation of instruction: 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
- To 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

ACPDV 7201 – Professional 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 teachers and ministers; identification and engagement with professional organizations, guild publications, relational networks, financial resources, and required fields of knowledge; indicators of enhanced future performance in a chosen field of endeavor that lead to such competencies as:

- 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 job application and interview

- To 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
- To 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:

- To lead and develop a theological institution that understands its mission and achieves an effective and efficient realization of its purposes and goals
- To lead faculty, staff, and governance in a theological institution to develop a comprehensive strategy for academic administration, leadership, and assessment
- To lead a theological institution to value the importance of certification and accreditation, and to strive for healthy relationships with its constituents

Advanced Disciplinary Seminars (online or tutorials, 2 units each)

Advanced Disciplinary Seminars

A student will prepare advanced research papers on a selected topic in his or her major field of study.

Advanced Interdisciplinary Seminars (online or tutorials, 2 units each)

Advanced Interdisciplinary Seminars

A student will prepare advanced research papers on topics related to the subject of the Interdisciplinary Seminar. Research for these papers will be conducted in either the student's major or minor field of study.

Directed Study and Reading Programs (tutorials, 2 units per each of five segments)

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.

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.

Advanced Academic Experiences

Colloquy 1-4: the student must attend four (*1/2 unit each*)

Colloquy 5-6: the student must attend two (*1 unit each*)

Third-year students may be invited to present papers to a plenary session of the colloquy.

Guild Publication or Presentation (*1 unit*)

The student will write a research paper in the major field of study and either submit it for publication by a professional journal or present it at a professional meeting of peers.

Teaching Experience (*1 unit*)

Under the supervision of a Senior Fellow and either at one of the teaching churches of the Institute or for an online class, the student will teach a course in his or her major field of study. The student will receive no stipend for this teaching.

Advanced Capstone Experiences

Written Examination (*1 unit*)

As soon as the end of the second year, the student will pass a written examination testing basic and intermediate knowledge in the student's major field of study.

Proposal Preparation and Hearing (*See Appendix B, 1 unit*)

A carefully designed proposal is required of all Ph.D. students. Under the direction of a Supervisor, the student will prepare a proposal for the writing of a dissertation on a topic of specialized interest in the student's major field of study. This proposal must be approved before the student begins working on the dissertation. The purpose of the proposal 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 proposal provides a roadmap for the writing of the dissertation. When the proposal is approved, the student may proceed with the writing of the dissertation.

Dissertation and its Oral Defense (*6 units*)

Under the guidance of his or her Supervisor, the student will research, write, and submit a dissertation on an approved topic of specialized interest in the student's major field of study. All scholars need to communicate discoveries; the Ph.D. 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 that 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. When the student reaches the final stage of the dissertation, he or she will defend the dissertation before the Reader Committee and invited faculty.

The Dissertation Committee

The Dissertation Committee consists of the Supervisor, a Second Reader (normally from the B. H. Carroll Theological Institute faculty), an External Reader, and the Director of the Ph.D. 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.

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. Other faculty and may be invited to participate as the candidate defends the completed dissertation and responds to questions related to the study.

APPENDIX A

[Course Completion Guide for Doctor of Philosophy Degree]

COURSE COMPLETION GUIDE

DOCTOR OF PHILOSOPHY

Student Name:	I.D. Number:	Initial Enrollment Date:	
		Proposed Graduation Date:	
Advanced Competency Seminars			
Course Title	Course Number	Completed	Notes
Advanced Research & Writing or Advanced Research Methods*	ACRES 7201 or LMETH 7201	2 Units	
Learning Systems & Teaching Skills	ACLNS 7201	2 Units	
Professional Development	ACPDV 7201	2 Units	
Institutional Systems	ACINS 7201	2 Units	
	Total Units	8 Units	
Advanced Disciplinary Seminars			
Course Title	Course Number	Completed	Notes
		2 Units	
		2 Units	
		2 Units	
	Total Units	6 Units	
Advanced Interdisciplinary Seminars			
Course Title	Course Number	Completed	Notes
		2 Units	
		2 Units	
	Total Units	4 Units	
Directed Study and Reading Programs			
Course Title	Course Number	Completed	Notes
Basic Directed Study & RP I		2 Units	
Basic Directed Study & RP II		2 Units	
Intermediate Directed Study & RP I		2 Units	
Intermediate Directed Study & RP II		2 Units	
Advanced Directed Study & RP		2 Units	
	Total Units	10 Units	
Advanced Academic Experiences			
Course Title	Course Number	Completed	Notes
Colloquy I		½ Unit	
Colloquy II		½ Unit	
Colloquy III		½ Unit	
Colloquy IV		½ Unit	
Colloquy V		1 Unit	
Colloquy VI		1 Unit	
Guild Publication/Presentation		1 Unit	
Teaching Experience		1 Unit	
	Total Units	6 Units	
Advanced Capstone Experiences			
Course Title	Course Number	Completed	Notes
Written Examination		1 Units	
Prospectus Preparation & Submission		1 Units	
Dissertation and Oral Defense		6 Units	
	Total Units	8 Units	
Total Units for Doctor of Philosophy (Ph.D.)		42 Units	

C. A student using either or a combination of the Qualitative or Quantitative Research methods in writing his or her dissertation will also be required to take an additional six credits of LSTAT 7201-3, Advanced Statistics, prior to writing the Prospectus.

The Course Completion Guide is a list of the required units of study for the Doctor of Philosophy (Ph.D.) degree and may be used by Students and Supervisors to track the Student's progress through the program. The Director of the Ph.D. Program also furnishes to Students and Supervisors updated Student Degree Audits twice each year prior to the colloquies.

APPENDIX B

[Sample: Prospectus Policy and Prospectus Title Pages]

THE PROSPECTUS PROCESS

QUALITATIVE MODEL	QUANTITATIVE MODEL	HUMANITIES- PHILOSOPHICAL- THEOLOGICAL MODEL
(1) Articulation of Research Question (RQ)	(1) Articulation of Problem Statement	(1) Articulation of Research Question (RQ)
(2) Evaluation of RQ	(2) Evaluation of Problem and Statement	(2) Evaluation of RQ
Definition of Terms	Definition of Terms	Definition of Terms
Limitations of Study	Limitations of Study	Limitations of Study
		Review of literature
(3) Purpose Statement	(3) Purpose Statement	(3) Proposed Thesis
(4) Significance of Study and/or Warrant (100 words)	(4) Significance of Study and/or Warrant (100 words)	(4) Academic Warrant and/or Justification (100 words)
(5) Literature Review	(5) Literature Review	(5) Bibliography Assembly and Review of Literature
(6) Research Questions in Study	(6) Hypothesis and/or Research Questions in Study	(6) Research Method Explained
(7) Research Method Explained	(7) Research Method Explained	(7) Chapter Outlines
(8) Research Plan	(8) Research Plan	

When the Student has selected a topic, with the guidance and approval of the Supervisor, completed his or her initial research and/or hypothesis formulation, and is ready to write the formal Prospectus to submit to the Doctoral Programs Council (DPC) for approval, the Student must take the following steps:

1. The Prospectus must be read and approved by the Student's Supervisor before it is submitted to the DPC. 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.

2. Depending upon the research method chosen, and following the chart above, 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).

3. The Student must submit the Prospectus to, and gain approval from, the DPC before proceeding with the dissertation. In order to do this, (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 should be submitted to the Director of the Ph.D. program, who will call for a meeting of the DPC on the Student's behalf. Electronic copies of each of these documents may be submitted; however, it is the Student's responsibility to ensure that the Director of the Ph.D. program has received the documents.

4. After the Prospectus packet has been received and a meeting of the DPC scheduled, the Student's Prospectus packet will be presented by the Student and Supervisor to the DPC for approval. The Student and Supervisor are expected to attend the DPC Prospectus approval session.

5. If the DPC approves the Prospectus submission, the Director of the Ph.D. program will generate a letter to notify the Student that his or her Prospectus has been approved. A copy of the same letter will be sent to the Supervisor. This letter of Prospectus approval will constitute official notification that the Student has been admitted to dissertation stage and is now a Doctoral Candidate. A copy will be held in the Student's academic file.

- After the DPC has approved the Student's Prospectus, he or she may not make substantive changes to the wording of the title, chapter headings, or research methodology without permission of the DPC. The Supervisor may, however, grant the Student permission to make minor changes in the chapter headings and/or research methodology.

- The Student must be responsible for the attainment of acceptable style and form in both the Prospectus and the Dissertation. The Student will review the Institute's policy for form and style, and any specific style manual approved by the DPC for doctoral dissertations, prior to the submission of any Prospectus to the Supervisor. The Student will present neither the Prospectus nor the completed Dissertation prior to having achieved, in his or her judgment, perfect form and style.

- The Student will also affirm an understanding of, and willingness to work according to, 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.

6. In the event that a Student's Prospectus is not approved, the Student may have one final opportunity to re-submit a revised or new Prospectus to the DPC for approval. In this case, a revised or new Prospectus may not be submitted within six 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. A letter stating the decision of the DPC and outlining the next steps for the Student's progress will be generated by the Director of the Ph.D. program, and sent to the Student. A copy will also be sent to the Supervisor and Senior Fellow of the Cluster. 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.

The Roles of the Student and Supervisor

1. The Student should consult the Supervisor for an evaluation of the student's 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.

2. The Student should check carefully to be certain that 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 created.

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 B. H. Carroll Institute Librarian for aid in exhausting these sources. The Director of the Ph.D. 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 of 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 Student must use the approved style manuals of the Institute in the writing of the prospectus.
- A title page should be included with the prospectus (a sample of an acceptable form follows).

B. H. CARROLL THEOLOGICAL INSTITUTE

DISSERTATION PROSPECTUS
[PROPOSED TITLE]

A PROSPECTUS SUBMITTED TO
THE DOCTORAL PROGRAM COUNCIL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
DOCTOR OF PHILOSOPHY

BY

[NAME OF STUDENT]

[DATE]

PROPOSED
PROSEPTUS
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.