

ACADEMIC CATALOG

2018-2019

Phillips Theological Seminary

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 *where faith leads*

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Welcome!

Phillips Theological Seminary is a distinctive community for Christian inquiry and scholarship that seeks to be responsible both to the church and to the academy. The seminary offers challenging programs of graduate theological education that aim to prepare persons for lay or ordained ministries and leadership in the contemporary world – wherever faith leads.

This catalog is an important guide to the programs and policies of Phillips Theological Seminary. We are eager to share our resources with you in the service of the church and the broader society.

Related to and supported by the Christian Church (Disciples of Christ), a mainline Protestant denomination, this seminary is ecumenical in spirit and practice. It is approved by the University Senate of the United Methodist Church for the training of candidates preparing for ordained ministry. In addition to the appointment of ministerial formation directors for these churches, others are appointed for the United Church of Christ, the Unitarian Universalist Association of Congregations, the Presbyterian Church (USA), and various Baptist traditions. Our trustees, faculty, students, and staff represent numerous Christian communions. We are committed to mutuality in helping each person achieve his or her potential for theological insight, practical wisdom and effective leadership. Through coursework, worship, study, counseling, and communal life, our students, faculty, and staff work together to develop their gifts for faithful witness and service.

We welcome your prayers, participation, and support as we seek to learn and understand the way of Jesus in order to cultivate vital congregations, communities, vital conversations and the public good.

The trustees, faculty, students, and staff of Phillips Seminary

August 1, 2018

Phillips Theological Seminary accords equal rights and privileges to all members of the seminary community. In the administration of its policies and procedures related to admissions, financial aid, and academic programs, the seminary does not discriminate on the basis of race, color, national or ethnic origin, age, gender, gender identity, sexual orientation, or disability.

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Introduction to Phillips Theological Seminary

Identity Statement

Phillips Seminary is an accredited institution of higher education, affiliated with the Christian Church (Disciples of Christ). The school offers theological education dedicated to learning the way of Jesus in order to cultivate vital congregations, communities, conversations, and the public good.

Mission Statement

The seminary's mission is to learn and teach how to be: attentive to God; responsible biblical and theological interpreters; faithful individuals, congregations and communities acting with God to transform the world.

Academic Programs

The school offers four master's degrees with courses online and on campus:

- Master of Divinity (MDiv): 82 semester hours
- Master of Arts in Ministry and Culture (MAMC): 48 semester hours
- Master of Theological Studies (MTS): 48 semester hours
- Master of Arts (Social Justice) (MA(SJ)): 38 semester hours

In addition, the seminary offers a 32-semester hour Doctor of Ministry (DMin) degree which currently offers four professional specializations: Pastoral Leadership in Homiletics, Pastoral Leadership in Church and Society: Transformational Leadership for Women in Ministry, Pastoral Leadership in Transformational Leadership in Intercultural Community, and Pastoral Leadership in Improvisational Ministry.

The seminary also offers three non-credit certificate programs designed for adult learners who may not hold a baccalaureate degree. These include certificates in Biblical Studies, General Theological Studies, and Social Justice Studies (all requiring 15-16 semester hours of study). For adult learners who hold a baccalaureate degree, the school also offers for-credit Graduate Diploma programs in these three fields plus one in the Biblical Languages. Please note that diploma programs do not entail earning a degree.

Perspectives on Theological Education

Phillips Seminary has a longstanding commitment to preparing leaders equipped to create, sustain, and nurture vital communities of faith that are following the way of Jesus. Leaders of these communities must attend carefully to the rich diversity of the voices of scripture, the complexities of church histories, and the continuing developments of Christian theologies. From the study of these disciplines, skilled leaders help their communities understand the constant reshaping of Christian identity that has occurred in the past and continues into our own time.

In addition, leaders must be attentive to the depth and variety of human experiences and questions, to the arts of preaching, teaching, and leading communities in prayer and worship, to the practices of care within and outside the church, and to the negotiation of conflicts that is part of the life of faith in any community. They must also seek to enrich their faith community's engagement with the most vital elements of cultural expression and the most enduring and perplexing questions of any given age. They invite their churches to consider deeply and endlessly the haunting questions of the gospels: "who is my neighbor?" and "how shall we love our neighbor?"

Finally, faithful and effective leadership requires skills for connecting theological reflection with practical wisdom and competence. The seminary recognizes the interdependence of theological study and practical ministry and affirms the importance of contextual education and supervised ministry for those students enrolled in professional degree programs.

The primary areas of study in the seminary are: General Theological Studies; Biblical Studies; History of Christianity; Theology and Ethics; Practices of Theological Leadership in Communities; and Faith and Public Discourse. In this curriculum, the seminary presupposes the baccalaureate degree as not only an indication of previous study and encounter with human culture but a sign of promising abilities for post-graduate work. The masters and doctoral curricula provide opportunities for extending the study of culture and joining the conversation between theological and non-theological disciplines, methodologies, and perspectives.

The faculty has been rigorously trained in individual and specialized fields of competence and is committed to the goal of integrating these fields so that students might be educated for a variety of ministries in church and society. Given the complexity of processes involved in theological education, multiple teaching methods and class formats are available and used. No one method or format is sufficient for all courses in all curricula.

The seminary community can properly sustain its pursuit of theological education only insofar as its common life regularly involves opportunities for personal encounters among faculty and students, for spirited dialogue, and for spiritual and vocational formation. Churches and denominations, however, retain the exclusive right and responsibility to determine the appropriate qualifications for ordained and commissioned ministry, to assess the fitness for ministry of individual candidates, and to credential persons for ministerial leadership.

Theological Diversity

The Phillips community welcomes theological diversity among its participants. Its quest to understand and follow the way of Jesus proceeds through critical inquiry and the examination of alternative perspectives. In fact, we firmly believe that theological education requires diversity.

While grounded in the interpretive freedoms and ecumenical commitments of the Christian Church (Disciples of Christ), this claim does not mean, however, that any or all theological positions will be equally welcomed or accepted as equally valid by faculty, students, and staff. Participants fully engaged in the global dialogue on faith and life in the 21st century to which the seminary invites them will be expected to listen to and learn from others, even as they share their own views in reasoned and respectful argument.

A commitment to openness to theological diversity, therefore, means that the faculty and staff at Phillips intend to create and maintain open spaces for dialogical engagement in a caring community in such a way that no one is excluded on the basis of belief.

Location

Phillips Seminary is located in Tulsa, a metropolitan area of about 700,000 people in northeastern Oklahoma. The seminary moved into new campus facilities at 901 North Mingo Road, near the Tulsa International Airport and only a few miles from the University of Tulsa campus, in the summer of 2003.

History

Phillips Seminary began as part of Phillips University, which was established in 1906 as a liberal arts college and graduate school affiliated with the Christian Church (Disciples of Christ). In its early years, the seminary was known as the College of the Bible of Phillips University. As a division of the university, it was first accredited by the North Central Association of Colleges and Schools in 1919. In 1952, when first accredited as a graduate school by the Association of Theological Schools, the seminary became known as The Graduate Seminary of Phillips University.

In 1986 the seminary expanded its program by opening a second campus in Tulsa, Oklahoma, utilizing facilities at the University of Tulsa. Subsequently, the Graduate Seminary separated from Phillips University in 1987 and was incorporated as a freestanding institution under the name Phillips Graduate Seminary. In 1995, the trustees changed the seminary's name to Phillips Theological Seminary. In May of 1997 the Board of Trustees approved a plan to establish the school's campus in Tulsa. Since the closure of Phillips University in 1998, the seminary has proudly carried on the Phillips legacy.

In 2002 the seminary took possession of its new campus in Tulsa, a gift from the QuikTrip Corporation. Extensive renovations began; and in the fall of 2003 the

seminary's new campus facilities were dedicated, followed by the dedication in the spring of 2004 of its meditation gardens and labyrinth.

In June 2009, following a comprehensive self-study and institutional review, the seminary was reaccredited without notations for the ten-year period, 2009-2019. In the fall of 2009, with approval from its accrediting associations, the seminary initiated a comprehensive online education program.

Accreditation

Phillips Theological Seminary is accredited by The Commission on Accrediting of the Association of Theological Schools in the United States and Canada (10 Summit Park Drive, Pittsburgh, PA 15275; Phone: 412-788-6505; Fax: 412-788-6510; website: www.ats.edu, which has approved the following Phillips degree programs: MDiv (Master of Divinity), MAMC (Master of Arts in Ministry and Culture), MTS (Master of Theological Studies), MA(SJ) (Master of Arts (Social Justice)), and DMin (Doctor of Ministry). The Commission on Accrediting has also approved the seminary's comprehensive distance education program.

Phillips Seminary is also approved by the University Senate of The United Methodist Church (P.O. Box 871, Nashville, TN 37202-0871) to educate candidates for ministry in The United Methodist Church.

Affiliations

The seminary's affiliations include:

- American Theological Library Association
- Association for Clinical Pastoral Education, Inc.
- Association for Doctor of Ministry Education
- Christian Church (Disciples of Christ) in the United States and Canada
- Disciples of Christ Historical Society
- Presbyterian Clinical Pastoral Education Program, Albuquerque, NM
- Southwest Commission on Religious Studies
- The United Church of Christ
- The United Methodist Church

Governance

The policies of Phillips Seminary are established and regulated by its Board of Trustees to which the president is directly responsible. The president convenes councils, teams, and task forces as necessary to share in administrative and governance work.

The Board delegates the governance of academic matters to the Faculty Senate chaired by the vice president of academic affairs and dean. The standing committees which regularly make reports to the Faculty Senate include:

- Masters Committee
- DMin Committee

Teaching with Technology Committee
Committee on the Assessment of Student Learning
Library Committee
Worship Committee
Admissions Committee
Rank and Tenure Committee

The Faculty

A school's primary resource is its faculty. The regular faculty of Phillips Seminary currently consists of 13 highly educated and dedicated scholars. Each is devoted to the mission of churches, engaged with the critical issues of the day, and committed to the goals of graduate professional theological education.

Teaching is the heart of the mission of the Phillips faculty. Each faculty member is a skilled instructor who maintains regular office hours, on campus and online, in order to be available to students. Each is also a publishing scholar who seeks to contribute to the ongoing dialogue concerning the demands of Christian discipleship in our time.

Members of the faculty graduated from a number of highly respected graduate schools and represent several different denominations. The ecumenical ethos at Phillips means that students have the opportunity to explore, in a spirit of unity and mutuality, multiple understandings of Christian faith and life.

Faculty members are active in national and international professional societies related to their academic specialization and regularly hold leadership positions in professional academic organizations. The seminary maintains a program of research and sabbaticals for professors, enabling them to engage in active, continuing research and writing. Several members of the faculty have lived, studied, and taught abroad.

Faculty members are also active in their own congregations and denominations, often preach and teach at nearby churches, take part in numerous district and regional activities (both denominational and ecumenical), serve on national boards, and provide leadership in regional ecumenical and interfaith organizations. Many are ordained and have pastoral experience in congregational ministries.

To strengthen the academic program of ministerial education by further involvement with the life and mission of the church, the seminary's teaching faculty includes two affiliate members and a number of adjunct instructors, visiting scholars, and ministerial mentors.

Faculty Emeriti/ae

Mady Fraser, Assistant Professor of Spirituality and Chaplain Emerita. BS, Phillips University, 1970; MDiv, Texas Christian University, 1987; DMin, Phillips Seminary, 2001. Ordained, Christian Church (Disciples of Christ). Phillips Seminary 1995-2009.

Harold E. Hatt, Professor of Theology and Philosophy Emeritus. BA, University of British Columbia, 1953; BD, Southwestern Baptist Theological Seminary, 1956; MA, Baylor University, 1957; PhD, Vanderbilt University, 1963. Ordained, Christian Church (Disciples of Christ). Phillips Seminary 1962-1996.

John M. Imbler, Associate Professor of the History of Christianity and Disciples Studies and Executive Vice President Emeritus. BA, Butler University, 1967; MDiv, Christian Theological Seminary, 1971; STM, *Ibid.*, 1981; DD, Columbia College, 1987; DMin, Phillips Seminary 2013. Ordained, Christian Church (Disciples of Christ). Phillips Seminary 1993-2014.

Don A. Pittman, William Tabbernee Professor of the History of Religions Emeritus. BA, Texas Christian University, 1970; MDiv, Vanderbilt University, 1973; MA, *Ibid.*, 1976; PhD, University of Chicago, 1987. Post-doctoral studies at the National Cheng Kung University, Taiwan. Ordained, Christian Church (Disciples of Christ). Phillips Seminary 2000-2013.

Elizabeth Box Price, Professor of Christian Education Emerita. BA, Millsaps College, 1963; MRE, Southern Methodist University, 1965; EdD, Oklahoma State University, 1981. Ordained, United Methodist Church. Phillips Seminary 1989-2004.

Bernard Brandon Scott, Darbeth Distinguished Professor of New Testament Emeritus. BA, St. Meinrad College, 1963; MA, Miami University, 1968; PhD, Vanderbilt University, 1971. United Church of Christ. Phillips Seminary 1988-2014.

The Regular Faculty

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

Joe Bessler, Robert Travis Peake Professor of Theology. BS, Northwestern University, 1979; MA, Harvard University, 1984; PhD, University of Chicago, 1996. Christian Church (Disciples of Christ). Phillips Seminary since 1992.

Ellen J. Blue, Mouzon Biggs, Jr. Professor of the History of Christianity and United Methodist Studies. BS, University of Louisiana, Monroe, 1980; MA, *Ibid.*, 1989;

- MDiv, Southern Methodist University, 1995; PhD, Tulane University, 2002. Ordained, United Methodist Church. Phillips Seminary since 2002.
- Sarah Morice Brubaker, Associate Professor of Theology. BA, Yale University, 1999; MTS, Duke University Divinity School, 2003; PhD, University of Notre Dame, 2011. United Church of Christ. Phillips Seminary since 2009.
- Arthur Francis Carter, Assistant Professor of New Testament. BA, Wake Forest University, 2004; MDiv, Colgate Rochester Crozer Divinity School, 2007; MA, Brite Divinity School, 2008; PhD, Vanderbilt University, 2016. Phillips Seminary since 2018.
- Lisa Wilson Davison, Johnnie Eargle Cadieux Professor of Hebrew Bible. BA, Lynchburg College, 1988; MDiv, Brite Divinity School, 1991; MA, Vanderbilt University, 1996; PhD, *Ibid.*, 1999. Ordained, Christian Church (Disciples of Christ). Phillips Seminary since 2010.
- Annie Lockhart-Gilroy, Assistant Professor of Christian Education and Practical Theology. BA, Dickinson College, 1997; MDiv, Princeton Theological Seminary, 2005; PhD, Garrett-Evangelical Theological Seminary, 2015. Phillips Seminary since 2018.
- Kathleen D. McCallie, Assistant Professor of Ministerial Leadership and Ethics. BA, Oklahoma State University, 1981; MA, *Ibid.*, 1984; MDiv, Southern Methodist University, 1988; PhD, University of Oklahoma, 2006. Ordained, United Church of Christ. Phillips Seminary since 2013.
- Gary E. Peluso-Verdend, Associate Professor of Practical Theology. BA, Carroll College, 1977; MDiv, Garrett-Evangelical Theological Seminary, 1981; PhD, University of Chicago, 1991. Ordained, United Methodist Church. Phillips Seminary 1993-2000 and since 2005.
- Nancy Claire Pittman, Associate Professor of the Practice of Ministry. BA, Texas Christian University, 1979; MDiv, Brite Divinity School, 1984; PhD, Southern Methodist University, 1997. Ordained, Christian Church (Disciples of Christ). Phillips Seminary since 2005.
- Susanna Weslie Southard, Instructor in Ministry Studies. AB, Washington University, 1985; MDiv, Southern Methodist University, 1989; MA, Vanderbilt University, 2006. Ordained, United Methodist Church. Phillips Seminary since 2007.
- John L. Thomas, Jr., Associate Professor of Practical Theology. BA, Oral Roberts University, 1980; MDiv, Phillips Seminary, 1991; DMin, *Ibid.*, 2000. Ordained, National Baptist Convention. Phillips Seminary since 2000.

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

Affiliate Faculty

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

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

Adjunct Faculty (2017-2018)

Alexis Carter, Practice of Ministry. BA, Oral Roberts University, 2005; MDiv, Duke Divinity School, 2010. Ordained, National Baptist Convention, USA.

Susan Elliott, New Testament. BA, Prescott Institute of Prescott College, 1973; MDiv, Jesuit School of Theology at Chicago, 1979; PhD, Loyola University Chicago, 1997.

Mady Fraser, Assistant Professor of Spirituality and Chaplain Emerita. BS, Phillips University, 1970; MDiv, Texas Christian University, 1987; DMin, Phillips Seminary, 2001. Ordained, Christian Church (Disciples of Christ). Phillips Seminary 1995-2009.

Todd Freeman, Practice of Ministry. BA, University of Texas at Austin, 1978; MDiv, San Francisco Theological Seminary, 1993. Ordained, Presbyterian Church (USA).

Noel Gray, Practice of Ministry. MDiv, Phillips Theological Seminary, 2009; BS, Mid America Christian University, 2013. Ordained, Christian Church (Disciples of Christ).

Kurt Gwartney, Practice of Ministry. BS, Colorado Christian University, 1996; MDiv, Phillips Theological Seminary, 1999.

Patricia Hoerth, Spirituality. BS, Oklahoma State University, 1970; MTS, Phillips Theological Seminary, 1997; completed program in Spiritual Direction, Red Plains Monastery, Piedmont, OK, 1998; MDiv, Phillips Theological Seminary, 2006, Deaconess, United Methodist Church.

John M. Imbler, Associate Professor of the History of Christianity and Disciples Studies and Executive Vice President Emeritus. BA, Butler University, 1967; MDiv, Christian Theological Seminary, 1971; STM, Ibid., 1981; DD, Columbia College,

- 1987; DMin, Phillips Seminary, 2013. Ordained, Christian Church (Disciples of Christ). Phillips Seminary 1993-2014.
- Charles Jackson, Practice of Ministry. BS, University of Tulsa, 1973; MA, Ibid., 1977; EdD, Ibid., 1993. Ordained, Christian Church (Disciples of Christ).
- Gina Jackson, Practice of Ministry. AA, Claremore Junior College, 1980; MDiv, Phillips Seminary, 2007. Ordained, Christian Church (Disciples of Christ).
- Sandhya Jha, Social Justice. BS, Johns Hopkins University, 1998; MDiv, University of Chicago, 2005.
- Ray A. Owens, Affiliate Assistant Professor of Christian Social Ethics and Black Church Studies. BA, University of Texas, 1989; MDiv, Princeton Theological Seminary, 1998; PhD, Ibid., 2005. Ordained, Progressive National Baptist Convention.
- Deb Phelps, Practice of Ministry. BS, Georgia State University, 1976; MEd, Ibid., 1982; EdS, Ibid., 1989; MDiv, Christian Theological Seminary, 2010; PhD, Ibid., 1993. Ordained, Christian Church (Disciples of Christ).
- Phil Snider, Practice of Ministry. BS Missouri State University, 1997; MDiv, Phillips Theological Seminary, 2002. DMin, Chicago Theological Seminary, 2009.
- Thomas Hoffman, Practice of Ministry. BA Oral Roberts University, 1983; MDiv, Ibid, 1987; MS, University of Houston, 2004. Ordained, United Methodist Church.
- Amy Venable, Practice of Ministry. BA, Washington University in St. Louis, 1995; MDiv, Perkins School of Theology, Southern Methodist University, 1999.
- Rob Weber, Practice of Ministry. BA, Millsaps College, 1983; MDiv, Iliff School of Theology, 1987; DMin, United Theological Seminary, 2001. Ordained, United Methodist Church.

The Library

Phillips Seminary Library's collection provides holdings of approximately 100,000 items, making it the largest graduate theological library in the region extending from Dallas to Kansas City and St. Louis to Denver. It serves as an important resource for theological students, religious professionals, and researchers in the area. The library's collection reflects the ecumenical and non-sectarian mission of the seminary, and includes monographs, periodicals, electronic resources, audiovisual materials, archival resources for the Christian Church (Disciples of Christ), and items of historical interest. Through a cooperative agreement seminary students and faculty have access to the library resources at the University of Tulsa.

Phillips students, and faculty have full access to the collection and services of the library. The catalog and important electronic resources are available through the library's website at www.ptstulsa.edu/library. The library is open to the public. Individuals not affiliated with the seminary may contact the library at (918) 270-6437 for further information on accessing the collection. The library is served by a staff of enthusiastic professional librarians.

Community Life and Worship

Community life is an integral part of the educational process and spiritual and vocational formation at Phillips Seminary. Learning, whether in on-campus classrooms or online discussion boards, is enhanced by opportunities to develop bonds of friendship and mutual support among students, faculty, and staff. The primary venues for such relationships on campus are chapel services, shared meals, and gatherings in the student commons. Distance education students develop close relationships through online small group work, virtual chapel services, and contact with colleagues and professors.

Services for community worship are held in the chapel at least once a month during the traditional schedule of weekly classes and at least once during intensive and weekend courses. The directors of seminary worship plan these services in consultation with the chaplain and the seminary's worship committee. Its mission statement is: "The Phillips community in worship bears witness to the Holy, affirms human dignity and experience, embraces the arts, learns the way of Jesus, acts with God to transform the world, and celebrates shalom together." Every effort is made to arrange for a variety of worship experiences from diverse liturgical traditions. Communion is celebrated periodically; and an offering, which goes to the student emergency fund, is occasionally received. Faculty members and guest preachers are often invited to participate. Worship resources are available to online and on-campus students on the seminary's website.

Elective courses in the history and practice of spiritual disciplines are offered on a regular basis. Mentoring for spiritual growth and direction, both individually and in small groups, is available. Members of the community receive regular newsletters via email that share joys and concerns and inform them of upcoming deadlines and events.

Comprehensive Online Program

After five years of providing high quality graduate courses online, the faculty of Phillips was approved by the Association of Theological Schools in the United States and Canada (ATS) to offer a comprehensive online education program, effective with the fall 2009 semester. Currently, most of the required and elective courses which contribute to the master's degree programs at Phillips may be taken online as well as on campus.

In accord with current ATS accreditation standards, a minimum of 24 semester-hours of the coursework required for the MDiv degree (the equivalent of one year of full-time academic study) must be completed “in residence” (i.e., in a classroom setting on our Tulsa campus or at an approved extension site). These hours may be completed in a number of convenient formats: week-long concentrated courses, weekend concentrated courses, weekly seminars, or arranged courses-scheduled in the January or August terms, the fall and spring semesters, or in the summer term. A minimum of 16 semester-hours of the coursework required for the MAMC degree and the MTS degree (one-third of the 48 semester-hours program) must be completed “in residence”. Students in the MA(SJ) program must earn 12 hours “in-residence”. Students should remember that Phillips makes no guarantees that all courses necessary for the completion of the degree will be available online in a timely fashion.

According to ATS educational standard 4.2.19: “The credits awarded for a hybrid or blended distance education course will count toward residency for those degrees that require residential instruction only if the majority of instructor-directed learning occurs in situations where both faculty and students are in person on the school’s main campus or at an extension approved for the school to offer the full degree.”

Every effort is made to integrate fully within the life of the seminary community those students who are taking the majority of their courses online and those who are taking the majority of their courses on-campus, providing appropriate student services and academic advisement for all enrolled.

The University Senate of the United Methodist Church has adopted restrictions for its ministerial candidates interested in online coursework. See references to such in the MDiv and MAMC sections on pages 21 and 30.

Student Senate

The Student Senate is a body of student representatives elected each spring semester for the following academic year. The Senate works to create and support a spirit of hospitality within our diverse community. Student Senate members are available as resource persons for both on-campus and online students. According to the mission statement, “The Phillips Student Senate exists to promote the interests of students in the larger seminary community and to support the students in academic, social, and personal facets of their seminary experience.” The Senate members will serve as liaisons to the faculty, staff, and administration of the seminary. A list of current senators and their contact information can be found on the website under the community tab.

Denominational Ministerial Formation

In order to be faithful in the preparation of students for ecumenically-oriented ministries within the context of historic denominational communions, the seminary appoints directors of ministerial formation from a variety of denominations as warranted by student enrollment. Currently, the seminary has appointed directors of

ministerial formation to serve students affiliated with Christian Church (Disciples of Christ), United Methodist Church, United Church of Christ, Unitarian Universalist Association of Congregations, Presbyterian Church (USA), and Baptist traditions.

Ministerial formation directors are generally regular or adjunct members of the faculty. In most cases, they are not judicatory officials and carry no judicatorial authority. That is, most do not engage in ecclesial certification and have no responsibility for placement in ministerial sites. Nevertheless, whenever needed and requested, the seminary may appoint a formation director who does carry judicatorial authority.

The primary function of the denominational formation directors is to assist candidates who are preparing for ordination or seeking ministerial credentials to understand and appropriately negotiate denominational processes and policies. Among the tasks related to that basic function may be the following:

- to identify and promote learning opportunities provided by conversations with denominational leaders, mission trips, conferences, denominational internships, and specialized study programs
- to advise candidates about credentialing processes, including preparation for ordination
- to help students connect with their middle judicatory, national, and general office and
- to disseminate denominational news, actions, and policy updates

The current directors of denominational formation include:

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

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

Presbyterian Church (USA): Todd Freeman, Pastor, College Hill Presbyterian Church (USA), Tulsa, OK. BA, University of Texas at Austin, 1978; MDiv, San Francisco Theological Seminary, 1993. Ordained, Presbyterian Church (USA).

United Church of Christ: Kathleen D. McCallie, Professor of Ministerial Leadership and Ethics. BA, Oklahoma State University, 1981; MA, *Ibid.*, 1984; MDiv, Southern Methodist University, 1988; PhD, University of Oklahoma, 2006. Ordained, United Church of Christ.

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

Unitarian Universalist Association: Cathey Edwards, Pastor, Hope Unitarian Church, Tulsa, OK. BFA, Hampshire College, 1978; MFA, California Institute of the Arts, 1968; MDiv, Phillips Seminary, 2011. Ordained, Unitarian Universalist Association.

Counseling Services and Spiritual Direction

In addition to informal counseling provided by members of the faculty and staff, the seminary provides access for individual students to licensed professional counselors and spiritual directors and funds, on a limited basis, for confidential counseling services. For more information, contact the director for admissions and student services.

Relationship to the University of Tulsa

Phillips Seminary and the University of Tulsa maintain a cooperative relationship in higher education. Phillips and TU occasionally cross-list courses and facilitate cross-registration, with students paying tuition to their home institutions. Seminary students interested in enrolling in TU courses should consult the Office of the Vice President of Academic Affairs and Dean at Phillips.

Educational Effectiveness

In order to assess the overall effectiveness of our educational programs, the faculty and staff of Phillips Seminary utilize statistical information derived from several different sources. Our data interpretations and final assessments are directed toward our continuing efforts to ensure the fulfillment of our institutional mission.

Accordingly, the brief statistical report on educational effectiveness provided here – highlighting graduation rates, faculty assessments of graduating student portfolios, graduating student questionnaire evaluations, and ministerial appointment rates – should be of interest to prospective students, potential donors, and friends of the school, though it is not presented as sufficiently detailed for framing comparisons with other seminaries.

Graduation Rates

Phillips tracks graduation rates for all degree programs, both at the master's and doctoral levels. A ten-year review, from July 1, 2008 to June 30, 2018, for example, shows that a total of 359 students enrolled in the Master of Divinity program, including 36 students (10.03%) who first matriculated in another academic program at Phillips before transferring to the MDiv; and 46 students (12.81%) who are still in the program. Of the 313 MDiv students no longer enrolled, 27 students (8.63%) transferred to another Phillips degree program; and 189 (60.38%) graduated with the MDiv degree, which on an average has taken 5.1 years to complete.

A review of the Master of Arts in Ministry and Culture (MAMC) degree shows that a total of 46 students enrolled in the program over the same period, including 21 students (45.65%) who first matriculated in another academic program at Phillips before transferring to the MAMC; and 8 students (17.39%) who are still in the program. Of the 38 MAMC students no longer enrolled in the program, 12 students (31.58%) transferred to another Phillips degree program; and 14 (36.84%) graduated with the MAMC degree, which on average has taken 3.7 years to complete.

A review of the Master of Theological Studies (MTS) degree shows that a total of 49 students enrolled in the program over the same period, including 17 students (34.69%) who first matriculated in another academic program at Phillips before transferring to the MTS; and 8 students (16.33%) who are still in the program. Of the 41 MTS students no longer enrolled, 9 students (21.95%) transferred to another Phillips degree program; and 20 (48.78%) graduated with the MTS degree, which on average has taken 4.72 years to complete.

A review of the Master of Arts (Social Justice) (MA(SJ)) degree shows that a total of 16 students enrolled in the program over the same period, including 4 students (25%) who first matriculated in another academic program at Phillips before transferring to the MTS; and 8 students (50%) who are still in the program. Of the 8 MA(SJ) students no longer enrolled, 2 student (25% transferred to another Phillips degree program; and 2 (25%) graduated with the MA(SJ) degree, which took 2.75 years to complete.

A review of the 32 semester-hour Doctor of Ministry (DMin) degree program shows that a total of 91 students enrolled in the program over the same period, including 46 students (50.55%) who are still in the program. Of the 45 DMin students no longer enrolled in the program, 25 (55.56%) graduated with the DMin degree, which on average has taken 6.38 years to complete.

Faculty Assessments of Graduating Student Portfolios

For more than a decade, the Phillips faculty has utilized a student portfolio process to help students think about their own learning goals and to assess their theological education in relation to their vocational aspirations and gifts for leadership in church and society. However, in recent years, acknowledging the value of the students' self-assessments, based on the materials collected through the portfolio process, the faculty has also initiated a parallel process in which they, as advisers, rate their advisees' integrated achievement of their degree program goals, recognizing the portfolios' value for institutional evaluation as well as self-assessment. The process is still being refined, but the following description will suggest the ratings provided by the faculty advisers to advance the required conversation with their student advisees.

MDiv students have three reviews: (1) a 20 semester-hour review; (2) a 50-60 semester-hour review; and (3) an exit review. Each adviser is asked to make a judgement concerning the extent to which students have integrated their studies

across the curriculum in ways that demonstrate the achievement of the learning goals of their academic program. The scale currently employed is shown below, with the results from the exit interviews of 5 MDiv graduating students from 2017-2018.

Well Demonstrated: (3 MDiv students)

Based on the evidence in the student's portfolio, s/he has well demonstrated and clearly communicated thoughtful integration of intellectual content and academic skills related to this program goal with other disciplines in his/her seminary studies.

Consistently Demonstrated: (2 MDiv students)

Based on the evidence in the student's portfolio, s/he has consistently demonstrated and adequately communicated growing integration of intellectual content and academic skills related to this program goal with other disciplines in his/her seminary studies.

Occasionally Demonstrated: (0 MDiv students)

Based on the evidence in the student's portfolio, s/he has at points demonstrated and occasionally communicated an emerging integration of intellectual content and academic skills related to this program goal with other disciplines in his/her seminary studies.

Not Demonstrated: (0 MDiv students)

Based on the evidence in the student's portfolio, s/he has not yet demonstrated integration of intellectual content and academic skills related to this program goal with other disciplines in his/her seminary studies.

Graduating Student Questionnaire Evaluations

In addition to the faculty's careful assessments of student-maintained portfolios of their academic work, students also have three opportunities to reflect on and share their evaluations of their educational experience at Phillips. Perhaps the most important of these opportunities is that presented by the Graduating Student Questionnaire, distributed through the Commission on Accreditation of the Association of Theological Schools in the U.S. and Canada (ATS). We track student responses over time to a number of questions using a 5-point Likert scale: 1 (strongly disagree); 2 (disagree); 3 (neutral), 4 (agree); 5 (strongly agree). Statistical responses to the following illustrative types of questions may be analyzed in relation to different degree programs and gender.

I have been satisfied with my academic experience in the MDiv program at Phillips.
2013-2014: 4.4; 2014-2015: 4.8; 2015-2016: 2.0; 2016-2017: 3.9; 2017-2018: 4.3
Faculty members were supportive and understanding.

2013-2014: 4.2; 2014-2015: 4.2; 2015-2016: 4.3; 2016-2017: 4.0; 2017-2018: 4.6
I have grown spiritually.

2013-2014: 3.8; 2014-2015: 4.2; 2015-2016: 4.7; 2016-2017: 4.1; 2017-2018: 4.5

I have been able to integrate the theology and practice of ministry.

2013-2014: 4.3; 2014-2015: 4.5; 2015-2016: 5.0; 2016-2017: 4.1; 2017-2018: 4.4

If I had to do it over, I would still come here.

2013-2014: 4.3; 2014-2015: 4.8; 2015-2016: 3.7; 2016-2017: 4.1; 2017-2018: 5.0

Ministerial Appointment Rates

Phillips Seminary offers theological education dedicated to learning the way of Jesus in order to cultivate vital congregations, communities, vital conversations, and the public good. While the school's historic mission has focused on clergy education, it has expanded its purpose to provide a broad range of educational opportunities for church and society. At the same time, churches retain the right and responsibility to determine the appropriate qualifications for ordained and licensed ministry, to assess the fitness for ministry of individual candidates, and to credential persons for ministerial leadership.

Furthermore, in keeping with the polity of the Christian Church (Disciples of Christ), the ecumenically-minded Protestant denomination with which the theological school is affiliated, Phillips Seminary does not carry responsibilities for actually "placing" graduates in positions of ministerial service. Nevertheless, the faculty and staff of Phillips is concerned that those who seek "vocational positions," during their years of graduate studies or upon degree completion, receive calls to the kind of ministerial appointments for which they had prepared. In fact, many of our students are second-career students who serve in significant positions of pastoral leadership throughout their seminary careers, which explains the high percentages of "vocational placements" which our graduating students regularly report. For example, the following chart shows, over the last five years, the percentages of graduating Phillips seniors who had already been offered a position by the time of their graduation:

MDiv Students		Non-MDiv Students (e.g., MAMC; MTS, MA(SJ))
2013-2014:	79%	50%
2014-2015	87%	25%
2015-2016	77%	100%
2016-2017	82%	100%
2017-2018	80%	67%

Master's Degree Programs

Master of Divinity (MDiv) Degree Program

Purpose

The 82 semester-hour Master of Divinity program is the basic graduate professional degree program for preparation for ministerial leadership and is designed to provide the foundational academic preparation for an educated ministry.

The MDiv program attends to education for ministry through the following interconnected commitments:

- commitment to preparing leaders equipped to create, sustain, and nurture vital congregations and communities that are following the way of Jesus
- commitment to teaching and learning the skills for vital conversations
- commitment to promoting the way of Jesus for the public good

Program Goals

In harmony with the seminary's mission to learn and teach how to be: attentive to God; responsible biblical and theological interpreters; faithful individuals, congregations, and communities acting with God to transform the world, upon completing the MDiv program, students will be able to:

1. attend to the continuing importance and practice of interpretation of texts and their communities in history and culture, as exemplified in the disciplined study of the Bible as a product of religious communities in active conversation with their cultural contexts, and to the ways in which strategies of interpretation are effective in leadership practices.
2. attend to the continuing importance and practice of placing events, texts and practices into context and reflect on intersecting cultural diversities in histories and contexts of current human living, in part through experiencing interfaith and multicultural settings.
3. attend to the continuing importance and practice of vocation as a constant and developmental practice of discernment, integrating spiritual practices and formation in one's own sense of and nurturing of vocation, and adopting responsible and ethical leadership practices in light of one's own deepening understanding of vocational identity.
4. attend to the continuing importance and practice of conversation as an interpretive practice of historical and theological reflection, and articulate one's own understanding of Christian faith informed by historical understanding and embodied in contemporary contexts in faith communities, the arts and sciences, and public discourse.
5. attend to the continuing integration of the learning processes of interpretation, context awareness, vocational discernment, and conversation into leadership skills such as preaching, teaching, care, and worship, within the overall practice of ministry.

Degree Requirements

The Master of Divinity degree requires the completion of 82 semester-hours with a cumulative grade point average of 2.50 or higher. Of the 82 semester-hours, 70 must be taken to fulfill particular requirements distributed among several areas within the curriculum. The remaining 12 semester-hours are elective hours (unless a student's denominational requirements exceed 3 semester-hours) and may be used to further a student's individual learning goals including his or her understanding of Christian traditions, the nature of Christian witness in the contemporary world, and the development of specific professional competencies that will contribute to current or projected ministries.

Curriculum for the MDiv

The MDiv curriculum is divided into three phases in which each student must successfully complete required courses. Required introductory courses in Phase I normally function as prerequisites for advanced work in Phase II.

Because the prior academic preparation of students varies considerably, students with previous academic work in specific areas of study may, upon consultation with their advisers, petition the dean for permission to bypass certain basic required courses and to register for more advanced coursework instead.

Normally, required courses may not be taken as guided readings courses. Some courses which meet requirements in Phase II and III may be taken for elective credit.

The semester-hours required in each phase are as follows:

Phase I: Invitation to Community	20 hours
Phase II: Vital Conversations	46 hours
Phase III: Leading in the Way of Jesus for the Public Good	4 hours
Electives to be taken in any phase	12 hours

Phase I: Invitation to Community (20 hours)

The following required courses comprise Phase I:

New Student Orientation (pass/fail)	1 hours
Invitation to Theological Community	3 hours
Theological Reflection Groups (0.5 x 2 semesters)	1 hours
Introduction to the Hebrew Bible	3 hours
Introduction to the New Testament	3 hours
History of Christianity I	3 hours
History of Christianity II	3 hours
Introduction to Theology	3 hours
Assessment I	0 hours

Full descriptions for each of these courses may be found in this catalog in the section entitled "Courses of Instruction for Masters Degree Programs." A student enrolls in Assessment I after completion of introductory courses and after earning at least 20 semester-hours. In this first assessment course students will develop their own learning goals in harmony with the MDiv program goals listed above and begin an online portfolio of work completed in seminary. During the semester in which a student is enrolled in an assessment course, he or she must develop the online portfolio and meet, online or on campus, with his or her adviser.

Phase II: Vital Conversations (46 hours)

In Phase II students continue to utilize the strategies learned in Phase I to develop further skills and deepen knowledge in area specific courses, to be distributed as follows:

Biblical Studies	6 hours
HB Exegesis (3 hours)	
NT Exegesis (3 hours)	

History of Christianity	6 hours
Advanced HC Elective (3 hours)	
Denominational Studies DS (3 hours)	

Theology & Ethics	9 hours
TH Advanced Elective (3 hours)	
Constructive Theology (3 hours)	
Christian Ethics (3 hours)	

Practices of Theological Leadership	15 hours
Preaching (3 hours)	
Worship (3 hours)	
Leadership and Administration (3 hours)	
Christian Education (3 hours)	
Care in Christian Community (3 hours)	

Supervised Year in Ministry	4 hours
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During one academic year, students register for two Supervised Ministry courses that constitute a sequence in contextual theology: (a) SYM 505 Supervised Year in Ministry I which meets in the Fall semester (2 semester-hours), followed in the Spring semester by (b) SYM 510 Supervised Year in Ministry II (2 semester-hours). There is no direct relationship between the total of four semester-hours of academic credit granted for the two supervised ministry courses and the amount of time and effort a student might spend in her or his ministry (for a description of the Supervised Year in Ministry Program (SYMP) see listing in "Academic Policies"). One unit of Clinical Pastoral Education that is taken at Phillips may also fulfill this requirement. For complete information on the CPE program at Phillips, see the CPE Handbook available on the Phillips website.

Faith & Public Discourse 6 hours
Courses in this area give students opportunities to broaden skills in conversations vital to ministry, communal sustainability and the public good and to integrate these skills with learning from previous courses.
Immersion Course (3 hours)
Elective in this area (3 hours)

Assessment II 0 hours
A student enrolls in this course during or after the semester of completion of at least 50 hours and no more than 60 hours. In this second assessment course, students will have great opportunity to consider and revise, if necessary, their own individual goals as well as their progress toward meeting the MDiv program goals in conversation with their advisers.

Phase III: Leading in the Way of Jesus for the Public Good (4 hours)

In this final phase of the MDiv curriculum students will prepare for engagement in significant ministry after graduation. Required courses in this phase include:

Capstones in Theological Leadership 3 hours

Theological Reflection Groups (0.5 x 2 semesters) 1 hours

Assessment III 0 hours
A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation with their advisers, the meeting of their own individual goals and the MDiv program goals.

Elective Coursework (12 hours)

Students who have only 3 semester-hours of denominational requirements will have 12 semester hours of elective courses that may be taken during any of the three phases of the curriculum, as long as all prerequisites for the course have been met. Students should choose these electives in light of their own individual learning goals and plans for ministry beyond completion of the degree.

Requirements in Denominational Studies (3-9 hours)

Each MDiv student is required to take at least one 3 semester-hour course in the history and polity of his or her own church tradition. The following requirements are specified for each denomination:

1. Christian Church (Disciples of Christ) students must take DS 500 History and Polity of the Christian Church (Disciples of Christ) which satisfies Phase II requirement for Denominational History course
2. United Methodist students are required to take a total of 12 semester-hours as follows:
DS 550 United Methodist History (3 hours), satisfies Phase II requirement for advanced History of Christianity course

DS 575 United Methodist Doctrine (3 hours), satisfies Phase II requirement for advanced Theology course
DS 625 United Methodist Polity (3 hours), satisfies Phase II requirement for Denominational History course
PL 725 The Church and Evangelism (3 hours), elective

UMC students under care of the Arkansas Conference are required to also take courses in church administration and Wesleyan theology in addition to these other requirements; these serve as electives.

3. United Church of Christ students are required to take DS 750 History and Polity of the United Church of Christ which satisfies Phase II requirement for Denominational History course
4. Presbyterian students are required to take DS 725 Presbyterian Polity which satisfies Phase II requirement for Denominational History course
5. Students from all Baptist traditions must take either DS 650 Baptist History and Polity or DS 675 Baptist Theological Perspectives which satisfies Phase II requirement for Denominational History course
6. Unitarian Universalist students are required to take DS 800 History and Polity of Unitarian Universalism which satisfies Phase II requirement for Denominational History course
7. Students who are members of denominations not specifically mentioned above, or are members of non-denominational churches, may satisfy the denominational studies requirement by (a) enrolling in HC 650 Christianity in the United States, or (b) with the dean's permission, taking a 3 semester-hour guided readings course (under DS 825 Readings in Denominational History) on the history and polity of the particular denomination in which they intend to practice ministry.

Students in the MDiv program are required to notify the Office of Admissions and Student Services at the earliest possible date if, during their program of studies, they propose transferring their membership to a denomination or religious community other than that which supported their application to the MDiv degree program and in which they originally expected to serve in ministry. They must also notify Phillips denominational formation directors of the respective traditions.

Clinical Pastoral Education at Phillips

Clinical Pastoral Education (CPE) is a first-hand learning experience under certified supervision that provides ministers, theological students, religious professionals and qualified laypersons opportunities for intensive study of pastoral relationships and for

seeking to make clear in understanding and practice the resources, methods, and meanings of the Christian faith as expressed through spiritual care. Students in Phillips degree programs that require the Supervised Year in Ministry may enroll in the Phillips CPE program to fulfill this requirement. For complete information on the CPE program at Phillips, see the CPE Handbook available on the Phillips website.

In addition, Phillips grants advanced standing with credit toward the MDiv degree program for CPE work taken at accredited centers. Students may petition to receive the maximum of 3 semester-hours of elective credit for a basic unit of CPE if the unit was successfully completed within 7 years of matriculation at Phillips. Students will be charged an administrative fee (\$100 per semester-hour in 2018-2019) for transcription of CPE advanced standing credits. Prior to enrollment in any CPE program, interested Phillips students must complete the required forms provided by the Office of the Registrar and consult with the associate dean for contextual education and supervised ministries.

Online/On-Campus Requirements

In accord with current ATS accreditation standards, a minimum of 24 semester-hours of the coursework required for an MDiv degree (the equivalent of one year of full-time academic study) must be completed "in residence" (i.e., in a classroom setting on our Tulsa campus or an approved extension site). Immersion courses count as "in residence."

United Methodist Church students enrolled in an ordination track degree program (MDiv or MAMC) are limited to "in-residence" courses only and may not register for online distance education courses offered by any non-UMC seminary, including Phillips, according to policies set by the University Senate of the United Methodist Church.

Independent Research

Students may pursue special interests in advanced research in any phase of the curriculum by requesting a guided readings course for 1-3 semester-hours credit. Normally, required courses may not be taken on an independent research basis. Moreover, only those students who have completed the phase I and who have shown evidence of a capacity for independent study will be allowed to enroll. Forms for independent study may be obtained from the Office of the Registrar. The enrollment must be approved by the instructor who will direct the research and by the dean. Normally, no more than one independent study may be taken in any one semester and no more than 6 semester-hours of independent study may count toward the MDiv degree. The independent study request form must be filed in the Office of the Registrar with all appropriate signatures by the first day of class of the semester or summer session in which the independent study course is to be taken.

Thesis Option

Although a thesis is not required of MDiv students, a thesis option is available. MDiv students who wish to write a thesis must have completed at least 50 semester-hours with a cumulative GPA of 3.0 or higher prior to the year the thesis is to be written. The thesis should be written during the last two semesters of the student's enrollment in the MDiv degree program. Students should enroll in RW 750 and RW 760: MDiv Thesis Research and Writing I and II, respectively, in their last two semesters.

No more than two semesters may be used to complete the thesis. Completion of a satisfactory thesis counts for 6 semester-hours credit. Failure to complete the thesis in the required time may result in no credit and no grade for any part of the student's research. Each MDiv thesis will be evaluated by two professors, an adviser and a reader. The adviser must be a member of the regular Phillips faculty. The thesis proposal should be prepared in consultation with the faculty adviser and reader, who should normally approve it no later than November 30, if the student plans to register for RW 750 the following spring semester, or March 31, if the student plans to register for RW 750 the following fall semester. After the proposal is approved by the faculty adviser and reader, the student must submit the thesis proposal to the dean for administrative approval.

An MDiv thesis proposal form is available from the Office of the Registrar. The thesis proposal should include the following information: proposed subject of the thesis; range of research anticipated; educational and professional goals the student expects to accomplish in the thesis; and a preliminary bibliography.

Theses must be prepared according to form guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. Chicago: University of Chicago Press, 2018, and the PTS Style Guidelines available on the Phillips website. Two bound copies of the thesis will be placed on deposit in the Phillips Seminary library. An MDiv thesis shall be between 50 and 80 printed pages. A standard administrative fee (\$75 in 2018-2019) is charged for all master's theses at the time of enrollment in RW 760. This fee covers binding two copies for the library and other related administrative expenses. Students must submit to the library two copies of the final thesis on acid-free document bond or 100% cotton bond paper. They may submit additional personal copies for binding for a fee.

United Methodist Studies

Phillips Seminary is approved by the University Senate of the United Methodist Church to educate candidates for ordained ministry. The faculty includes United Methodist scholars and ordained elders and has an endowed chair in UMC Studies, currently held by Ellen J. Blue, Mouzon Biggs, Jr. Professor of the History of Christianity and United Methodist Studies. UMC students are encouraged to remain in close contact with their conference boards of ordained ministry and the Phillips director of UMC ministerial

formation about their vocational aims, ministerial opportunities, and curricular options.

In the 82 semester-hour MDiv program, the requirements of the 2012 *Book of Discipline* for ordination and conference membership in the United Methodist Church are met in part by completing the following sequence of denominational courses: DS 550 United Methodist History (3 semester-hours), DS 575 United Methodist Doctrine (3 semester-hours), and DS 625 United Methodist Polity (3 semester-hours). These three courses are offered on a permanent rotation schedule. It is recommended that students take Introduction to Theology, History of Christianity I or II before enrolling in these courses. In addition to the sequence of three denominational courses, UMC students must also take a course on evangelism, normally fulfilled by taking PL 725 The Church and Evangelism, and a course on the mission of the church, normally fulfilled by taking ET 525 Ethics, Culture, and the Mission of the Church. Students normally meet requirements of ministerial readiness regarding professional ethics, sexual ethics, healthy boundaries, and self-care by taking PT 520 Care in Christian Communities. UMC students under care of the Arkansas Conference are required to also take courses in church administration and Wesleyan theology in addition to these other requirements; these serve as electives.

Thus, the MDiv curriculum meets the requirements for ordination in the United Methodist Church in the following ways:

Requirement in UMC Book of Discipline	Total Number of required hours in Phillips curriculum	Courses in Phillips curriculum
Old Testament	6 hours	Introduction to the Hebrew Bible (3 hours) Hebrew Bible Exegesis (3 hours)
New Testament	6 hours	Introduction to the New Testament (3 hours) New Testament Exegesis (3 hours)
Theology	9 hours—including UMC Doctrine	Introduction to Theology (3 hours) Constructive Theology (3 hours) United Methodist Doctrine (3 hours)
Church History	9 hours—including UMC History	History of Christianity I and II (6 hours) United Methodist History (3 hours)
Mission of the Church in the World	3 hours	Ethics, Culture, and the Mission of the Church (3 hours)
Evangelism	3 hours	The Church and Evangelism (3 hours)

Worship/Liturgy	3 hours	The Theology and Practice of Public Worship (3 hours)
United Methodist Polity	3 hours	United Methodist Polity (3 hours)

In addition to the above list, students in the Arkansas Conference of the UMC take the following courses to satisfy the requirements stipulated by the Arkansas Board of Ordained Ministry:

- A course in basic pastoral care satisfied by Care in Christian Communities (3 hours)
- A course in Wesleyan theology beyond United Methodist Doctrine satisfied by Advanced Wesleyan Theology (3 hours)
- A course in preaching satisfied by The Art and Practice of Preaching (3 hours) or Preaching as a Communicative Art (3 hours)
- A course in church administration satisfied by The Ministry of Leadership and Administration (3 hours)

In accord with policies adopted by the University Senate of the United Methodist Church, United Methodist students are limited to “in-residence” courses only and may not register for online distance education courses offered by any non-UMC seminary, including Phillips.

Baptist Studies

In cooperation with various Baptist churches affiliated with the National Baptist Convention, Progressive National Baptist Convention, American Baptist Churches, and the Cooperating Baptist Fellowship in Oklahoma (CBFO), Phillips Seminary established a Baptist Studies Program in 2002. A director of Baptist Ministerial Formation currently offers counsel to Baptist seminarians from all traditions. Baptist students satisfy their denominational studies requirement by taking either DS 534 Baptist History and Polity or DS 675 Baptist Theological Perspectives, both of which are 3 semester-hours.

Unitarian Universalist Studies

Phillips Seminary has the privilege of preparing a number of students seeking ordination in the Unitarian Universalist Association. Working closely with a director of Unitarian Universalist Formation, the seminary offers classes that relate directly to the seven competencies an aspirant must achieve to be considered for ministerial fellowship within the UU tradition, including DS 800 History and Polity of the Unitarian Universalist Association. In addition, the parish-based CPE program allows UU students to fulfill the CPE requirement and receive academic credit. Students may also ask professors to allow them to use books from the required reading list for UU aspirants to fulfill assignments and complete research and writing projects.

Black Church Studies

Phillips aims to provide all students opportunities for critical reflection on racism and religion, as well as resources for practical ministerial formation which contribute to an increased understanding and appreciation of the historic witness of the Black Church in the U.S. Accordingly, the following courses have been offered in recent years: The Theology and Ethics of Martin Luther King, Jr.; Race, Religion, and Education in the African American Experience; The Black Church in America; Religion and the Civil Rights Movement; History of Preaching in the Black Tradition and Womanist Theology.

Master of Arts in Ministry and Culture (MAMC) Degree Program

Purpose

The Master of Arts in Ministry and Culture (MAMC), together with the Master of Divinity (MDiv) degree, is designed to equip persons to fulfill their vocations as leaders in providing faithful and effective forms of ministry in congregations and in the world. While the more extensive 82 semester-hour MDiv remains the degree required for ordination in most denominations, the 48 semester-hour MAMC degree, like the MDiv, requires participation in the Supervised Year in Ministry program (SYMP) and is designed to affirm and respond to the educational needs of persons interested in, for example: congregational leadership in denominations that do not require in all cases the Master of Divinity degree for ordination; or, forms of diaconal ministry, licensed professional ministry, commissioned, bi-vocational, or lay ministry (e.g., in Christian education, youth work, hospice care, and counseling and mediation).

Additional specialized coursework beyond that required for the MAMC degree may be necessary to meet all of the educational expectations for authorized forms of ministry within certain communions. Students should include relevant denominational history and polity courses in their programs of study. Denominational formation directors are provided by the seminary for graduate professional students from the Christian Church (Disciples of Christ), United Methodist Church, United Church of Christ, Presbyterian Church (USA), Unitarian Universalist Church, and Baptist traditions. Additional formation directors may be provided as needed.

Members of the Christian Church (Disciples of Christ) who are pursuing recognition as commissioned ministers or seeking ordination on the Apprentice Track may satisfy some or all of their educational requirements through a specially configured track of the MAMC degree program outlined below. Interested candidates should consult the Phillips director of Disciples ministerial formation about their vocational aims and seek counsel about their educational options from their regional ministry commissions.

Program Goals

In harmony with the seminary's mission to learn and teach how to be: attentive to God; responsible biblical and theological interpreters; faithful individuals, congregations, and communities acting with God to transform the world, upon completing the MAMC program, students will be able to:

1. act as responsible biblical interpreters critically informed by attention to both testaments at an introductory level and to current historical, literary, and theological scholarship in the field of biblical studies;
2. articulate substantive issues in the areas of theology and ethics at an introductory level, informed by both historical understanding and awareness of contemporary cultural contexts;
3. demonstrate the skills and practices associated with ministry in conversation with student's denominational heritage, Christian traditions, and probable ministry setting;
4. articulate an understanding of one's own personal and spiritual formation appropriate to the practice of ministry.

Degree Requirements and Curricular Tracks

The MAMC degree program requires the completion of 48 semester-hours with a cumulative grade point average of 2.50 or higher. The program offers two tracks: General Ministries Track and Disciples Ministries Track for those on the Apprentice Track in the Christian Church (Disciples of Christ).

Curriculum for the MAMC

The MAMC curriculum is divided into three phases in which each student must successfully complete required courses. Required introductory courses in Phase I normally function as prerequisites for advanced work in Phase II.

Because the prior academic preparation of students varies considerably, students with previous academic work in specific areas of study may, upon consultation with their advisers, petition the dean for permission to bypass certain basic required courses and to register for more advanced coursework instead.

Normally, required courses may not be taken as guided readings courses. Some courses which meet requirements in Phase II and Phase III may be taken for elective credit.

A. General Ministries Track

The semester-hours required in each phase for this Track are:

Phase I: Invitation to Community	17 hours
Phase II: Vital Conversations	16 hours
Phase III: Leading in the Way of Jesus for the Public Good	4 hours

Electives to be taken in any phase 11 hours

Phase I: Invitation to Community (17 hours)

The following required courses comprise Phase I:

New Student Orientation (pass/fail)	1 hours
Invitation to Theological Community	3 hours
Theological Reflection Groups (0.5 x 2 semesters)	1 hours
Introduction to the Hebrew Bible	3 hours
Introduction to the New Testament	3 hours
History of Christianity I OR History of Christianity II	3 hours
Introduction to Theology	3 hours
Assessment I	0 hours

Full descriptions for each of these courses may be found in this catalog in the section entitled "Courses of Instruction for Masters Degree Programs." A student enrolls in Assessment I after completion of introductory courses and after earning at least 20 semester-hours. In this first assessment course students will develop their own learning goals in harmony with the MAMC program goals listed above and begin an online portfolio of work completed in seminary. During the semester in which a student is enrolled in an assessment course, he or she must develop the online portfolio and meet, online or on campus, with his or her adviser.

Phase II: Vital Conversations (16 hours)

In Phase II students continue to utilize the strategies learned in Phase I to develop further skills and deepen knowledge in area specific courses, to be distributed as follows:

Biblical Studies	3 hours
An advanced exegetical course in either Hebrew Bible or New Testament (3 hours)	

History of Christianity	6 hours
An advanced History of Christianity course (3 hours)	
Denominational History/Polity (3 hours)	

Faith and Public Discourse	3 hours
Immersion Course (3 hours)	

Supervised Year in Ministry	4 hours
During one academic year, students register for two Supervised Ministry courses that constitute a sequence in contextual theology: (a) SYM 505 Supervised Year in Ministry I in the Fall semester (2 semester-hours), followed in the Spring semester by (b) SYM 510 Supervised Year in Ministry II (2 semester-hours). There is no direct relationship between the total of four	

semester-hours of academic credit granted for the two supervised ministry courses and the amount of time and effort a student might spend in her or his ministry setting (for a description of the Supervised Year in Ministry Program (SYMP) see listing in "Academic Policies). One unit of Clinical Pastoral Education that is taken at Phillips may also fulfill this requirement. For complete information on the CPE program at Phillips, see the CPE Handbook available on the Phillips website.

Phase III. Leading in the Way of Jesus for the Public Good (4 hours)

In this final phase of the MAMC curriculum students will prepare for engagement in significant ministry after graduation. Required courses in this phase include:

Capstones in Theological Leadership	3 hours
Theological Reflection Groups	1 hours
Assessment II	0 hours

A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation with their advisers, the meeting of their own individual goals and the MAMC program goals.

Elective Coursework (11 hours)

Students may enroll in 11 semester hours of elective courses that may be taken during any of the three phases of the curriculum, as long as all prerequisites for the course have been met. These electives should be chosen in light of a student's own individual learning goals and plans for ministry beyond seminary.

Independent Research

MAMC students in this track may pursue specialized research in any division of the curriculum by requesting guided readings courses for 1-3 semester-hours of credit. Normally, required courses may not be taken on an independent research basis. Moreover, only those students who have completed the required phase I courses and who have shown evidence of a capacity for independent study will be allowed to enroll. Forms for independent study may be obtained from the Office of the Registrar. The enrollment must be approved by the instructor who will direct the research and by the dean. Normally, no more than one independent study may be taken in any one semester and no more than 3 semester-hours of independent study may count toward the MAMC degree. The independent study request form must be filed in the Office of the Registrar with all appropriate signatures by the first day of class of the semester or summer session in which the independent study course is to be taken. MAMC students in the special Christian Church (Disciples of Christ) configuration have no elective course opportunities for guided readings.

B. Disciples Ministries for Ministerial Candidates on the Apprentice Track of the Christian Church (Disciples of Christ), with Sixteen Areas of Competency for Congregational Leaders

Although the educational requirements for ordination in the Christian Church (Disciples of Christ) normally include an MDiv degree from an ATS-accredited seminary, regional ministry commissions may now determine, because of economic, linguistic, vocational, or familial circumstances, that some candidates for ordination as commissioned ministers in the denomination may find an apprentice track toward ordination more appropriate than pursuing a full Master of Divinity degree. Approval for this option must be obtained through the candidate's regional ministry commission.

By successfully completing the 48 semester-hour MAMC degree program, those who have the support of the Region in which they are under care to pursue an apprentice track should be able to demonstrate competency in each of the sixteen areas of ministerial practice identified in the "Theological Foundations and Policies and Criteria for the Ordering of Ministry." The sixteen areas are enumerated below, followed by a description of the seminary's MAMC degree requirements with an indication of the competency areas related to specific courses. Please note that because the denomination's apprentice track only requires a total program of studies of approximately 250 contact-hours, a single 3 semester-hour master's-level course at Phillips may satisfy contact-hour expectations in more than a single competency area.

The sixteen "Areas of Competency in Ministerial Practice" as defined by the General Commission on Ministry of the Christian Church (Disciples of Christ) include:

1. Biblical Knowledge
2. Church Administration
3. Communication
4. Cross-cultural and Anti-racism Experience
5. Ecumenism
6. Education and Leader Development
7. Ethics
8. Evangelism
9. Mission of the Church in the World
10. Pastoral Care
11. Proclamation of the Word
12. Spiritual Development
13. Stewardship
14. Theology
15. Understanding of Heritage
16. Worship

In order to equip students to meet these expectations for these areas of competency, the curricular design for this track is as follows.

The semester-hours required in each phase for this Track are:

Phase I: Invitation to Community	17 hours
Phase II: Vital Conversations	25 hours
Phase III: Leading in the Way of Jesus for the Public Good	3 hours
Electives to be taken in any phase	3 hours

Phase I: Invitation to Community (17 hours)

The following required courses comprise Phase I:

New Student Orientation (pass/fail)	1 hours
Invitation to Theological Community	3 hours
Theological Reflection Groups (0.5 x 2 semesters)	1 hours
Introduction to the Hebrew Bible	3 hours
Introduction to the New Testament	3 hours
History of Christianity I OR History of Christianity II	3 hours
Introduction to Theology	3 hours
Assessment I	0 hours

Full descriptions for each of these courses may be found in this catalog in the section entitled "Courses of Instruction for Masters Degree Programs." A student enrolls in Assessment I after completion of introductory courses and after earning at least 20 semester-hours. In this first assessment course students will develop their own learning goals in harmony with the MDiv program goals listed above and begin an online portfolio of work completed in seminary. During the semester in which a student is enrolled in an assessment course, he or she must develop the online portfolio and meet, online or on campus, with his or her adviser.

Phase II: Vital Conversations (25 hours)

Disciples History and Polity	3 hours
Practices of Theological Leadership	15 hours
Preaching (3 hours)	
Worship (3 hours)	
Leadership and Administration (3 hours)	
Evangelism (3 hours)	
Christian Education (3 hours)	

Supervised Year in Ministry 4 hours
 During one academic year, students register for two Supervised Ministry courses that constitute a sequence in contextual theology: (a) SYM 505 Supervised Year in Ministry I in the Fall semester (2 semester-hours), followed in the Spring semester by (b) SYM 510 Supervised Year in Ministry II (2 semester-hours). There is no direct relationship between the total of four semester-hours of academic credit granted for the two supervised ministry courses and the amount of time and effort a student might spend in her or his ministry setting (for a description of the Supervised Year in Ministry Program (SYMP) see listing in "Academic Policies). One unit of Clinical Pastoral Education

that is taken at Phillips may also fulfill this requirement. For complete information on the CPE program at Phillips, see the CPE Handbook available on the Phillips website.

Faith & Public Discourse Immersion Course 3 hours

Phase III. Leading in the Way of Jesus for the Public Good (3 hours)

In this final phase of the MAMC curriculum students will prepare for engagement in significant ministry after graduation. Required courses in this phase include:

Capstones in Theological Leadership 3 hours

Assessment II 0 hours

A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation with their advisers, the meeting of their own individual goals and the MAMC program goals.

Elective Coursework (3 hours)

Students may enroll in 3 semester hours of elective courses that may be taken during any of the three phases of the curriculum, as long as all prerequisites for the course have been met. This elective should be chosen in light of a student's own individual learning goals and plans for ministry beyond seminary.

Online/On-Campus Requirements for both MAMC Tracks

In accord with current ATS accreditation standards, a minimum of 16 semester-hours of the coursework required for an MAMC degree must be completed "in residence" (i.e., in a classroom setting on our Tulsa campus or an approved extension site).

United Methodist Church students enrolled in an ordination track degree program (MDiv or MAMC) are limited to "in-residence" courses only and may not register for online distance education courses offered by any non-UMC seminary, including Phillips, according to policies set by the University Senate of the United Methodist Church.

The MAMC and Clinical Pastoral Education

Clinical Pastoral Education (CPE) is a first-hand learning experience under certified supervision that provides ministers and theological students opportunities for intensive study of pastoral relationships and for seeking to make clear in understanding and practice the resources, methods, and meanings of the Christian faith as expressed through spiritual care. Phillips Seminary, beginning in Fall 2016, offers a parish-based program for students at Phillips enrolled in a degree program as well as for ministers seeking CPE credentials. Students in Phillips degree programs that require the Supervised Year in Ministry may enroll in the Phillips CPE program to

fulfill this requirement. For complete information on the CPE program at Phillips, see the CPE Handbook available on the Phillips website.

In addition, Phillips grants advanced standing with credit toward the MAMC degree program for CPE work taken at accredited centers. Students may petition to receive the maximum of 3 semester-hours of elective credit for a basic unit of CPE if the unit was successfully completed within 7 years of matriculation at Phillips. Students will be charged an administrative fee (\$100 per semester-hour in 2018-2019) for transcription of CPE advanced standing credits. Prior to enrollment in any CPE program, interested Phillips students must complete the required forms provided by the Office of the Registrar and consult with the associate dean for contextual education and supervised ministries.

Master of Theological Studies (MTS) Degree Program

Purpose

The purpose of the Master of Theological Studies (MTS) degree program, which requires the completion of 48 semester-hours, is to develop broad theological understandings for general education purposes.

The MTS degree program has two distinct tracks:

Track I: General Theological Studies is designed for persons who seek through an engagement with contemporary biblical, theological, and historical studies to become better educated about important religious and ethical issues in our religiously plural world and/or to serve as more effective lay leaders in church and society.

Track II: Pre-doctoral Theological Studies is specifically designed for persons who are preparing for further academic coursework in other institutions of higher education leading to a research doctorate in a specialized discipline of Religious Studies.

For most denominations, the MTS, standing alone, does not include either a sufficient number of hours or an adequate emphasis on ministerial formation and practice to meet the requirements for denominational certification or ordination. Moreover, The Association of Theological Schools in the United States and Canada (ATS) has determined that this degree is not designed to prepare students for the practice of ministry.

Program Goals

Upon completing either track of the MTS program, students will be able to:

1. act as responsible biblical interpreters critically informed by attention to both testaments and to current historical, literary and theological scholarship in the field of biblical studies;

2. attend to the continuing importance of interpreting events, texts and practices of church history and contemporary cross-cultural studies within their appropriate cultural contexts;
3. articulate substantive issues in the area of theology and ethics informed by both historical understanding and awareness of contemporary cultural contexts;
4. demonstrate an ability to conduct and evaluate advanced research by:
 - a. in Track I, producing an integrative paper in which the student engages in critical reflection on an interpretive issue or set of issues that has emerged in her or his course work with relevant biblical, theological, ethical, historical or cultural materials as articulated in the previous goals; or,
 - b. in Track II, producing a master's thesis in which the student presents a sustained argument on a particular interpretive issue or set of issues with relevant biblical, theological, ethical, historical or cultural materials as articulated in the previous goals.

Degree Requirements and Curricular Tracks

The MTS degree requires the completion of 48 semester-hours with a cumulative grade point average of 2.50 or higher. All students must take 30 semester-hours of foundational courses. Students in Track I, General Theological Studies, must complete 12 semester-hours of elective coursework plus a 3 semester-hour independent study course in which they produce an integrative research paper. Students in Track II, Pre-Doctoral Theological Studies, must complete the 30 semester-hour requirement in foundational courses, 9 semester-hours in specialization courses, and 6 hours of thesis work. MTS students should work closely with their advisers in selecting the courses that best prepare them for the research and writing requirements of their particular track.

A. General Theological Studies (Track I)

The semester-hours required in each phase for this Track are:

Phase I: Invitation to Community	14 hours
Phase II: Vital Conversations	18 hours
Phase III: Leading in the Way of Jesus for the Public Good	4 hours
Electives to be taken in any phase	12 hours

The detailed curricular design for this track follows.

Phase I: Invitation to Community (14 hours)

The following required courses comprise Phase I:

New Student Orientation (pass/fail)	1 hours
Theological Reflection Groups (0.5 x 2 semesters)	1 hours
Introduction to the Hebrew Bible	3 hours
Introduction to the New Testament	3 hours

History of Christianity I OR History of Christianity II	3 hours
Introduction to Theology	3 hours
Assessment I	0 hours

A student enrolls in this course after completion of phase I courses and after earning at least 18 semester-hours. In this first assessment course students will develop their own learning goals in harmony with the MTS program goals listed above and begin an online portfolio of work completed in seminary. Assessment courses throughout the curriculum do not include more than one meeting, online or on campus, per semester with other students. Instead, during the semester in which a student is enrolled in an Assessment course, he or she must contribute to the online portfolio and meet, online or on campus, with his or her adviser.

Phase II: Vital Conversations (18 hours)

In Phase II students continue to utilize the strategies learned in Phase I to develop further skills and deepen knowledge in Area Specific Courses, distributed as follows:

Biblical Studies	6 hours
Hebrew Bible (3 hours)	
New Testament (3 hours)	
History of Christianity	3 hours
Advanced HC Elective (3 hours)	
Theology and Ethics	6 hours
TH Advanced Elective (3 hours)	
Ethics, Culture, and the Mission of the Church (3 hours)	
Faith and Public Discourse	3 hours
Immersion Course (3 hours)	

Phase III. Leading in the Way of Jesus for the Public Good (4 hours)

In this final phase of the MTS curriculum students will prepare for ongoing learning after graduation. Required courses in this phase include:

Integrative Paper	4 hours
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MTS degree students in Track I General Theological Studies are normally required to enroll in RW 600 Integrative Paper Research and Writing (4 semester-hours) in their final semester. The paper should demonstrate the student's ability to conduct advanced research and engage in critical, integrative reflection on an interpretive issue or set of issues that has emerged in his or her coursework. See below for further information.

Assessment II	0 hours
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A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation

with their advisers, the meeting of their own individual goals and the MTS program goals.

Elective Coursework (12 hours)

Students may enroll in 12 semester hours of elective courses that may be taken during any of the three phases of the curriculum, as long as all prerequisites for the course have been met. These electives should be chosen in light of a student's own individual learning and vocational goals beyond completion of the degree.

Further Instructions for the Integrative Paper

MTS students in the General Studies Track normally write an integrative paper in the final phase of the program. No more than one semester may be used to complete the integrative paper in a 4-hour course, RW 600 Integrative Paper Research and Writing. Failure to complete the paper successfully in the required time may result in a grade of "F," requiring the student to re-enroll in RW 600 in order to graduate. Each integrative paper will be evaluated by an adviser who must be a member of the regular Phillips faculty.

A proposal for an integrative paper should be prepared in consultation with the faculty adviser who should normally approve it no later than November 30, if the student plans to register for RW 600 the following spring semester, or March 31, if the student plans to register for RW 600 the following fall semester.

A proposal form for an MTS integrative paper is available from the Office of the Registrar. The proposal should include the following information: proposed subject; range of research anticipated; educational and professional goals the student expects to accomplish; and a preliminary bibliography.

The integrative paper, which shall be approximately 30 printed pages, must be prepared according to form guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. Chicago: University of Chicago Press, 2018 and the Phillips Style Guidelines available on the Phillips website.

B. Pre-doctoral Theological Studies (Track II)

The semester-hours required in each phase for this Track are:

Phase I: Invitation to Community	14 hours
Phase II: Vital Conversations	18 hours
Phase III: Leading in the Way of Jesus for the Public Good	7 hours
Electives to support thesis work to be taken during any phase	9 hours

The detailed curricular design for this track follows.

Phase I: Invitation to Community (14 hours)

The following required courses comprise Phase I:

New Student Orientation (pass/fail)	1 hours
Theological Reflection Groups (0.5 x 2 semesters)	1 hours
Introduction to the Hebrew Bible	3 hours
Introduction to the New Testament	3 hours
History of Christianity I OR History of Christianity II	3 hours
Introduction to Theology	3 hours

Assessment I	0 hours
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A student enrolls in this course after completion of all phase I courses and after earning at least 18 semester-hours. In this first assessment course students will develop their own learning goals in harmony with the MTS program goals listed above and begin an online portfolio of work completed in seminary. Assessment courses throughout the curriculum do not include more than one meeting, online or on campus, per semester with other students. Instead, during the semester in which a student is enrolled in an Assessment course, he or she must contribute to the online portfolio and meet, online or on campus, with his or her adviser.

Phase II: Vital Conversations (18 hours)

In Phase II students continue to utilize the strategies learned in Phase I to develop further skills and deepen knowledge in Area Specific Courses, distributed as follows:

Biblical Studies	6 hours
Hebrew Bible (3 hours)	
New Testament (3 hours)	
History of Christianity	3 hours
Advanced HC Elective (3 hours)	
Theology and Ethics	6 hours
TH Advanced Elective (3 hours)	
Christian Ethics (3 hours)	
Faith and Public Discourse	3 hours
Immersion Course (3 hours)	

Phase III. Leading in the Way of Jesus for the Public Good (7 hours)

In this final phase of the MTS curriculum students will prepare for ongoing learning after graduation. Required courses in this phase include:

Thesis Project (7 hours)

MTS students in Track II Pre-Doctoral Theological Studies are normally required to enroll in RW 650 MTS Thesis Research and Writing I (3 semester-hours) and RW 660 MTS Thesis Research and Writing II (4 semester-hours), in their final two semesters. The thesis should demonstrate the student's ability to

conduct advanced research, formulate a thesis, and present a sustained argument on a particular interpretative issue or set of issues in contemporary religious studies sufficient to promise success in subsequent doctoral studies leading to a PhD or ThD degree.

Assessment II (0 hours)

A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation with their advisers, the meeting of their own individual goals and the MTS program goals.

Elective Coursework (9 hours)

Students may enroll in 9 semester-hours of elective courses that may be taken during any of the three phases of the curriculum, as long as all prerequisites for the course have been met. Students should choose these electives carefully to support their thesis research.

Further Instructions for the Thesis Project

As mentioned above, MTS students in Track II Pre-Doctoral Theological Studies are normally required to produce a thesis that demonstrates the student's ability to conduct advanced research, formulate a thesis, and present a sustained argument on a particular interpretative issue or set of issues in contemporary religious studies sufficient to promise success in subsequent doctoral studies leading to a PhD or ThD degree.

No more than two semesters may be used to complete the thesis. Completion of a satisfactory thesis counts for 7 semester-hours credit. Failure to complete the thesis in the required time may result in no credit and no grade for any part of the student's research.

Each thesis will be evaluated by two professors: an adviser and a reader. The adviser must be a member of the regular Phillips faculty. Normally, the adviser and reader will conduct an oral defense of the thesis.

A thesis proposal should be prepared in consultation with the faculty adviser and reader, who should normally approve it no later than November 30, if the student plans to register for RW 650 the following spring semester, or March 31, if the student plans to register for RW 650 the following fall semester. After the proposal is approved by the faculty adviser and reader, the student must submit the thesis proposal to the dean for administrative approval.

A thesis proposal form is available from the Office of the Registrar. The thesis proposal should include the following information: proposed subject of the thesis;

range of research anticipated; educational and professional goals the student expects to accomplish in the thesis; and a preliminary bibliography.

Theses, which shall be between 50 and 80 printed pages, must be prepared according to form guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. Chicago: University of Chicago Press, 2018 and the Phillips Style Guide available on the Phillips website. Two bound copies of the thesis will be placed on deposit in the Phillips Seminary library.

A standard administrative fee (\$75 in 2018-2019) is charged for all master's theses at the time of enrollment in RW 660. This fee covers binding two copies for the library and other related administrative expenses. Students must submit to the library two copies of the final thesis on acid-free document bond or 100% cotton bond paper.

Independent Research in the MTS

MTS students may pursue special interests in advanced research in the areas of Biblical Studies, History of Christianity, Theology and Ethics and Faith and Public Discourse by requesting a guided readings course for 1-3 semester-hours credit. Normally, required courses may not be taken on an independent research basis. Moreover, only those students who have completed the basic introductory courses in the relevant curriculum division and who have shown evidence of a capacity for independent study will be allowed to enroll. Forms for independent study may be obtained from the Office of the Registrar. The enrollment must be approved by the instructor who will direct the research and by the dean. Normally, no more than one independent study may be taken in any one semester and no more than 6 semester-hours of independent study may count toward the MTS degree. The independent study request form must be filed in the Office of the Registrar with all appropriate signatures by the first day of class of the semester or summer session in which the independent study course is to be taken.

Online/On-Campus Requirements for the MTS

A minimum of 16 semester-hours of the coursework required for an MTS degree must be completed "in residence" (i.e., in a classroom setting on our Tulsa campus or an approved extension site).

Master of Arts (Social Justice) (MA(SJ)) Degree Program

Purpose

The purpose of the Master of Arts (Social Justice; MA(SJ)) degree, which requires the completion of 38 hours, is to give students an opportunity to reflect on social justice as a central concern of contemporary Christian theologies.

For most denominations, the MA(SJ), standing alone, does not include either a sufficient number of hours or an adequate emphasis on ministerial formation and

practice to meet the requirements for denominational certification or ordination. Moreover, The Association of Theological Schools in the United States and Canada (ATS) has determined that this degree is not designed to prepare students for the practice of ministry.

Program Goals

Upon completing the MA(SJ) students will be able to:

1. act as responsible biblical interpreters critically informed by attention to the theme of justice in both testaments and in current historical, literary and theological scholarship in the field of biblical studies;
2. attend to the continuing importance of interpreting events, texts and practices of church history and contemporary cross cultural studies through the lenses of oppression, liberation, and reconciliation;
3. articulate perspectives on issues and topics in the area of public theology and ethics, informed by methods such as feminist/womanist, liberationist, process, and post-colonial models attentive to the theme of justice;
4. demonstrate an ability to conduct and evaluate advanced research by producing an integrative paper in which the student engages in critical reflection on a religious and/or cultural issue, or set of issues, that has emerged in her or his course work with relevant methods and materials as articulated in the previous goals; or by producing a project in the launch course that includes critical reflection on a religious and/or cultural issue, or set of issues, that has emerged in her or his course work with relevant methods and materials as articulated in the previous goals.

Degree Requirements

The MA(SJ) degree requires the completion of 38 semester-hours with a cumulative grade point average of 2.50 or higher. Of the 38 semester-hours, 26 must be taken to fulfill particular requirements distributed among several areas within the curriculum. The remaining 6 semester-hours are elective hours and may be used to further a student's individual learning goals.

Curriculum for the MA(SJ)

The MA(SJ) curriculum is divided into three phases in which each student must successfully complete required courses. Required introductory courses in Phase I, normally function as prerequisites for advanced work in Phase II.

Because the prior academic preparation of students varies considerably, students with previous academic work in specific areas of study may, upon consultation with their advisers, petition the dean for permission to bypass certain basic required courses and to register for more advanced coursework instead.

Normally, required courses may not be taken as guided readings courses. Required courses, as well as courses which meet requirements in Phase II and Phase III, may be taken for elective credit.

The semester-hours required in each phase are as follows:

Phase I: Invitation to Community	17 hours
Phase II: Vital Conversations	12 hours
Phase III: Leading in the Way of Jesus for the Public Good	3 hours
Electives to be taken in any phase	6 hours

Phase I: Invitation to Community (17 hours)

The following required courses comprise Phase I:

New Student Orientation (pass/fail)	1 hours
Theology and Social Justice: Theories and Methods	3 hours
Theological Reflection Groups (0.5 x 2 semesters)	1 hours
Introduction to the Hebrew Bible	3 hours
Introduction to the New Testament	3 hours
History of Christianity II	3 hours
Introduction to Theology	3 hours
Assessment I	0 hours

Full descriptions for each of these courses may be found in this catalog in the section entitled "Courses of Instruction for Masters Degree Programs." A student enrolls in Assessment I after completion of introductory courses and after earning at least 17 semester-hours. In this first assessment course students will develop their own learning goals in harmony with the MA(SJ) program goals listed above and begin an online portfolio of work completed in seminary. During the semester in which a student is enrolled in an assessment course, he or she must develop the online portfolio and meet, online or on campus, with his or her adviser.

Phase II: Vital Conversations (12 hours)

In Phase II students continue to utilize the strategies learned in Phase I to develop further skills and deepen knowledge in area specific courses.

Externship Course (split into 1.5/1.5 in sequential semesters)	3 hours
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Two advanced courses representing two areas, i.e., Biblical Studies, History of Christianity, Theology and Ethics, and Practical Theology, chosen in consultation with the student's adviser and with an eye to the student's plan for Phase III	6 hours
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Faith & Public Discourse Immersion Course (3 hours)	3 hours
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The on-campus portion of this course consists of a weekend of preparation before the externship takes place (Externship I, 1.5 credit hours), and a weekend of reflection after the externship has taken place (Externship II, 1.5 credit hours). Externship I and Externship II will meet concurrently on campus, with the two groups of students having different responsibilities and learning tasks, and at points splitting into groups.

In between the two weekends, students participate in an unpaid externship through a partner organization with which Phillips Seminary has a relationship. Students may also propose their own externship, submitting their application and proposal in the term preceding their desired enrollment in the externship course. The externship experience must include at least 60 clock-hours of experiential active learning to receive the three hours of credit. In-class contact hours, faculty-assigned readings, and written assignments will comprise approximately 45 clock-hours of student learning. Partner organizations may include such groups as Oklahoma Policy Institute, Industrial Areas Foundation, Oklahoma Center for Community and Justice, Interfaith Worker Justice, Disciples Center for Public Witness, and/or Disciples Justice Action Network.

Phase III. Leading in the Way of Jesus for the Public Good (3 hours)

In this final phase of the MA(SJ) curriculum students will prepare for engagement in significant justice issues after graduation.

Integrative Paper OR Capstones in Theological Leadership 3 hours

Assessment Course 0 hours

A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation with their advisers, the meeting of their own individual goals and the MA(SJ) program goals.

Elective Coursework (6 hours)

Students may enroll in 6 semester hours of elective courses that may be taken during any of the three phases of the curriculum, as long as all prerequisites for the course have been met. These electives should be chosen in light of a student's own individual learning and vocational goals beyond completion of the degree.

Further Instructions for the Integrative Paper

MA(SJ) students may choose to write an integrative paper in the final phase of the program. No more than one semester may be used to complete the integrative paper in a 3-hour course, RW 600 Integrative Paper Research and Writing. Failure to complete the paper successfully in the required time may result in a grade of "F," requiring the student to re-enroll in RW 600 in order to graduate. Each integrative paper will be evaluated by an adviser who must be a member of the regular Phillips faculty.

A proposal for an integrative paper should be prepared in consultation with the faculty adviser who should normally approve it no later than November 30, if the student plans to register for RW 600 the following spring semester, or March 31, if the student plans to register for RW 600 the following fall semester.

A proposal form for an MA(SJ) integrative paper is available from the Office of the Registrar. The proposal should include the following information: proposed subject; range of research anticipated; educational and professional goals the student expects to accomplish; and a preliminary bibliography.

The integrative paper, which shall be approximately 30 printed pages, must be prepared according to form guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. Chicago: University of Chicago Press, 2018 and the Phillips Style Guidelines available on the Phillips website.

Online/On-Campus Requirements for the MA(SJ)

In accord with current ATS accreditation standards, a minimum of 12 semester-hours of the coursework required for an MA(SJ) degree must be completed "in residence" (i.e., in a classroom setting on our Tulsa campus or an approved extension site).

Doctor of Ministry Degree Program

Pastoral Leadership is the organizing theme of the seminary's DMin program. Through reflection on pastoral leadership, the program offers ways of empowering pastors and ministerial leaders to open up the resources and potential of mainline congregations and agencies for participating in the "praxis of God." This phrase, coined by theologian Peter Hodgson, points toward our conviction that pastoral leadership, as opposed to other forms of leadership, involves a dynamic interplay between contemplation of the activity of God, now and throughout history, and energetic participation in that activity.

The MDiv degree is the academic foundation of the DMin program, and experience in the art and practices of ministry is the practical foundation. Accordingly, applicants to the DMin program are expected to be familiar with the theological disciplines of Biblical Studies, History of Christianity, Systematic Theology, and Practical Theology. They must also have significant professional experience in ministry. ATS, the seminary's primary accrediting association, defines that as a minimum of 3 years of full-time ministry following the completion of the MDiv degree. Academic preparation and experience in ministry enable applicants to identify certain aspects or issues in ministry on which they wish to focus in their doctoral studies.

For a full description of each specialization in the DMin program, please see the current DMin Handbook available on the Phillips website.

Purpose

The purpose of the DMin program at Phillips Seminary is to empower women and men who hold the MDiv degree and are already engaged in various Christian ministries of the church to develop further the talents, competencies, and skills necessary for leading churches in meeting the challenges of the 21st century.

Program Goals

Students in the DMin program in Pastoral Leadership will develop their abilities to:

1. act as responsible contextual theologians demonstrating advanced skills in biblical studies, history of Christianity, and theology;
2. exercise advanced skills in pastoral leadership specific to the student's area of specialization;
3. integrate theological research with the praxis of ministry within a particular context, and with critical studies in arts, culture and the sciences in order to craft an in-depth study of a specialized area of ministry that will serve the local community and the broader church.

Degree Requirements

The DMin program requires a minimum of 32 semester-hours of work, including 9 hours in the Foundation phase, 16 hours in the Specialization phase, and 7 hours in the Project phase. Students should plan for a minimum of four years and a maximum of six years to complete the degree.

Curriculum

Students apply to one of four specializations in which they will concentrate their work:

- Pastoral Leadership in Homiletics
- Pastoral Leadership in Church and Society: Transformational Leadership for Women in Ministry
- Pastoral Leadership in Improvisational Ministry
- Transformational Leadership in Intercultural Community

The coursework is divided as follows:

Foundation Phase: 9 semester-hours in Foundation Courses

(required for DMin students in all specializations):

DMIN 807 Pastoral Leadership in Context (3 hours)

DMIN 808 The Biblical Message and the Praxis of God (3 hours)

DMIN 809 Constructive Theology of Ministry (3 hours)

Specialization Phase: 16 semester-hours in Specialization

Seminars related to a student's chosen specializations (See DMin Courses of Instruction for detailed descriptions)

Project Phase: 7 semester-hours in Proposal/Project Courses

(required for DMin students in all specializations):

DMPR 904 Project Development Seminar I (.5 hour)

DMPR 905 Project Development Seminar II (2.5 hours)

DMPR 902 Project Proposal Course (2 hours)

DMPR 906 Project Course (2 hours)

On completion of at least one Foundation course, students may enter into the Specialization phase and begin taking courses in their chosen specializations. Each student will also begin individual work on her or his project which provides the substance for the Project phase.

All Foundation phase and Project phase courses and most Specialization phase courses are taught on the Phillips campus during DMin Fortnights (two concurrent weeks) at the end of June and the beginning of January. Some Specialization phase courses may be taught online or in other formats.

In the Project phase, which includes 7 hours of the total program, DMin students will work directly with a faculty adviser and reader on an original project that makes a contribution to the study and practice of ministry within their chosen specialization. After they complete the Specialization coursework and Project Development Seminar I, they will be assigned an adviser and reader by the DMin director. These persons will

be selected in consultation with each student and in light of her or his particular direction of the proposal. Please note that the specialization coordinator of any specialization will be limited in the number of students for whom he or she may serve as adviser or reader.

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

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

Candidacy

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

The Oral Presentation

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

During the oral presentation, which lasts approximately two hours, any faculty member may ask the DMin candidate questions about the project and project report. Toward the end of the presentation, the candidate will be asked to leave the room. The faculty members in attendance will discuss the report and come to consensus on whether to accept it, return it for revisions, or reject it. If the report is accepted, the candidate is approved for graduation. If the report is returned for revisions, the candidate must revise it with the help of the project adviser and reader, who may require another oral presentation. A candidate is allowed a maximum of two oral

presentations. If the report is not accepted in two presentations, the candidate will be dismissed from the program.

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

Project Proposals and Project Reports must be prepared according to the form guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 9th ed., and the Phillips Style Guide. Final copies of the DMin report with approval page, abstract, copyright approval form, and library invoice must be submitted and approved by the DMin director and the dean at least two weeks prior to graduation. A standard administrative fee is charged for all DMin project reports at the time that approval is requested. This fee covers the binding of two copies for the library and other related administrative expenses. Students must submit to the library two copies of the final project report on acid-free document bond or 100% cotton bond paper. They may submit additional personal copies for binding for a fee.

Failure to meet all deadlines, format and fee requirements for a completed DMin project can prevent a student from participating in graduation exercises and delay receipt of one's diploma.

Pastoral Leadership in Homiletics

This specialization is designed to enable pastors to gain greater clarity in preaching as a major function of congregational leadership and to develop their preaching gifts and abilities in service to the proclamation of God's work in the world. The specialization coordinator is Dr. Richard F. Ward, Fred B. Craddock Professor of Homiletics and Worship. In addition to the Foundation and Project phase courses listed above, students in this track will enroll in three required courses and one elective arranged by the student, the specialization coordinator and the DMin director. These required courses of the Specialization phase are normally taught during the DMin Fortnights. For course descriptions see "Doctor of Ministry Program: Courses of Instruction" at the back of this catalog.

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

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

Pastoral Leadership in Church and Society: Collaborating for Change

In this specialization, ministers will be offered opportunities to reflect on theoretical and theological themes as they relate to significant cultural issues like gender, race, and interfaith relations and to develop community organizing skills for leading churches and their institutions toward social transformation. Pastors in the program will increase their own capabilities and expand agency of persons in their communities for collective action in public life. A key component of this track will be at least one national or international immersion experience led by a member of the Phillips faculty. The specialization coordinator is Dr. Joe Bessler, Robert Travis Peake Professor of Theology. In addition to the Foundation and Project phase courses listed above, students in this track will enroll in two required courses taught during a DMin Fortnight, a required immersion experience (normally taught during a DMin Fortnight), and one elective arranged by the student, the lead professor and the DMin director. For course descriptions see “Doctor of Ministry Program: Courses of Instruction” at the back of this catalog.

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

1. articulate an understanding of bringing about social change as a function of pastoral leadership that is grounded in theological and biblical reflection and responsive to the history of Christianity particularly as it is reflected in student’s own denominational heritage;
2. articulate and critique important cultural issues surrounding race, gender, economic and cultural globalization, and interfaith relations from a theological/biblical standpoint; and
3. develop strategies for community engagement and change around particular issues of common concern.

**Pastoral Leadership in Church and Society:
Transformational Leadership for Women in Ministry**

This version of the Pastoral Leadership for Church and Society specialization, that opened in the summer of 2012, focuses on issues and concerns for women in ministry as they work with their communities in the ongoing praxis of God in the world. The specialization coordinator is Dr. Ellen Blue, Mouzon Biggs Jr. Professor of the History of Christianity and United Methodist Studies. Students will be engaged in four tasks:

- recovering the history of women in the Christian movement since its beginning
- reclaiming authority and responsibility for ministry within the whole people of God
- reconstructing roles and tasks based on new understandings of what it means to be gendered in this western 21st century society
- re-envisioning possibilities for human community faithful to the way of Jesus and responsive to the needs of all people.

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

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

Pastoral Leadership in Transformational Leadership in Intercultural Community

This concentration offers pastors and ministerial leaders proficiency in understanding and negotiating cultural diversities. Competencies in navigating cultural difference, teaching and modeling openness in intercultural communication, and practices of self-reflection are among the goals. Whether constructions of race, sexual orientation, gender identity, economic class, urban v. rural culture, different religions or other formative experience, more churches and organizations are working in intercultural contexts. Even groups that think of themselves as mostly homogenous engage in conversations about these differences through global economic systems and social media. Students in this track will engage current scholarship in critical race theory, gender theory, and postcolonial studies. Dr. Sarah Morice Brubaker, Associate Professor of Theology, serves as concentration coordinator for this specialization.

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

1. Increase knowledge about and understand multiple cultural contexts, including histories of oppression across lines of race, sex, sexualities, religions, through analyses of the history of race conflict and constructions of race;
2. Increase knowledge of both theory and practice in reading location and literacy in cultural identities as they intersect with public theology by developing intercultural literacy, especially in creation of rituals, and in conversation with the arts;
3. Develop, practice, and explore methods of teaching and leading intercultural dialogue and building competencies for intersectional coalition building: ally training, organizing, networking for intercultural community;

4. Deepen self-awareness (emotional intelligence) and empathetic listening skills as intercultural competencies by attending deeply to a particular context, racial/ethnic group, not your own.

Pastoral Leadership in Improvisational Ministry

In this specialization, students will design a program with more elective options in order to tailor studies to a particular focus that enables them to balance a broad range of pastoral skills with competencies needed in their specific context. After completing the foundation phase courses, students craft their specialization seminars in consultation with their adviser, drawing from the available offerings. Through this 32 semester hour program, pastors will develop their gifts according to a direction they design themselves for casting new visions and implementing transformation for God's work in the world. Dr. Lisa Wilson Davison, Johnnie Eargle Cadieux Professor of Hebrew Bible, is the specialization coordinator.

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

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

Pastoral Leadership in the Renewal of Christian Vocation

Students in this specialization are all in the project phase. See pages 49-50.

Pastoral Leadership in Spiritual Formation

Students in this specialization are all in the project phase. See pages 49-50.

Graduate Diploma in Advanced Ministry Studies

The Graduate Diploma in Advanced Ministry Studies is designed for students interested in post-MDiv theological and ministerial studies but not sure they want to complete an entire DMin degree. It offers students who do not wish to complete the research and writing of the final DMin project a learning community, accountability, and support for ongoing enrichment of their ministry.

The purpose, goals, and requirements of this program are all the same as the DMin program. Students in this diploma program share coursework with those in the DMin program. The only difference is that students in this diploma program do not write and present the final project required for the DMin degree. All policies in the DMin Handbook apply to this diploma program with the exception of those items related to the requirement for the final DMin project.

In order to earn the diploma, students must complete 21 semester-hours of coursework. DMin foundation courses, specialization seminars, and electives approved by the DMin Committee are the courses that normally fulfill this requirement. In some cases, MDiv courses may be expanded with additional assignments to be approved as electives that count toward the requirement.

Tuition and fees for the diploma program are the same as those for the DMin program, as are admissions requirements, including the requirements for an MDiv degree and a significant ministry site. The application process is also the same, with the exception that students seeking the graduate diploma will indicate that intention on the application form.

Certificate and Diploma Programs

Phillips Seminary offers two opportunities for study to adult learners who do not anticipate completing a seminary degree program yet want to enhance their understanding of contemporary religion and culture, or aspects of Christian faith and practice, through a limited course of introductory graduate level study. They are a non-credit certificate program and a for-credit diploma program.

Non-Credit Certificate Programs

Phillips Seminary offers three thematic options in its non-credit Certificate Program:

- Biblical Studies
- General Theological Studies
- Social Justice Studies

These certificate programs, which require 15 or 16 semester-hours of study are life enrichment programs which are not intended as preparation for any particular profession or service.

Curricular Options in the Certificate Program

A. Certificate in Biblical Studies (15 hours)

This certificate, which is not for academic credit, offers lay people and other individuals access to advanced biblical study in a progressive context. Courses may be completed online or on campus.

The semester-hours required for this certificate include:

Phase I: Invitation to Community	6 hours
Phase II: Vital Conversations	9 hours

The detailed curricular design for this track follows.

Phase I: Invitation to Community (6 hours)

Introduction to the Hebrew Bible	3 hours
Introduction to the New Testament	3 hours

Phase II: Vital Conversations (9 hours)

In Phase II students continue to utilize the strategies learned in the Phase I course to develop further skills and deepen knowledge in biblical studies, to be distributed as follows:

Advanced Hebrew Bible	3 or 6 hours
Advanced New Testament	3 or 6 hours

B. Certificate in General Theological Studies (15 hours)

The second curricular option, in General Theological Studies, is designed to offer the student the widest possible selection of study opportunities from the seminary's scheduled list of courses. This allows students to follow their own particular interests in History of Christianity, Theology, Ethics, etc. Courses chosen must be available to first year students with no prerequisites. If the student desires to take an advanced course for which a prerequisite is required, the prerequisite requirement must first be met.

C. Certificate in Social Justice Studies (15 hours)

This curricular option is designed to offer students a wide range of course options for exploring the intersections of social justice and theological studies.

Phase I: Invitation to Community (3 hours)

Theology and Social Justice: Theories and Methods	3 hours
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Phase II: Vital Conversations (12 hours)

Courses might include studies in ethics, biblical studies, history and theology, conflict and violence, gender and sexuality, feminist/womanist issues, liberation and post-colonial studies, black theology, and the Civil Rights movement. The faculty adviser will assist the student in selecting those courses that best fit the student's interests.

Admission and Program Requirements

A baccalaureate degree is not required for admission as a certificate student. Students enrolled in the program are expected to read a limited amount of materials for informed participation in classroom activities. However, only class attendance will be recorded. There is no faculty evaluation of oral or written work and no academic credit is awarded or considered transferable. A certificate is awarded upon satisfactory attendance. CEUs will be awarded on the same basis at no cost, if requested.

Online Coursework in Certificate Programs

Some certificate programs may be completed entirely online; others are available only on campus. Interested students should explore this question prior to enrollment. Online course projections are available well in advance. Courses which are offered on our Tulsa campus may be completed in multiple formats—week-long concentrated courses, weekend courses, weekly seminars, or arranged courses—scheduled in the August or January term, the fall and spring semesters, or in the summer. The seminary may privilege enrollments in some online courses of students who must travel more than 150 miles one-way to campus.

Non-Degree Graduate Diploma Programs

Individuals who hold a baccalaureate degree from an appropriately accredited college or university may be admitted as non-degree Graduate Diploma Students, if they wish to enroll for graduate credit in one of the three curricular options described below. Unlike expectations in the non-credit certificate program, in the graduate diploma program, master's level learning objectives and specific academic requirements will be set forth by the instructor in the syllabus for each course. Faculty members will keep attendance and evaluate written assignments. Transcripts will be maintained and course credits may be applied later to a Phillips degree program.

Curricular Options in the Diploma Program

The four curricular options in the non-degree, for-credit Graduate Diploma Program include:

- Biblical Studies
- General Theological Studies
- Social Justice Studies
- Biblical Languages

The curricular requirements for each of the first three options are described earlier under the certificate programs. The requirements for the third curricular option—a graduate diploma program in Biblical Languages—are as follows:

Biblical Languages

1. Biblical Hebrew (7.5 semester hours)
 - HB 825 Biblical Hebrew I (3 hours)
 - HB 835 Biblical Hebrew II (3 hours)
 - HB 850 Hebrew Readings (1.5 hours; .5 hour to be added to the 1-hour Hebrew Readings course by the writing of a 10-page paper demonstrating skills in Hebrew translation and exegesis.)
2. New Testament Greek (7.5 hours)
 - NT 825 Greek Grammar I (3 hours)
 - NT 835 Greek Grammar II (3 hours)
 - NT 850 Greek Readings (1.5 hours; .5 hour to be added to the 1-hour Greek Readings course by the writing of a 10-page paper demonstrating skills in Greek translation and exegesis.)

All biblical language courses are available for students living at least 150 miles one-way from the Phillips campus through synchronous videoconferencing. To gather more information about this option, consult with the professor of the course or the Office of the Vice President of Academic Affairs and Dean.

Please note: students enrolled in a master's degree program at Phillips may also earn the Biblical Languages Diploma. To do so, they must pass both Introduction to Hebrew Bible and Introduction to New Testament and 7 hours in each of the biblical languages offered.

Admission and Program Requirements

An official transcript showing undergraduate degree and acceptable grade point average are required for admission. A graduate diploma is awarded upon completion with a cumulative grade point average of 2.5.

For a description of the Graduate Diploma in Advanced Ministry Studies program, see, "Doctor of Ministry Degree Program" on page 54.

Academic Policies

The following academic policies are relevant to all students enrolled in degree programs. Although academic advisers seek to provide appropriate counsel, ultimately students are responsible for knowing degree requirements and policies and for all academic decisions that they make.

Academic Misconduct

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

Academic misconduct includes such unacceptable behavior as false representations in application materials or other reports, plagiarism, falsification of records, unauthorized possession of examinations, intimidation, bribery, submitting the same paper in two or more different courses, and cheating. It also includes assisting others in the acts mentioned above, as well as attempts to engage in such acts.

Plagiarism is an attempt to claim ideas or writings, which belong to another, as one's own. Paraphrasing or even extensive rewriting of another's work does not eliminate the need to give appropriate credit. Any time an expression or idea is borrowed, appropriate credit must be given. In formal papers, quoted material must be documented as such and all sources must be cited. Cheating includes using unauthorized materials, information, or study aids in any academic examination or exercise. Submitting a paper for more than one class will not be allowed, unless special permission is secured from both professors. Any paper, or major part thereof, or other work turned in for two courses will not meet the requirements and will result in a "0" (F) for that assignment in either or both courses.

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

written charges must be filed in the dean's office within three working days following the initial meeting.

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

If the seminary does believe there are sufficient grounds to support the charges, the case will be handled in one of two ways. If the guilt is admitted, a penalty is fixed according to the guidelines given below but only after the dean or his or her designee has met with the professor involved and discussed possible actions. If, however, the person charged maintains innocence, an ad hoc committee will be appointed by the dean to conduct a hearing to make a determination of guilt or innocence. Willful failure of a person charged with academic misconduct to appear before the committee means that he or she is in default, and punishment will be pronounced and administered.

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

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

Penalties for Academic Misconduct: The penalty for those found guilty of academic misconduct, regardless of when that judgment is rendered, shall range from a grade of "F" on the examination or academic exercise in question, to a grade of "F" in the relevant course, suspension from the seminary, permanent dismissal, or degree revocation. Any second conviction of academic misconduct mandates at least a suspension from the seminary for one calendar year. Records of convictions will be maintained in the student's academic file. These records will be purged when the student graduates or has not been enrolled in the seminary for a period of ten years.

A student who is convicted of academic misconduct, including plagiarism, in the production of a major research project or thesis (i.e., an MDiv or MTS Thesis, MTS or MA(SJ) Integrative Paper, or DMin Project) will have his or her coursework terminated and will be permanently dismissed. If the degree has been granted before the misconduct is discovered, the degree will be revoked. Results of these actions become a part of the permanent record.

Academic Year

The academic year for Phillips is comprised of two semesters and a summer term. The fall semester is scheduled from early August, beginning with concentrated course weeks referred to as the “A-Term,” to mid-December. The spring semester begins with concentrated course weeks in January, commonly referred to as the “J-Term,” and ends in mid-May, at which time the annual commencement exercises are held. DMin Fortnights are scheduled in January and June.

The summer term is generally scheduled from late May through June. Because summer courses focus all class contact hours in a one or two-week period, faculty will normally expect students to begin reading and working on assignments at least three weeks before the first class session. Therefore, students are responsible for obtaining the syllabus and all necessary books and materials and preparing in advance. Instructors will normally expect students to complete final research and writing assignments after the last class session and by a late July deadline.

During each fall and spring semester, two concentrated course weeks are provided in the approximate middle of the semester to facilitate independent study and research as well as additional course opportunities. Online classes and non-intensive classes do not meet during these weeks.

A two-week registration period is scheduled each fall (for the spring semester) and each spring (for the summer term and fall semester). Students continuing in program must consult with their academic advisers before they are allowed to enroll.

Arranged Courses

Under rare circumstances, degree-seeking students may request an arranged course with a specific instructor to fulfill degree requirements. These arranged courses must include sufficient reading, written assignments and time with the professor to merit the number of credit-hours requested, usually 1-3 credit hours. Students must fill out the Independent Research Form available on the website or in the Office of the Registrar and gather the required signatures during the enrollment period of the semester or term before the course is to be taken.

Assessment of Student Learning

There are two formal and overlapping assessment processes for student academic achievement in all degree programs at Phillips. The first involves the instructors' grade evaluations, awarded in each course for the quality of the students' academic achievements, including their work with mentors in supervised ministry settings. The second involves a portfolio in which students place the graded copy of designated assignments from each course and assess progress in meeting both the goals of the degree program as well as their own learning goals (see “Portfolios” below). In the master's programs students are required in two or three non-credit assessment courses (see the curriculum for each program for detailed information). Employing Chalk & Wire software, entering students are introduced by their faculty advisers to

electronic portfolios for the regular review of their educational goals, theological development, and vocational clarity. In the MTS and MA(SJ) programs, there is also a thorough evaluation of a required integrative senior paper (in MTS Track I), a master's thesis (in MTS Track II). In the DMin program a thorough evaluation of the project report is conducted.

Attendance Policy

At Phillips, class attendance and engaged participation are very important. Every member of the faculty and student community is, in fact, both teacher and learner. Therefore, a class absence means more than merely a missed delivery of educational content. It also means the irrecoverable loss of a unique dialogical "learning-through-teaching" opportunity for oneself and others.

In view of this understanding, Phillips has an established Attendance Policy that states that any student who misses 20% or more of the class contact hours for a course, for any reason, cannot pass or successfully audit that course. The intention of the policy is not to be punitive, but to recognize that students should retake courses for credit if they miss a significant number of the class contact hours.

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

Bypass of a Required Course

An approved course bypass carries no credit, but permits a student with previous education in a particular area to fulfill a basic requirement in that area by completing a substitute course at a more advanced level. A student must obtain the approval of the instructor of the required course, his or her adviser, and the dean. Forms are available from the registrar's office.

Class Nomenclature

Master's level students are classified according to the number of credit hours completed, as follows:

MDiv: Juniors are students who have completed less than 24 credit hours; Middlers, between 24 and 57 credit hours; Seniors, more than 57 credit hours.

MAMC: Juniors are students who have completed less than 15 credit hours; Middlers, between 15 and 30 credit hours; Seniors, more than 30 credit hours.

MTS: Juniors are students who have completed less than 15 credit hours; Middlers, between 15 and 30 credit hours; Seniors, more than 30 credit hours.

MA(SJ): Juniors are students who have completed less than 12 credit hours; Middlers, between 12 and 24 credit hours; Seniors, more than 24 credit hours.

Commencement

Students may elect to graduate under the terms of degree requirements in a given catalog adopted by the seminary after their first enrollment. Only students who have completed all requirements for graduation will be allowed to participate in the annual commencement exercises at the end of the spring semester and to have their degrees conferred at that time.

Students who complete graduation requirements at another time may elect to have their degrees conferred, without commencement exercises, on August 31 or December 31 of each year. In order to have a degree conferred on one of these dates, a student must: (a) make application for conferral of the degree, and pay the diploma fee, at least one month in advance of the requested date, and (b) complete all graduation requirements prior to that date. Students who exercise the option to have a degree conferred on August 31 or December 31 retain the option of participating in the next commencement exercise.

Complaints (provisional)

A complaint may include any class-related concerns, problems, or disputes with a faculty member or student.

The Academic Affairs Office of the Seminary shall investigate every complaint brought by a student or faculty member. It is best if the complainant brings forward the complaint in a timely manner in order that it can be dealt with expeditiously and in accordance with Seminary policies.

As soon as is practical after experiencing or learning of the precipitating event, the complainant should bring the complaint to the Vice President of Academic Affairs and Dean who will investigate and address the complaint.

After investigation a resolution will be offered. The complainant may accept the resolution or appeal the resolution to the President.

If the Vice President of Academic Affairs and Dean is the subject of the complaint, the complainant should bring the complaint to the President.

In the event a complaint is against the President, the complaint shall be lodged with the Chair of the Board of Trustees and the Chair of the Board's Audit Committee. Either the two Board officers or the Executive Committee shall deliberate regarding the complaint.

Please note: a written statement of the complaint is always more helpful in the investigatory process. It should include documentary evidence to support the complaint.

Complaints by Students concerning Grades

Academic evaluation is a responsibility entrusted by the Board of Trustees to the faculty. However, should any student believe that her or his work has been evaluated by an instructor in a manner that violates a published academic policy or procedure either in the catalog or the professor's own syllabus on an individual assignment or a final grade, an appeal may be made. In most cases, students should first make the appeal to the instructor who then should try to resolve the problem in whatever manner s/he thinks appropriate to the situation. The faculty member should take the complaint seriously and try to ameliorate the problem in a way that is consistent with the standards of the profession.

However, if the student does not agree with that resolution, a complaint may be initiated with the Vice President of Academic Affairs and Dean within 21 days of receiving the grade report. Whether the complaint is made in writing or orally, the Vice President of Academic Affairs and Dean will discuss the complaint with the professor and ascertain what additional facts are available. The dean will then take whatever action s/he deems appropriate and issue a written decision. This decision may be appealed to either the Masters Committee or the DMin Committee of the Faculty Senate, depending upon degree program of the student.

Please note: a written statement of the complaint is always more helpful in the investigatory process. It should include documentary evidence that policies were violated in the evaluation process.

In the event a grievance is against the Vice President of Academic Affairs and Dean or the President, the grievance shall be lodged with the Chair of the Rank and Tenure Committee of the Faculty Senate.

In all cases of major unresolved complaints, students may contact the seminary's accrediting association. Contact information may be found on page 8 of this catalog.

Constitution Day Policy

On May 24, 2005, the U.S. Department of Education released a Notice of Implementation, announcing that all educational institutions receiving federal funding must provide an educational program pertaining to the United States Constitution on September 17 of each year.

As noted in Section 11(b) of the Consolidated Appropriations Act of 2005, "Constitution Day" must be recognized on September 17 in commemoration of the signing of the Constitution of the United States of America on September 17, 1787. Therefore, Phillips

Seminary in compliance with the U.S. Department of Education will participate in the designated day of September 17 as “Constitution Day.” The Office of Student Financial Aid will organize this annual event.

Contextual Education: Supervised Year in Ministry Program (SYMP) and Clinical Pastoral Education (CPE)

Students in the MDiv and MAMC programs devote one academic year to contextual education which comprises all of the ways persons learn about themselves and others through interactions with their environment. For persons engaged in ministry, working in a congregation or other ministerial setting offers one avenue for such learning to take place.

Within this larger conception of contextual education, students have two options for fulfilling this requirement: the Supervised Year in Ministry Program (SYMP) and the Phillips-based Clinical Pastoral Education Program (CPE), both of which typically begin in the fall semester and end in the spring semester of an academic year. Students should consult with denominational officials about which program best prepares them for ordination.

A summary and comparison of each program to guide students in making a choice is provided here. For complete information about both programs see the handbooks for each one, available on the Phillips website.

	Supervised Year in Ministry (SYM)	Clinical Pastoral Education (CPE)
Target Student Audience	MDiv and MAMC students	Pastors, religious professionals, qualified laypersons and MDiv and MAMC students
Educational Purpose	To offer students opportunities for reflection on the practice of ministry and expand skills in leadership and community service	To offer students opportunities for the reflection on pastoral formation including personal strengths and weaknesses
Professional Purposes	To prepare students for leadership and ordination in church and community as it meets degree requirements for the MDiv and MAMC	To help students meet personal and vocational developmental goals; to prepare students for leadership and certification in church, community and institutional ministries as it meets degree requirements for the MDiv and MAMC (and MTS with approval from Director)
Outcomes	Students will be able to: articulate how their theology and praxis work together recognize and name how context shapes theological reflection lead communities in purposeful engagement in cross cultural settings	Students will be able to: demonstrate ability as spiritual care providers in the areas of pastoral formation/identity, pastoral competency, and pastoral reflection/purpose of ministry

Teaching Methods and Format	Action-reflection Discussion facilitation through the use of case studies. Offered in on campus or online formats	Action-reflection Ministry supervision through the use of verbatims and peer-group learning. Offered only on campus (usually Mondays)
Instructor	Phillips faculty, including adjuncts	Certified ACPE supervisor
Program Requirements	26 hours in the classroom 260 hours in ministry practice Onsite Reflectors (OSR) Mentor	100 hours in the classroom 300 hours in ministry practice Onsite Reflectors (OSR) Preceptor Option
Academic Credit	4 credit hours	6 credit hours; 1 unit of CPE (ACPE)
Application Procedures	Enroll during previous spring pre-registration period Make application to Director of SYM, following instructions in SYM Handbook	Enroll during previous spring pre-registration period Make application to Director of CPE, following instructions in CPE Handbook Interview with Supervisor and members of the Professional Advisory Group

Enrollment in SYM or CPE occurs during the Spring pre-registration period and after the successful completion of the first assessment course. (Students in special circumstances who need to enroll in either program earlier may petition the associate dean of contextual education and supervised ministries at the time of pre-registration.) Students must also have identified an approved ministry site in which they will serve a minimum of ten hours per week (SYMP) or 12 hours per week (CPE).

Several avenues are available for locating an appropriate ministry context. Students are encouraged to make contact with the judicatory officials representing their denomination. These representatives can provide information on licensing and endorsement, as well as identify church openings available to student ministers. Job postings and career resources are available on the Student Services Site in Moodle. All decisions to engage students as part-time ministers or staff members are made by local congregations and agencies. Therefore, although qualified students desiring part-time positions are generally able to find suitable settings, a field setting cannot be guaranteed by the seminary.

An application form must be submitted to the associate dean of contextual education and supervised ministries by July 31 before enrollment is finalized. Moreover, academic credit for all contextual education courses is granted only after all required evaluation forms and reports are received from the student and the student's mentor. Enrollment in these courses is only guaranteed if pre-registration is completed in the Spring semester before the Supervised Year in Ministry or Clinical Pastoral Education begin in the fall.

Academic credit granted in the SYM or CPE programs reflects class contact hours in the courses, as well as a student's total time commitment to this special component of

professional education. Failure to satisfactorily engage all components of the program as outlined in the “Handbook for the Supervised Year in Ministry Program” or the “Clinical Pastoral Education Handbook,” such as evaluation reports submitted in a timely manner, may result in a lower grade or a failing grade.

Directory of Seminary Community

Each semester Phillips provides members of the seminary community directories of student and Phillips personnel. Students may consult the Student Handbook or DMin Handbook for details concerning FERPA regulations and directory information.

Disabilities Policy

Phillips Seminary recognizes disability as an aspect of diversity, the inclusion of which is vital to the seminary community and to society. The Office of Admissions and Student Services has worked to identify opportunities to strengthen our academic programming by making available to all students various disability resources intended to bolster success and make the learning environment accessible and inclusive to all. Students with disabilities can begin the collaborative process of accessibility by contacting the Office of Admissions and Student Services to develop a partnership, generate solutions, and implement reasonable accommodations.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. The seminary’s Director of Admissions and Student Services shall serve as the institution’s ADA Coordinator for students with disabilities. (See the Phillips website for the full policy and procedures for requesting accommodation.)

Dropping and Adding Classes

Forms for dropping and adding courses are available in the registrar’s office or on the Phillips website: <http://www.ptstulsa.edu>.

A student may not add a course beyond the first week of a fall or spring semester, regardless of course schedule configuration (e.g., weekly, intensive, online, or arranged). In an August, January or summer term, courses must be added at least three weeks prior to the beginning of the term

The policy on dropping courses is as follows:

- During the first three weeks of a fall or spring semester, or within the first 7 class contact hours in an August or January or summer term: courses may be dropped for any reason. No record appears on the transcript.
- In the fourth through the eighth week of a fall or spring semester, or between 7 and 14 class contact hours in an August, January or summer term: courses may be dropped for any reason. The dropped courses will be listed on the transcript with a “WD” indicating withdrawal.

- After the eighth week of a fall or spring semester or after 14 class contact hours in an August, January or summer term, courses may be dropped with a grade of “WD” only for verified extenuating circumstances of a non-academic nature. A written petition, explaining the extenuating circumstances, must be presented to the dean. If that petition is granted, a “WD” will appear on the transcript. If the petition is not granted, the dean will notify both the student and the course instructor of the decision. The course instructor will assess the student’s performance up to the date of the student’s request to withdrawal, and a grade will be issued and will appear on the transcript. Students may appeal a negative decision by the dean to the Master’s Committee.

The policies for adding and dropping courses in a fall or spring semester apply equally to master’s level students enrolled in all courses regardless of schedule configuration.

Duration of Programs and Course Load

A student may only be enrolled in a single Phillips academic program at any given time. In so far as The Association of Theological Schools (ATS) judges full-time equivalency as 12 hours per semester, Phillips interprets one year to equal 24 hours.

The MDiv program may be completed within 3 academic years. It must be completed within 8 years from the time the student matriculates. In exceptional circumstances, students may complete the program after 8 years, providing that a specific degree plan has been approved by the dean.

The recommended course load for a three-year MDiv program is 12 hours per semester plus summer courses. Students on probation are limited to 9-10 hours.

The MTS and MAMC programs may be completed within 2 academic years. They must be completed within 5 years from the time the student matriculates. In exceptional circumstances, students may complete the program after 5 years, providing that a specific degree plan has been approved by the dean.

The MA(SJ) program may also be completed within 2 academic years. It must be completed within 4 years from the time the student matriculates. In exceptional circumstances, students may complete the program after 4 years, providing that a specific degree plan has been approved by the dean.

A full-time master’s student is one who is enrolled for 9 semester-hours or more in a semester. A part-time student is one who is enrolled for fewer than 9 semester-hours. Three semester-hours in the summer is considered full-time enrollment. Part-time students are eligible to apply for most fellowships and grants-in-aid.

A master's level student with a pastorate or other employment requiring more than 22 hours of work and travel per week should not plan to enroll in more than 10 hours per semester.

A master's level student who projects an enrollment of more than 15 semester-hours in any semester, or more than 6 semester-hours in the summer term, must receive prior approval from his or her adviser, the director of supervised ministries, if taking a supervised ministries course, and the dean.

Any Graduate Diploma program may be completed within 1 academic year and must be completed within 4 years from the time the student matriculates.

DMin students should expect to spend approximately four years to complete the program and no more than six years.

In all cases, courses contributing to a master's or doctoral degree cannot be more than 10 years old.

Email Accounts

All students will be assigned a Phillips student email account hosted by Office365 in order to facilitate seminary communication. This will be the only email address used by Phillips faculty and staff; thus, students should check it often and regularly for coursework, student affairs, and other official communication from Phillips. If students encounter technical difficulties with this email account, they should contact the student help desk studenthelp@ptstulsa.edu.

Grading and Credit

The unit of credit is the semester-hour, and all semester-hours of study will be assigned a grade by the course instructor. Except for credit hours completed in courses graded on a pass/fail basis, only those hours for which a grade of D- or better is received will count for credit toward the total hours required for all degrees.

Grade point averages are computed on the following basis and according to the indicated grade points per semester-hour:

A	Excellent; 4.0 grade points
A-	earns 3.7 grade points
B+	earns 3.3 grade points
B	Good; earns 3.0 grade points
B-	earns 2.7 grade points
C+	earns 2.3 grade points
C	Marginal; earns 2.0 grade points
C-	earns 1.7 grade points
D+	earns 1.3 grade points
D	Poor; earns 1.0 grade point
D-	earns 0.7 grade points

F	Failure; earns no grade points, but is computed in the grade point average
P	Passing work, evaluated as B- or better, that counts as credit toward a degree, but does not compute in the grade point average
PD	Pass with distinction
I	Incomplete work
WD	Withdrawal from a course that does not compute in the GPA
AU	Indicates satisfactory attendance by an auditor
U	Indicates unsatisfactory attendance by an auditor or unsatisfactory progress in a master's thesis course
S	Indicates satisfactory progress in a master's thesis course or in a DMin project course
SA	Satisfactory attendance in a certificate course
UA	Unsatisfactory attendance in a certificate course

To calculate a grade point average, the total grade points are divided by the total semester-hours of coursework. A final cumulative grade point average of at least 2.5 is required for a graduate diploma or any master's degree.

If a course is retaken by a student, both grades will be recorded on the student's transcript. However, only the higher grade will be used in calculating the student's grade point average. The course hours are counted only once.

In any course designated as pass/fail, which includes theological reflection group courses, a pass (P) indicates a grade of B- or better.

In the DMin program, C- is the lowest passing grade a student may earn. D+, D, and D- grades are not used in doctoral courses. All Project Phase courses are pass/fail. DMin project reports may be accepted with a P (pass) or PD (pass with distinction); if not accepted, they may receive an S (satisfactory progress) or F (failure).

Honors and Awards

Several honors and awards are given annually to outstanding students in recognition of their exceptional achievements. Academic honors shown on official transcripts are awarded on the completion of a master's level program on the basis of the following cumulative grade point averages:

With honors:	3.80-3.89
With high honors:	3.90-4.00

Other annual awards given to master's level students include:

Christian Church (Disciples of Christ)/United Church of Christ Awards. Awards are given annually to an exceptional graduating senior and to an outstanding student in each class who are members of the Christian Church (Disciples of Christ) or United Church of Christ.

United Methodist Student Award. The award is presented to the United Methodist student who has the highest GPA and displays great promise for ministry.

Community Life Award. An award is given annually by the Student Senate in recognition of a student's special contribution to the quality of community life in the seminary.

Sojourner Award. Sponsored by the Phillips Alumni Association, this award is given annually to a graduating senior who has experienced particular difficulties in life while pursuing a seminary degree, but has maintained a deep sense of passion and commitment to theological education and ministry.

The Ulysses Earl Allen Book Award. This award was established by Phillips alumnus, Ulysses Darnell Allen, in honor of his father, Ulysses Earl Allen, to help students in financial need to purchase books.

R.G. and Della Mae Ericson Memorial Preaching Award. Initiated in 1980 by Phillips graduate, R.G. (Skip) Ericson, Jr., in memory of his parents, this award is given annually to an outstanding student preacher.

Trudy and Howard Plowman Book Award. Initiated in 2002 by Norman V. and Ann C. Wasson, this award provides financial assistance to United Methodist students to purchase books.

Joe Strange Book Award. Established in 1991 by Susan Hunt LeBlanc as a memorial to Joe Strange, Disciples of Christ (DOC), a former Phillips student, this award provides financial assistance for the purchase of books.

Charles and Jean Whitmer Evangelistic Preaching Fellowship. This award is granted to a full-time Christian Church (Disciples of Christ) student who demonstrates the potential to be an outstanding evangelistic preacher. This fellowship was established in 1983 by the Central Christian Church of Pueblo, Colorado, honoring their pastor and his wife for 15 years of service and in celebration of the congregation's 100th anniversary.

Wylie Preaching Award. Initiated in 2004 by Phillips alumnus and United Methodist Superintendent, Sandy Wylie, this award recognizes an outstanding student preacher.

The Richard & Peggy Ziglar Award for Excellence in Christian Education. This award is presented to affirm a student who shows promise in the field of Christian education.

Professor Book Awards. Given annually by each member of the regular teaching faculty for exceptional achievement in coursework taken with them.

Immersion Experience Courses

A feature of all master's degree programs at Phillips is the required immersion course, a one- to two-week opportunity for students to experience a racial, ethnic, cultural, and/or socio-economic community which is unfamiliar to them. Normally this course is taken during Phase II of the master's programs; minimally students must complete one phase I course before undertaking this experience. Other specific requirements may apply to specific immersion courses. Students may satisfy the requirement only by undertaking an immersion experience in a site that is culturally unfamiliar to them. For some students, this may mean an international experience. For students from a rural culture, an urban setting may function as an appropriate site. Students should work with their advisers to identify appropriately unfamiliar sites. In some cases, students may participate in a non-Phillips course or experience to fulfill this requirement in consultation with their advisers and approval from the dean.

Several DMin specializations also include an immersion experience course. Aside from the prerequisites in the master's programs, the policies delineated here also apply to DMin courses.

Although Phillips provides most of the financial support for students enrolled in Phillips degree programs, students should plan for an additional expense to support travel expenditures of approximately \$350 for domestic immersion courses and \$700 for international immersion courses. This fee is not refundable once travel and housing arrangements have been made, approximately 3 months before the trip itself. In addition, students are responsible for meals in route to and from the immersion site and trip insurance, which is generally optional. Students should also be prepared to show proof of health insurance coverage or purchase additional health coverage as needed. Information about these matters is available from the professor of the immersion course or the Office of the Vice President of Academic Affairs and Dean.

Inclusive Language Policy

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

As Christians and leaders of religious communities, we commit ourselves to avoid using language that damages or excludes persons or perpetuates demeaning stereotypes.

This includes language that establishes or reinforces bias against people because of their race, gender, ethnic group, age, profession, religion, economic status, national group, sexual orientation, marital status, etc.

- Phillips recognizes that there is room for legitimate differences of opinion on such matters and does not attempt to prescribe in detail precisely which words, expressions, and usage are acceptable.
- Phillips is not attempting to impose an ideology or arbitrary standard on anyone. It is attempting to raise consciousness in regard to language that may be offensive to some.
- Phillips also encourages the community to be aware of the problem of language with reference to God. We need to be sensitive to the metaphorical, analogical nature of all our language about God, and to be aware that the Bible and Christian tradition use feminine and non-human as well as masculine images and categories for speaking of God.

Incompletes and Extensions

An incomplete may be granted for extenuating circumstances, but the approval is not automatic and must be justified. Approval must be requested on required forms and granted prior to the announced deadline, normally the Friday prior to the last week of classes. Incompletes may be granted for a maximum of 45 days from the last official day of classes. Only in unusual circumstances will an extension be considered. Work not submitted to the instructor by the deadline will receive the grade of "F."

Intensive Coursework

Each semester a number of courses are offered on-campus in an on-campus intensive mode either in a one or two-week configuration or on 1-2 weekends (depending upon number of credit-hours earned). During each fall and spring semester, two concentrated course weeks are provided in the approximate middle of the semester to facilitate independent study and research as well as additional course opportunities. Online classes and non-intensive classes do not meet during these weeks. In addition, the fall semester begins with a two-week period commonly known as "A-Term" and the spring semester begins with a two-week period commonly known as "J-Term" in which students may enroll in intensive courses. Almost all immersion courses are taught in an intensive mode.

In this format, all class contact hours are concentrated in a limited period of time. Thus, faculty will expect students to begin reading and working on assignments at least three weeks before the first class session. Normally, they will also expect students to complete research and writing assignments after the date of the last class session. In other words, despite the concentrated schedule for class meetings, such seminary courses should be understood to require academic work throughout the entire semester. It is the responsibility of all students who register for such courses to contact the dean's office by the first day of the fall or spring semesters (or at least three weeks before the first class session of an August, January or summer term

course) to obtain a course syllabus, which will specify assignments that must be completed prior to the first class session.

Internet Access and Technical Requirements

When on campus students are able to access the Internet on equipment in the computer lab as well as wi-fi throughout the building. However, it is highly recommended that students have access to computers and high speed broadband connections at home, especially if they plan to register for online courses, which requires particular tools. The Phillips philosophy is to use the least bandwidth possible in order to make the education we offer accessible to the broadest number of potential students.

Students should plan on having:

- A reliable computer, running an up-to-date operating system (e.g., Apple OS X 10.9 or newer or Windows 8 or newer)
- A Word processing program compatible with Microsoft Word 2010 or newer
- A presentation program compatible with Microsoft Power Point 2010 or newer
- Apple computer users should plan to export to a Microsoft compatible extension (.docx, .pptx, .pdf, etc.)
- Broadband internet access, or faster, (strongly preferred, regardless of whether it is delivered by satellite, cable, or DSL)
- Speakers and a microphone; a combination headset with microphone solution is specifically recommended for all interactive and synchronous videoconference class sessions
- A webcam

Phillips faculty and staff primarily use up-to-date Windows software so student use of compatible software will make things a bit easier. Further, connectivity speeds, which affect the quality of internet connection, vary with supplier, time of day, and location. The Phillips staff cannot affect these factors.

Limited Enrollment Courses

Some courses have limited enrollment for instructional purposes. In these cases, students enrolled in degree or diploma programs have priority over special or certificate students. In addition, degree- or diploma-seeking students who will not have other opportunities to take courses that meet specific requirements before their anticipated date of graduation will be given enrollment priority if they register during the first scheduled registration period for the relevant semester.

Military Service

Phillips students who must suspend their academic work at the seminary to engage in required military service after having attended more than 75% of the class sessions of courses in which they are currently registered may submit written requests to instructors for grade evaluations, based on assignments completed. Each petition

must be accompanied by a copy of the student's official orders showing the date military service begins. No special fees are required.

Grades will be awarded at the discretion of instructors if there is a sufficient basis for their determination. Instructors shall inform petitioning students in writing of grades to be awarded. In any course in which there are assignments outstanding, students may elect, in light of the proposed grades, to request an "Incomplete" or to withdraw. Students granted "Incompletes" for military service should contact the Office of the Registrar within 60 days of the end of their period of service and must complete all outstanding coursework within six months of that date. Extensions will be granted only in unusual circumstances.

If students choose to withdraw, a "WD" will be recorded on their official transcripts. Students are responsible for filing the appropriate forms with the Office of the Registrar before the end of the semester. For students who withdraw under this policy, all current semester tuition and fee charges will be cancelled. If some or all of current charges have already been paid, students will be offered a choice between maintaining a credit for the payments on their accounts and having the full amount of the payments refunded to them. Different policies may apply to payments received from state and federal sources, as per applicable regulation.

Modes of Course Delivery

Courses at Phillips Seminary are taught in four modes: on-campus in a weekly format, intensive in a weekend or one to two-week format, online, or arranged with a particular professor to meet the learning goals of the student. Normally the on-campus weekly courses and online courses are taught only during the fall and spring semesters in a 13-week schedule. Summer term courses are taught in the intensive format, usually in one or two weeks. Students should see denominational degree requirements or online limitations to determine, in consultation with their advisers, eligibility for specific modes.

On-Campus 13-Week Coursework

Courses taught in a weekly on-campus mode are taught during the Fall and Spring semesters. Normally at Phillips these courses meet once a week for 13 weeks; the amount of time spent in class each week is determined by the number of credit hours earned by passing the course. Usually the schedule of these classes are as follows: 5-6 weeks at the beginning of the semester; a 2-week break sometime in the middle of the semester for reading, preparing assignments or participation in an intensive course offered during the concentrated course weeks; a 1-week break for rest; and then the remainder of the weeks until the end of the semester. A full academic schedule of these courses calendar for several years after the current year is available in the Office of the Academic Vice President and Dean.

Online Coursework

Many of the required and elective courses which contribute to the master's degree program at Phillips may be taken online as well as on campus. In accord with current ATS accreditation standards, a minimum of 24 semester-hours of the coursework required for an MDiv degree (the equivalent of one year of full-time academic study) must be completed "in residence" (i.e., in a classroom setting on our Tulsa campus or an approved extension site). In the same way, a minimum of 16 semester-hours of the coursework required for the MAMC degree and the MTS degree (one-third of the 48 semester-hours program) must be completed "in residence." These "in-residence" hours may be completed in a number of convenient modes or formats (see "Modes of Course Delivery"). Students in the MA(SJ) program must complete a minimum of 12 semester-hours "in residence."

Students cannot be guaranteed that the courses in which they have a special interest will always be available in their preferred format at the time they wish to enroll.

In accord with policies adopted by the University Senate of the United Methodist Church, United Methodist students enrolled in an ordination track degree program (MDiv or MAMC) are limited to "in-residence" courses only and may not register for online distance education courses offered by any non-UMC seminary, including Phillips.

Because of registration limits, the seminary may privilege enrollments in some online courses of students who must travel more than 150 miles one-way to campus. The enrollment of students who meet this criterion will be prioritized according to seniority defined by number of hours in their degree programs.

Orientation for New Students

Orientation programs for all degree and diploma programs are mandatory for entering students. The largest orientation for master's degree and diploma students is held on campus in August prior to the beginning of the fall semester and normally occurs over several days. The seminary will help students make attendance affordable. A two-day spring orientation is occasionally held for students entering in the spring semester; they will also be expected to attend the longer fall orientation. DMin Fortnights in January and June include orientation sessions for entering doctoral students. The purpose of orientation sessions is to introduce students to the faculty, curriculum, and community life of Phillips in a way that will provide a strong foundation for the successful completion of the degree or diploma program in which students enroll.

Portfolios

In order to evaluate students' learning and to improve educational effectiveness, the Phillips faculty has adopted a portfolio strategy. All degree-seeking students are required to keep a portfolio of their academic work and to reflect with faculty advisers on their progress in theological education and spiritual formation. In the master's level

programs, these portfolio reviews take place during the non-credit assessment courses in which students enroll periodically.

This pedagogical strategy is specifically designed for the seminary community. It is not intended to provide materials for review by ecclesiastical bodies assessing fitness for ordination and ministerial service. Because student expectations of church review could negatively affect its pedagogical usefulness, the seminary faculty has respectfully requested that denominational and congregational representatives not require students to submit portfolio materials. Further, faculty and staff members are prohibited from sharing portfolio materials identified with a particular student with anyone other than that student.

Phillips makes use of “Chalk and Wire” as the electronic host for student portfolios. Each student will be given an account with “Chalk and Wire” for the duration of their active enrollment in a degree program at Phillips. When a student graduates, withdraws or is dismissed for any reason, the seminary will no longer assume the cost of the account; for a fee paid directly to “Chalk and Wire,” the electronic portfolio can be accessed and used by the account holder after leaving Phillips.

Students who fail to meet with their advisers for required reviews will not receive transcribed acknowledgement for the relevant assessment course and may not be able to register for further coursework. Program and graduation delays may be experienced as a result.

MDiv students transferring 30 hours or fewer will be expected to meet the portfolio requirements with relevant course materials from transferred courses. Students transferring in more than 30 hours may satisfy the requirements by placing in their portfolio their admissions essay and keeping appropriate items for the Phillips portion of their MDiv. MAMC and MTS students transferring 24 hours or fewer will also be expected to meet the portfolio requirements with relevant course materials from transferred courses. If they transfer more than 24 credit-hours, they may also satisfy the requirements by placing in their portfolio their admissions essay and keeping appropriate items for the Phillips portion of their academic degree programs. MA(SJ) students transferring 14 hours or fewer will also be expected to meet the portfolio requirements with relevant course materials from transferred courses. If they transfer more than 14 credit-hours, they may also satisfy the requirements by placing in their portfolio their admissions essay and keeping appropriate items for the Phillips portion of their academic degree programs.

Professional Behavior and Netiquette

All those engaged in teaching and learning in the Phillips Seminary community deserve respect as they participate in critical theological reflection and ecumenical conversation on the range of issues enlivening contemporary discernment and debate within the church and the broader society. Among the critical dynamics of respect and open space is learning to keep confidences, which is hopefully understood as a

primary ministerial skill. All the expectations and practices under which the seminary currently operates in its teaching/learning functions apply to both on campus and online courses.

Participants in the online discussions do not have available the same visual and auditory clues as those in traditional classrooms for interpreting the tone and substance of contributed comments. It is, therefore, especially important that the following guidelines concerning appropriate 'netiquette' – i.e. etiquette for written communication shared via the internet – should be consistently observed. Although individual professors may have unique standards or procedures regarding class etiquette that are specific to their course design and learning goals, members of the seminary community should attend to the following general institutional standards:

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

Residency Requirements

In this catalog, the term "residency" refers to two distinct topics. First, the term may refer to the configuration of semester-hours that students must take with the Phillips faculty in order to receive a Phillips degree when they transfer coursework from another ATS-affiliated school. For the regulations relevant to this definition, see the heading of "Transfer Students." Second, "residency" refers to the number of semester-

hours that must be taken in various degree programs in an in-person on-campus classroom setting (or an immersion course), in contrast to the number of semester-hours that may be taken online or by videoconference. For this topic, see the heading “Comprehensive Online Program,” or the heading “Online/On-Campus Requirements.”

Satisfactory Academic Progress

Students are considered in good academic standing when they are making continuous progress in their degree program with a minimum grade point average of 2.5 for master’s students and 3.0 for Doctor of Ministry students. Students whose cumulative GPA falls below these minimums will be placed on academic probation.

Master’s students on academic probation are limited to an enrollment of 9-10 semester hours, excluding enrollment in PW700 Worship Practicum, one-hour seminars in spirituality, and TRG 501-504 Theological Reflections groups.

While on probation, students will be considered in good academic standing and making progress towards their degree programs as long as they are achieving the minimum grade point average of 2.5 (master’s students) or 3.0 (doctoral students) each semester. Students will be removed from probation when their cumulative grade point average reaches the required minimum for their degree program.

Students on probation who fail to achieve the required minimum GPA for two successive semesters (excluding summer terms) will be suspended for one calendar year. Students suspended under this policy may reapply for admission one month prior to the semester in which they hope to resume their degree programs. Their reapplication must include a written statement explaining the change in circumstances that would allow them to achieve academic success. Readmission is not guaranteed.

Doctor of Ministry students should consult the DMin Handbook for relevant regulations concerning academic probation, suspension, and dismissal.

Sexual Harassment

Phillips Theological Seminary endeavors to learn and teach the way of Jesus in order to cultivate vital congregations, communities, conversations, and the public good. In its statement on Engaged Diversity, the Seminary’s Board of Trustees declares:

The Board of Trustees of Phillips Theological Seminary believes that the Reign of God as announced by Jesus Christ is open to all people regardless of race, ethnicity, gender, gender identity, age, physical ability, sex, sexual orientation, or socioeconomic class.

This Trustees statement forms the theological basis of the following policy, which also reflects ethical and legal obligations.

The ill-treatment of others represented by the behaviors of harassment and discrimination are antithetical and detrimental to the identity and mission of the

Seminary. Therefore, all Trustees, employees, and students of Phillips Theological Seminary are expected to work together to create and maintain a harassment and discrimination-free space for learning, teaching, and work. On campus, at every seminary-sponsored event or presence off-campus, and in all its online activities, the Seminary shall not condone harassment or discrimination among its Trustees, employees, students, contractors, or guests. Furthermore, the Seminary shall respond to and, if warranted, investigate every reported incident of harassment or discrimination, as these behaviors are defined below.

Definitions

Harassment based on any protected characteristics is strictly prohibited. Harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of their gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sex, sexual orientation, gender identity or expression, genetic information, veteran status, or any other status protected by applicable law that has a) the purpose or effect of creating an intimidating, hostile or offensive work environment, b) the behavior is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance; or c) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes but is not limited to: epithets, slurs, or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the employer's premises or circulated in the workplace, via email, phone (including voice message), text messages, tweets, blogs, social networking sites or other means.

Unlawful gender discrimination in any form, or other forms of gender discrimination as referenced by Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e (Title VII), and Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 (Title IX), is prohibited on campus, in online classes, at seminary-sponsored events, and in the recruitment, appointment, and advancement of employees. Gender discrimination of students, including sexual harassment, as referenced by Title IX, is prohibited on campus, classrooms (on campus and on-line), at seminary sponsored activities, and in the evaluation of students' academic or work performance.

Sexual harassment constitutes discrimination and is illegal under applicable federal, state, and local laws.

Sexual harassment is defined in the Equal Employment Opportunity Commission Guidelines as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when for example a) submission to such conduct is made either explicitly or implicitly term or condition of an individual's employment; b) submission to or objection of such conduct by an individual is used as

the basis for employment decisions affecting such individual; or c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual Harassment can have two forms:

1. Quid pro quo harassment involves an explicit or implied exchange; that is, the granting or denial of a benefit or privilege in exchange for sexual considerations. The harasser uses submission to or rejection of the offensive conduct as the basis for decisions such as employment, promotion, transfer, selection for training, performance evaluation, or the basis for academic evaluation or recommendations.
2. A hostile environment may be created by harassing verbal, written, graphic, or physical conduct that is severe or persistent, and objectively offensive such that it interferes with, limits or denies the ability of an individual to participate in or benefit from educational program or activities or employment access, benefits or opportunities.

A hostile environment can be created through the use of, but not limited to:

- offensive or demeaning language;
- sexual remarks, jokes, behavior, innuendo and or pranks;
- unwelcome sexual advances, including unwanted touching;
- the use of professional authority to inappropriately draw attention to the gender, sexuality, or sexual orientation of an employee or student;
- insults, including lewd remarks or conduct;
- demands/threats for sexual favors or actions;
- obscene comments or gestures;
- visual displays of degrading sexual imagery or pornography;
- indecent exposure;
- pressure to accept unwelcome social invitations;
- stalking;
- dating violence;
- domestic violence and
- harassing telephone calls, e-mails, letters, notes or other forms of unwelcome communication.

The EEOC website also states the following, and the Seminary policy affirms:

- Both victim and the harasser can be persons of any sex, gender, or gender identity.
- Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it

- results in an adverse employment decision (such as the victim being fired or demoted).
- The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

Behaviors that do not meet the Title IX definition of sexual harassment may still be inappropriate in the Seminary community and may be pursued by a complaint (see Complaint Policy).

Initiating a Title IX Complaint

The Seminary shall (1) respond to every complaint of harassment reported, (2) take appropriate action which may include investigation, (3) impose appropriate sanctions on offenders in a case-by-case manner up to and including termination, and (4) protect the privacy of all those involved to the extent possible.

Any employee who believes that the actions and or words of an employee, vendor, contractor, Trustees, or other third-party having an agreement with the Seminary constitutes harassment has the responsibility for reporting the incident to the Title IX Coordinator/Human Resources. The complaint should be filed as soon as possible after the alleged incident occurs.

The Title IX Coordinator/Human Resources shall interview the complainant and advise the complainant on the steps that the complainant may take to prevent such conduct from continuing to occur. If the allegation falls under this policy, the Title IX Coordinator/Human Resources Manager will begin a confidential investigation, as described below.

The seminary prohibits retaliation against any individual who in good faith alleges discrimination or harassment or participates in an investigation of such reports.

All Seminary employees are obligated to fully cooperate with an investigation. Refusal or willful neglect to cooperate may result in disciplinary action, up to and including termination.

A. Initial Investigation

Upon receipt of a formal complaint alleging sexual harassment, the Human Resources Manager/Title IX Coordinator (or other trained designee if Human Resources Manager is the "accused") will conduct an investigation of the charge, interview the parties involved and gather pertinent evidence. During the initial investigation, the Title IX Coordinator/Human Resources Manager is authorized to explore means by which the matter may be informally resolved.

Other witnesses and other parties may be interviewed to clarify details. The accused will have an opportunity to respond.

In arriving at a determination of the existence of harassment, at any stage in the proceedings, the evidence as a whole, the totality of the circumstances, and the context in which the alleged incident(s) occurred, shall be considered. The determination of the existence of harassment will be made from the facts on a case-by-case basis. False statements made during a harassment investigation may be grounds for termination.

At any stage in the investigation and review process, if the Human Resources Manager/Title IX Coordinator reasonably believes that immediate harm to either party is threatened by the continued performance of either party's regular duties or Seminary responsibilities, the president or a vice president may suspend or reassign such duties or responsibilities pending the completion of the investigation and review process.

The initial investigation will be completed as soon as practical.

B. Recommendation

The Title IX Coordinator/Human Resources Director will make a written report. The report will include factual statements regarding the existence of prohibited conduct and recommendations regarding actions to take, if any, to the supervisor(s) involved. After discussion with the president and/or vice president(s), Title IX Coordinator/Human Resources Director will deliver the decision to the individual bringing the complaint and the alleged harasser. The complainant and the accused shall be notified of the right to appeal.

Any employee who has been found after investigation to have engaged in harassment will be subject to appropriate corrective and disciplinary action.

C. Appeal of Formal Complaint Resolution / Disciplinary Action

1. Either the complainant or the person accused may file an appeal of any decision concerning the resolution of the complaint. An appeal by either party must be made in writing, delivered to the Human Resources Director/Title IX Coordinator within five (5) business days of receipt of the notice of resolution/disciplinary decision.
2. The written appeal must state in detail the reason(s) for the appeal and shall state all relevant facts and arguments in support of same:
 - Specify each and every alleged factual error, and/or details of each, and every relevant fact that was omitted from the investigation.

No disciplinary or other action based on the complaint shall be taken against the alleged offender during the appeal process, although temporary, interim measures may remain in place. The president or appropriate vice president may at their discretion, at any point in the complaint process, place the alleged offender on administrative leave, with pay, or implement a temporary reassignment.

3. Following receipt of a written appeal by the Human Resources Director/Title IX Coordinator, a three-person hearing panel will be selected by a member of the executive team who will endeavor to avoid conflicts of interest. The panel shall include a board designee, a member of the executive team (except for the president), and an employee. The Human Resources Director/Title IX Coordinator will train the panel, inform them in writing of the complaint process up to that point, and of the basis for the initial finding and recommendation. The panel will review the written materials. In addition, the panel will interview the complaining party and the accused. After reviewing the initial investigation, interviewing all relevant parties, and deliberating, the panel will communicate its findings to the Human Resources Director/Title IX Coordinator and, if appropriate, recommendations for disciplinary and/or corrective action to be taken. The Human Resources Director/Title IX Coordinator will meet with the President of the Seminary or the President's designee and report the panel's recommendations. The President or the President's designee may meet with the members of the panel. The President or the President's designee may meet with the complaining party, the accused and appropriate department supervisors or directors to communicate her/his decision based upon the initial recommendations and the panel's findings.

D. Withdrawal of Complaint

The complainant may withdraw the complaint at any point during the investigation or prior to the completion of any formal hearing on the matter. Once a complaint is withdrawn, it may not be refiled and will not be further considered except where the conduct constitutes part of a continuing pattern of similar conduct.

Incidents that require immediate attention should be reported to first available person in the following order:

1. Gwendolyn Derrick, Human Resources Director/Title IX Coordinator, Rm 34–918.270.6424, gwen.derrick@ptstulsa.edu
2. Karen McMillan, V. P. of Finance and Administration, Rm 39 - 918.270.6402, karen.mcmillan@ptstulsa.edu
3. Joe Bessler, Interim V.P. Academic Affairs and Dean, Rm 2 – 918.270.6440, joe.bessler@ptstulsa.edu
4. Gina Robertson, Safety Officer, Reception Area –918.852.4930, gina.robertson@ptstulsa.edu

After 5:00 pm

Danny Melton, Campus Security – 918.852.4930

If the incident involves a crime, such as rape or assault, contact the following, and notify seminary officials as per above:

Tulsa Police Department – 918.596.9222
Emergency 911

Phillips Theological Seminary has an anonymous hotline for employees and students to report harassment or discrimination complaints to BKD IntegraReport at Toll free 855-858-3344 or online at www.integraReport.com.

Role and Duties of the Title IX Coordinator

Pursuant to Title IX of the Education Amendments of 1972 and the U.S. Department of Education's implementing regulations at 34 C.F.R. Part 106, the Seminary's Title IX Coordinator has primary responsibility for coordinating the Seminary's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of this Seminary, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.

Sexual misconduct against students, including sexual harassment, sexual assault, rape, and sexual exploitation, can be a form of sex discrimination under Title IX. The Title IX coordinator oversees the Seminary's response to reports and complaints that involve possible sex discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate, so the Seminary can address issues that affect the wider school community.

A student should contact the Title IX Coordinator in order to:

- seek information or training about students' rights and courses of action available to resolve reports or complaints that involve potential sex,
- discrimination, including sexual misconduct,
- file a complaint or make a report of sex discrimination, including sexual misconduct,
- notify the Seminary of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sex discrimination, including sexual misconduct, and
- ask questions about the Seminary's policies and procedures related to sex
- discrimination, including sexual misconduct.

The Seminary's Title IX compliance team includes:

- Gwendolyn Derrick is the Seminary's Title IX Coordinator and can be reached in person in Room 34, by telephone at 918-270-6424, or by email at gwen.derrick@ptstulsa.edu.
- Gina Robertson is the Seminary's Campus Security and can be reached in person at the Seminary's Reception Desk, by telephone at 918-698-3598, or by email at gina.robertson@ptstulsa.edu.
- After 5:00 p.m. Danny Melton, Campus Security at the Seminary Reception Desk, by telephone 918-852-4930, or by email danny.melton@ptstulsa.edu.
- Joe Bessler, Interim V.P. Academic Affairs and Dean, Rm 2 – 918.270.6440, nancy.pittman@ptstulsa.edu.
- Karen McMillan, Vice President of Finance and Administration, Room 39, by telephone 918-270-6402, or by email karen.mcmillan@ptstulsa.edu.

In the event that the incident, policy, or procedure about which the student seeks to file a report or complaint creates the appearance of a conflict of interest with one of the members of the Title IX compliance team, students may contact any other member of the team or notify Karen McMillan, Vice President of Finance and Administration, Room 39, by telephone 918-270-6402, or by email karen.mcmillan@ptstulsa.edu.

Inquiries or complaints that involve potential violations of Title IX may also be referred to the U.S. Department of Education's Office for Civil Rights, which can be reached at the regional office:

<https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm> or the Educational Opportunities Section of the Civil Rights Division of the U.S. Department of Justice (DOJ): <http://www.justice.gov/crt/complaint/#three>.

Functions and Responsibilities of the Title IX Coordinator

The Title IX Coordinator's functions and responsibilities include the following:

1. Training for Students, Faculty, and Staff

The Title IX Coordinator provides or facilitates ongoing training, consultation, and

technical assistance on Title IX for all students, faculty, and staff, including:

- Each academic/fiscal year, training for an alternate lead investigator and for the persons who might be seated on a panel.
- Regular training for faculty and staff outlining their rights and obligations under Title IX, including the appropriate response to reports of sexual misconduct, the obligation to report sexual misconduct to appropriate Seminary officials, and the extent to which counselors and advocates may keep a report confidential, and;

- Regular training for students outlining their rights under Title IX; regarding sexual misconduct, this training will include what constitutes sexual misconduct and when it creates a hostile environment, the definition of consent, reporting options (including reports to responsible employees, campus, and local law enforcement, and confidential reporting to counselors or advocates), the grievance procedures used to process complaints, applicable disciplinary code provisions relating to sexual misconduct and the consequences of violating those provisions, the role of alcohol and drugs in sexual misconduct, the effects of trauma, strategies and skills for bystander intervention, the offices or individuals with whom students can speak confidentially, the offices or individuals who can provide support services, the employees who must report incidents to the Title IX coordinator, and Title IX's protections against retaliation.

2. Investigations

- determining whether the report or complaint alleges conduct that may, upon investigation, constitute prohibited sexual misconduct,
- making certain that individual reports and complaints are handled properly and in a prompt and timely manner,
- informing all parties regarding the grievance process,
- confirming that all parties have been notified of grievance decisions and of the right to, and procedures for, appeal, if applicable,
- resourcing the appeal panel, if applicable
- maintaining information and documentation related to the investigation in a secure manner, and
- monitoring compliance with timeframes specified in the grievance procedures.

The Title IX Coordinator evaluates requests for confidentiality by those who report or complain about sexual misconduct in the context of the Seminary's responsibility to provide a safe and nondiscriminatory environment for all students.

3. Remedies, Including Interim Measures

Upon learning of a report or complaint of sexual misconduct, the Title IX Coordinator promptly takes steps to ensure the complainant's equal access to the Seminary's programs and activities and protect the complainant as necessary. Such steps include taking interim measures before the outcome of any investigation, providing remedial measures after the final outcome of investigation, and making the complainant aware of available resources, such as

- DVIS-Domestic Violence Intervention Services, Inc. , 24-hour Crisis Hotline, 918.7HELP.ME or 918.743.5763
- RAINN, 1.800.656.HOPE or 1.800.656.4673 www.RAINN.org

Upon a finding of prohibited sexual misconduct, the Title IX Coordinator determines whether campus-wide remedies should be adopted in response, including review and revision of the Seminary's sexual misconduct policies, increased monitoring, supervision or security at locations where sexual misconduct is reported to occur, and increased education and prevention efforts, including to targeted populations.

4. Monitoring and Advising

To address sexual misconduct on campus and ensure ongoing compliance with Title IX, the Title IX Coordinator:

- Reviews the Seminary's sexual misconduct policies, procedures, and resources, and the consequences of violating such policies, and the effectiveness of the Seminary's efforts to ensure that the Seminary is free from sexual misconduct,
- Reviews regularly all reports and complaints raising potential Title IX issues throughout the Seminary to ensure that the Seminary responded consistently with its Title IX obligations, even if the report or complaint was initially filed or raised with another individual,
- Reviews regularly all reports and complaints raising potential Title IX issues throughout the Seminary to identify and address any patterns,
- Reviews regularly the Seminary's policies and procedures to ensure that they comply with the requirements of Title IX,
- Organizes and maintains files related to grievances, reports, complaints, and other records of potential sex discrimination, including sexual misconduct, in a secure manner,
- Assesses regularly the Seminary's compliance with, and the effectiveness of, policies and procedures related to sex discrimination, including sexual misconduct, and recommends modifications where appropriate,
- Coordinates regularly with the Seminary's Security Officers with respect to overlapping obligations related to sexual misconduct against students, including prevention, education, and training,
- Consults regularly with the Seminary President and campus stakeholders to promote campus-wide awareness and discussion of Title IX-related issues, and develop and implement any modifications of policies and procedures to prevent and eliminate sex discrimination, including sexual misconduct, and
- Ensures that appropriate policies and procedures are in place for working with local law enforcement and coordinating with local victim

advocacy organizations and service providers, including rape crisis centers.

Student Housing

For information regarding housing, seminary students should contact the director of admissions and student services. While the seminary does not own or operate student housing, inexpensive housing options exist in the Tulsa area for both commuters and residential students.

Student Records and Directory Information

In accordance with the Family Educational Rights and Privacy Act of 1974, Phillips Seminary has a policy regarding the availability of student records and the release of personal information in the seminary student directory. A copy of this policy is printed in the Student Handbook which can be found on the seminary website at www.ptstulsa.edu.

Changes in contact information should be reported immediately to the Office of the Registrar.

Substance Abuse

Phillips Seminary has adopted a policy statement on Drug Free Schools. The policy statement is distributed to all faculty, staff, and students. A copy also is maintained in the seminary library. It is seminary policy that no member of the seminary community may engage in substance abuse which includes the unlawful possession, use, or distribution of drugs or alcohol; and addiction or dependency on alcohol or any controlled substance under the Controlled Substance Act of the United States. If there is reason to believe that any member of the seminary community has been using illegal substances, the seminary may require drug testing at the employee or student's expense. The seminary will distribute annually an informative statement including such topics as legal sanctions and health risks to all students and employees.

Transfer Students

Students transferring into the MDiv program must complete either the last 30 hours with Phillips faculty or 45 of the last 60 hours, while students transferring into either the MTS or MAMC program must complete either the last 24 hours with Phillips faculty or 30 of the last 36 hours. Students transferring into the MA(SJ) program must complete either 20 hours with Phillips faculty or 24 of the last 30 hours.

A maximum of 52 semester-hours may be transferred for the MDiv degree; 24 hours for an MTS or MAMC degree; and 18 hours for an MA(SJ). Credit cannot be transferred to a Certificate or Graduate Diploma program.

A maximum of 24 semester-hours of online coursework may be transferred to an MAMC or MTS degree program. A maximum of 41 semester-hours of online coursework may be transferred to the MDiv degree program and a maximum of 18

semester-hours of online coursework may be transferred to an MA(SJ) degree program. Students who petition for transfer credit must identify which of their courses, if any, were taken online, which permits Phillips to remain in compliance with relevant accreditation standards. For instructions for transferring credit hours, see “Transfer Students” in the Admission section of the catalog.

A maximum of nine semester-hours of coursework may be transferred to a DMin program.

Videoconferencing Classes

In certain circumstances students may be allowed to participate in a course via synchronous videoconferencing. While this option does not always provide the best learning experience, on occasion such an arrangement does make it possible for students who could not otherwise participate in a full class to do so. The credit hours for participating in this way are considered distance hours and do not apply to the required on-campus hours of any given degree. Further, for courses other than the biblical languages (i.e., Hebrew and Greek), there is an additional fee of \$150/credit hour (or a portion thereof) to be billed during the semester in which the videoconferencing takes place. Finally, students may not enroll in an entire intensive course through videoconference.

Students may petition for this option by completing and signing the “Synchronous Videoconferencing Request” form and submitting it to the registrar along with the Course Enrollment Form for the designated semester by the announced deadline for each semester.

In extenuating circumstances, students may also petition for participation through videoconferencing in a single session of a course by completing and signing the same form. The cost per session is \$25 and will be added to the student bill.

Please note: Due to a ruling by the University Senate of the UMC, United Methodist students preparing for ordained ministry may not take advantage of this arrangement for an entire course but may do so for an individual session.

Waiver of Course Prerequisite

In exceptional cases, a student may be permitted to take a course for credit without having previously satisfied the published prerequisite. Such a waiver does not exempt the student from taking the prerequisite course either concurrently with the advanced course or in a subsequent semester. In all cases, the student must obtain the approval of the instructor and his or her adviser. Forms are available from the registrar’s office.

Weather Issues

In the event of weather conditions that threaten the travel of faculty and students to and from campus, the following guidelines for decisions will be utilized.

In the case of severe weather, the dean may choose one of the following courses of action:

1. Weather Advisory

A weather advisory will be issued when weather conditions are such that some employees and students could experience difficulty in getting to and from campus, although the majority of employees and students would be able to maintain the normal schedule. During an advisory, on-campus classes will not be canceled and the seminary will continue to operate on a normal schedule. Students unable to attend due to dangerous road conditions in their area must call or email their professor as early as possible with a minimum of two hours prior to the start of class to arrange for video or audio access. The technology manager and assistants in consultation with the dean and instructors will be responsible for making options available for distance learning through online or videoconferencing for students unable to travel safely. If they are able to participate through remote access they will not be counted absent.

2. On Campus Class Cancellation

When weather conditions are such that seminary employees living in the Tulsa area and most students would be prevented from getting to the building safely, the dean will cancel on-campus classes. When on-campus classes are cancelled, student absences are not recorded. On these occasions, online classes will continue with their normal schedule. Because such conditions would prevent faculty and technologists from safely traveling to campus, no accommodations for distance learning will be provided when on-campus classes are canceled.

3. Seminary Closure

When weather conditions are such that it would be very unsafe for students or employees to attempt to go to work or class, the building will be closed by the vice president of administration or president in accordance with the Employee Handbook.

Online Courses and Power Outages

In the event of widespread power outages, either at the seminary or student's area of residence, individual instructors in online or video conferenced courses will determine how to make up missed class sessions. Students should phone professors or the assistant to the dean and faculty to report loss of power or internet connectivity if it affects timely submission of required assignments.

Emergency Notification

The dean and her/his designees will make every attempt to consult with instructors whose classes warrant an advisory or cancellation. If a decision for an advisory or class cancellation is made, a recording will be posted on the seminary weather information line: 918-270-6467; the information will also be posted on the Phillips

website, Facebook, Moodle pages and you will receive notification through One Call Now. Every effort will be made to make closing information available by 6:00 a.m. of the day in which classes are affected. When weather conditions change, the decision to keep the seminary open may be modified. Therefore, students and instructors are advised to re-check the website or the phone message before traveling to the seminary.

Withdrawal

All students, including auditors, who wish to withdraw from all of the seminary courses in a particular semester for which they are registered, must notify the registrar, in writing, explaining the reason for the withdrawal. Students must do the same to withdraw from the degree program in which they are enrolled. In these cases, they may be required to have an exit interview with the financial aid officer.

Continuing Education Opportunities

Some denominations now require their ministers to acquire continuing education credit annually. The standard formula for continuing education credit is that 10 structured learning hours equal one Continuing Education Unit (CEU). Using this formula, each minister can tabulate the number of CEUs she or he earns each year.

Continuing education opportunities take several forms. The seminary periodically offers dedicated continuing education classes. Pastors may also approach the dean to arrange a continuing education course for a group of pastors, e.g., a preaching practicum, a seminar for pastors of small churches, etc. Clergy may also take most master's degree classes for CEUs. There are several endowed lectureships and programs which may be taken for CEU credit, including those during Remind & Renew, the Stacey Pastors' Workshop, the summer academic session, and, periodically, in the form of the Marshall Scholar Program.

The seminary welcomes ministers and other qualified persons to take regular course offerings either as auditors, certificate, graduate diploma, or special students.

Ministry Training Program

The Ministry Training Program (once called the MidAmerica Center for Ministry) offers courses taught by members of the regular or adjunct Phillips faculty, for persons preparing for commissioned ministry in local congregations or specialized settings. These courses are not eligible for credit within a degree program at this seminary; however, in most cases, they meet the standards for the "Sixteen Areas of Competencies" and regional criteria for commissioned ministry in the Christian Church (Disciples of Christ). These courses are normally taught in an online or intensive format and graded pass/no pass. Program information, including costs and schedules of courses, is available on the Phillips website.

Remind and Renew

Remind & Renew is an annual conference held at Phillips Seminary. Initially held as an annual Ministers' Week event, in 2012 Remind & Renew was created, and its purpose is to gather religious professionals and interested publics for thought-provoking and spirit-renewing presentations, conversation, and worship. The event is *typically* held the third week of January.

Topics and conversations vary from year to year. Participants are able to ask questions and hear stories from leaders in faith communities, scholars, authors, theologians, non-profit professionals, laity, and many more. Two lively worship experiences with great preaching are included at each Remind & Renew conference.

A special guest lecturer is invited to keynote an evening lecture, which is free and open to the public who may not be able to fully participate in two days of conference events

and presentations. The opportunity to earn Continuing Education Units (CEU) is available.

InterReligious Understanding Program

The InterReligious Understanding program is designed for adult learners of all educational backgrounds who are interested in exploring the religious diversity of our community. Phillips Seminary offers this program as a part of pursuing its goal of vital interfaith conversations among all people to advance the public good.

Fall sessions in Tulsa provide an overview of seven religious tradition. The program expanded to Oklahoma City in spring 2018.

The entire course of seven sessions may be counted as 1.5 Continuing Education Units.

The Marshall Scholar Program

This program provides the opportunity for a minister to be on campus for a period of study and enrichment. Normally such a period will be one to three weeks. However, special arrangements may be made with the dean for a study extension.

Each minister who participates as a Marshall Scholar is assigned to a particular member of the faculty for consultation and direction of his or her study program. Assignment of faculty members is made on the basis of the minister's interest and study objectives. The program consists of reading, attending classes, and a research paper if the minister chooses. The assigned faculty member will help make arrangements for the minister to attend those classes appropriate for his or her interest.

Any minister may apply for acceptance as a Marshall Scholar. The minister's living expenses in Tulsa are her or his own. A certificate is awarded by the seminary for the completion of the program.

Admissions

All questions regarding admission to Phillips Seminary for all degree, graduate diploma, certificate programs, as well as course auditing, should be directed to:

Office of Admissions and Student Services
Phillips Seminary
901 North Mingo Road
Tulsa, OK 74116-5612
Phone: 918-270-6464; Toll-free: 1-800-843-4675
Email: admissions@ptstulsa.edu

Application forms may be completed online at the website: <http://www.ptstulsa.edu>. Early application is strongly encouraged. There is a non-refundable application fee of \$60 for master's and DMin degree programs; \$25 for graduate diploma and certificate programs.

It is the applicant's responsibility to ensure that all completed documents for application to certificate, graduate diploma, master's degree programs, and the DMin program, are received by the Office of Admissions and Student Services by the announced application deadline.

Master's Degree and Graduate Diploma Programs

Pre-seminary Studies

Academic preparation is an important determinant of a student's success in seminary. Students contemplating study at Phillips Seminary should contact the Office of Admissions and Student Services at the earliest opportunity. Denominational requirements for specific aspects of pre-seminary preparation can vary. Prospective students hoping to prepare for ordained ministry should discuss their sense of vocation and decision to attend seminary with appropriate authorities in their churches and denominations.

Admission to or graduation from Phillips Seminary does not guarantee ordination, ministerial standing, or employment by any religious body. The seminary is concerned with formative education for Christian ministry. However, churches and denominations retain the exclusive right and responsibility to determine the appropriate qualifications for ordained and licensed ministry, to assess the fitness for ministry of individual candidates, and to credential persons for ministerial leadership.

Since liberal arts provide a solid preparation for theological study, Phillips Seminary recommends that pre-seminary education include several hours in this area.

Demonstrated competence in other areas, such as business management, science, and law can also be valuable assets for seminary.

Requirements for Admission

The basic requirement for admission to graduate diploma and all master's degree programs is a baccalaureate degree from an institution accredited by an agency recognized by the Council for Higher Education Accreditation or holding membership in the Association of Universities and Colleges in Canada, or the educational equivalent of the baccalaureate degree. A student with a baccalaureate degree from a non-accredited institution may be eligible for admission on academic probation if other supporting documents indicate a strong likelihood for success in seminary and an aptitude for a church vocation.

The undergraduate grade point average must be 2.7 (i.e., B-) or better, unless significant compensating qualities justify admission on academic probation. At the discretion of the admissions committee, academic probation may be waived for students with an undergraduate GPA below 2.7 who present evidence of substantial graduate work with a GPA above 2.7.

In exceptional circumstances, applicants over 40 years of age without a completed baccalaureate degree may be considered for probationary admission to a graduate program if they:

1. have completed a minimum of 60 semester-hours toward a baccalaureate degree with a cumulative grade point average of 2.7 or above or a Master's degree from a university accredited by an agency recognized by the Department of Education;
2. present evidence of significant leadership in church and society;
3. have a qualified endorsement from their denomination;
4. visit campus for a personal interview by the admissions committee;
5. successfully complete a test of writing ability and other tests as required.

If the applicant's native language is not English or if a student has received a degree from an institution accredited outside the US/Canada, the student must submit a minimum test score of 550 (paper-based), 213 (computer-based) or 80 (internet-based) on the Test of English as a Foreign Language (TOEFL).

Requirements for Application

The following paragraphs detail the requirements for each master's degree program application.

Master of Divinity Application

A completed application includes the following items:

- Application form and fee
- Essay, described on the application form
- Denominational reference form (see list below to determine who should complete this form):
 - Christian Church (Disciples of Christ) applicants: regional minister

- United Methodist applicants: district superintendent
- United Church of Christ applicants: conference minister
- Presbyterian Church (USA) applicants: chair of the Committee on Preparation for Ministry.
- Evangelical Lutheran Church of America applicants: bishop
- Episcopal Church applicants: bishop
- All other applicants: the pastor of your church
- Three references from the following individuals:
 - Professor (or business associate for those who have been out of college for a while)
 - Professional associate
 - Lay leader in your church
- Official transcripts from any undergraduate school where you received a degree and from any graduate school where you have completed work for credit. Official transcripts have the official institution seal and are sent directly from the institution, not by the applicant. For full admission, the undergraduate transcript must show the degree and the date received.
- Authorization for criminal background check
- Free Application for Federal Student Aid (FAFSA) and Financial Aid form for anyone interested in a federal loan

Applicants for whom English is a second language or has received a degree from an institution accredited outside the US/Canada must submit an official TOEFL score of at least 550 (paper-based), 213 (computer-based) or 80 (internet-based).

Master of Arts in Ministry and Culture Application

A completed application includes the following items:

- Application form and fee
- Essay, described on the application form
- Denominational reference form completed by the pastor of your church or a denomination official
- Three references from the following individuals:
 - Professor (or business associate for those who have been out of college for a while)
 - Professional associate
 - Lay leader in your church
- Official transcripts from any undergraduate school where you received a degree and from any graduate school where you have completed work for credit. Official transcripts have the official institution seal and are sent directly from the institution, not by the applicant. For full admission, the undergraduate transcript must show the degree and date received.
- Authorization for criminal background check

- Free Application for Federal Student Aid (FAFSA) and Financial Aid form for anyone interested in a federal loan

Applicants for whom English is a second language or has received a degree from an institution accredited outside the US/Canada must submit an official TOEFL score of at least 550 (paper-based), 213 (computer-based) or 80 (internet-based).

Master of Theological Studies Application

A completed application includes the following items:

- Application form and fee
- Essay, described on the application form
- Three references from the following individuals:
 - Professor (or business associate for those who have been out of college for a while)
 - Professional associate
 - Lay leader in your church
- Official transcripts from any undergraduate school where you received a degree and from any graduate school where you have completed work for credit. Official transcripts have the official institution seal and are sent directly from the institution, not by the applicant. For full admission, the undergraduate transcript must show the degree and date received.
- Authorization for criminal background check
- Free Application for Federal Student Aid (FAFSA) and Financial Aid form for anyone interested in a federal loan

Applicants for whom English is a second language or has received a degree from an institution accredited outside the US/Canada must submit an official TOEFL score of at least 550 (paper-based), 213 (computer-based) or 80 (internet-based).

Master of Arts (Social Justice) Application

A completed application includes the following items:

- Application form and fee
- Essay, described on the application form
- Three references from the following individuals:
 - Professor (or business associate for those who have been out of college for a while)
 - Professional associate
 - Lay leader in your church or another person who has held a leadership, mentoring or supervisory role in your life
- Official transcripts from any undergraduate school where you received a degree and from any graduate school where you have completed work for credit. Official transcripts have the official institution seal and are sent directly

from the institution, not by the applicant. For full admission, the undergraduate transcript must show the degree and date received.

- Authorization for criminal background check
- Free Application for Federal Student Aid (FAFSA) and Financial Aid form for anyone interested in a federal loan

Applicants for whom English is a second language or has received a degree from an institution accredited outside the US/Canada must submit an official TOEFL score of at least 550 (paper-based), 213 (computer-based) or 80 (internet-based).

Criminal Background Checks

As an expression of Phillips Seminary's commitment to the safety and well-being of our learning community and of the congregations and other institutions that our students serve, the seminary requires criminal background checks for all students.

Enrollment in Phillips courses is contingent on (a) the applicant's or student's authorization of a background check, conducted by a consumer reporting agency under contract with the seminary, and (b) the subsequent determination by the seminary that no cause for denying admission, rescinding an offer of admission, suspending enrollment, or dismissal is indicated. If an external background check raises concerns with regard to a student's criminal record, a Review Committee will be convened and the applicant or student will have an opportunity to review and respond to the report.

The Review Committee, comprised of the dean, the associate dean for contextual education and church relations, the director of admissions and student services, and one regular faculty member selected by the dean (if possible, the director of ministerial formation of the relevant denomination), will consider reported criminal activity in relation to the individual's fitness for leadership in various forms of ministry in church and society and his or her ability to both benefit from and contribute to the seminary's community life and graduate professional programs.

A formal consideration by the Review Committee will conclude with a written decision that includes information on the criminal activity reported, the judgment process undertaken, and the bases for the decision. An applicant or student may appeal an adverse decision of the Review Committee to the president of Phillips Seminary, whose judgment is final.

The fee for the one-time background check is \$35 and is included in the application fee for entering degree program students. Students who suspend their programs of study and must formally reapply for admission may be required to pay for an updated background check.

Transfer Students

Students transferring into the MDiv program must complete either the last 30 hours with Phillips faculty or 45 of the last 60 hours, while students transferring into either the MTS or MAMC program must complete either the last 24 hours with Phillips faculty or 30 of the last 36 hours. Students transferring into the MA(SJ) program must complete either 20 hours with Phillips faculty or 24 of the last 30 hours.

A maximum of 52 semester-hours may be transferred for the MDiv degree; 24 hours for an MTS or MAMC degree; and 18 hours for the MA(SJ). Credit cannot be transferred to a Certificate or Graduate Diploma program.

A maximum of 41 semester-hours of online coursework may be transferred to the MDiv degree program. A maximum of 24 semester-hours of online coursework may be transferred to an MAMC or MTS degree program; and a maximum of 18 semester-hours of online coursework may be transferred to an MA(SJ) degree program. Students who petition for transfer credit must identify which of their courses, if any, were taken online, which permits Phillips to remain in compliance with relevant accreditation standards.

Students transferring from another theological seminary should follow the same application procedures as other applicants.

General rules pertaining to transfer credits are as follows:

1. Written application for transfer credit for previous graduate level studies should be made during the first year of coursework at Phillips Seminary or at least one month before matriculation if previous coursework affects class selections for the first semester.
2. Final determination of all transferred credit will be made by the dean. No final transfer actions will be made until all official transcripts are received. Additional materials, such as course descriptions from catalogs and syllabi may be requested. A personal interview may also be required.
3. Normally, work must have been undertaken at a school accredited by The Association of Theological Schools in the United States and Canada.
4. Courses must be compatible with the Phillips curriculum and have been completed no more than 10 years prior to matriculation at Phillips.
5. Should a transfer student drop out of Phillips for two or more consecutive semesters (not counting summers), or drop to a part-time student schedule, courses previously accepted for transfer credit may be reconsidered in relation to current program duration or curricular policies.
6. The student must have received a grade of B- or higher for a course to be considered for transfer credit.
7. Students may not transfer credit for coursework taken after admission to Phillips unless prior approval is granted by the dean. Normally, approval is not granted for required courses regularly offered by Phillips. In all cases, residency requirements must be met.

8. Students with a baccalaureate degree who have completed the Education for Lay Ministry (ELM) program prior to matriculation at Phillips may be granted a maximum of 6 semester-hours of elective credit toward the MDiv or MAMC degree programs.

In addition to the regulations above, the following policies apply to specific types of transfer credit.

1. Graduate theological study for which a degree has already been awarded may be considered for transfer credit not to exceed half the hours of the completed degree program, and in no case more than 30 hours for the MDiv, 22 hours for the MTS and MAMC, or 14 for the MA(SJ) degree programs. Program compatibility is required.
2. Students who petition for a transfer of credits to the MTS, MA(SJ) and MAMC programs must clearly show how the hours under consideration contribute to their vocational aspirations and academic plans.
3. Non-seminary graduate study in religion at a regionally accredited school may be eligible for transfer credit subject to its compatibility with the seminary curriculum.
4. Coursework completed at the graduate level in areas other than religion and ministry must have been taken at an accredited school or institution. Normally, a maximum of 6 semester-hours is eligible for transfer credit to the MDiv and 3 semester-hours to the MTS, MA(SJ) or MAMC degree programs. As in all other transfer cases, curricular compatibility must be demonstrated.

Advanced Standing

Advanced standing is the category used for recognizing previous graduate level work for which there is no academic transcript. Advanced standing can be given with or without credit. Advanced standing without credit allows a student to bypass required classes but does not reduce the number of semester-hours of academic work the student must complete at Phillips.

Advanced standing will be considered for only the following two categories of educational experiences:

1. Clinical Pastoral Education at an appropriately accredited center;
2. Graduate level coursework at accredited institutions of higher education whose transcripts do not record graded participation and/or achievement. In such cases, a student may apply for advanced standing for particular courses by presenting evidence s/he has met the learning requirements of a compatible Phillips course. Examples of such evidence may include exams, major papers, detailed correspondence from the student's course professor, etc. In all cases, requests for advanced standing must be submitted to the dean in writing and should describe the evidence to be provided for consideration. A maximum of 12 semester-hours of advanced standing with credit is available in the MDiv

program, a maximum of 6 semester-hours is available in the MTS or MAMC programs, and a maximum of 3 semester-hours for the MA(SJ) program.

International Students

Phillips Seminary is authorized under federal law to enroll international students. Application for admission should be initiated at least six months prior to intended enrollment.

The following information is required of all international applicants:

1. a completed application form and required letters of reference. References must include one of the following organizations: World Council of Churches; World Alliance of Reformed Churches; Churches of Christ Theological College; United Methodist Board for Global Ministries; The Common Global Ministries Board of the Christian Church (Disciples of Christ) and the United Church of Christ; or an ecumenical partner church of the Christian Church (Disciples of Christ) or United Church of Christ in the prospective student's country;
2. official transcripts of all previous college, university, and graduate work (the student will receive forms for having these evaluated and information on the cost of such evaluation);
3. official results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based) or 213 (computer-based); 80 (internet based), and,
4. a certified financial statement, confirmed by one of the agencies listed above, documenting adequate financial support for living expenses during the applicant's anticipated period of residence in the United States. These expenses would include, but not necessarily be limited to: housing, food, tuition (not covered by tuition assistance), fees, books, health insurance premiums (since all international students must be enrolled in a health insurance plan while they are in the U.S.), and round-trip travel.
5. admission to Phillips Seminary must be confirmed before an I-20 form or an F-1 student visa can be certified. Applicants should understand that a student visa normally does not allow international students to work while studying in the United States.

Before arrival in the U.S., international students must deposit enough money for return travel in a special account to be used only for that purpose.

Readmission

Students who have dropped out for only one semester (not counting summer) need only to enroll for courses in the following semester. Students who drop out for two or more consecutive semesters (not counting summer), but less than three years, may apply for readmission by completing the proper form available from the Office of Admissions and Student Services. Students who have been out of Phillips Seminary for three or more years must follow the same application procedures followed by new

students. Students applying for readmission may also be required to pay for an updated background check.

Special Students

Applicants may be admitted as “special students” for study at Phillips Seminary for one year at a time without being a candidate for a degree program or approved for a graduate diploma program. Although basic admission requirements for Special Students are the same as for applicants seeking admission to a graduate diploma or degree program, the application process is abbreviated. Special Student applications are available on the Phillips website.

Audit Students

Some seminary courses may be audited with permission of the instructor and the dean, depending on the nature of the course and the size of the class. Normally auditors are not permitted in language, workshop, and other performance-related courses for which enrollment as a Special Student is more appropriate.

Individuals interested in auditing who are not currently enrolled in a degree program at Phillips should first contact the Office of Admissions. There is a one-time \$25 non-refundable application fee. Students already enrolled in seminary programs should first seek permission from the course instructor before requesting to audit. All necessary arrangements must be completed prior to the semester’s first day of class and in all cases before class attendance.

The audit fee is \$40 per credit hour. Auditors pay no general student fees.

In accordance with the seminary’s attendance policy, auditors who miss 20% or more of the class sessions in any course for which they are registered will have a “U” (Unsatisfactory) recorded on their Phillips transcripts rather than “AU” (Audit). Petitions to withdraw from a course should be directed to the Office of the Registrar.

Auditors are expected to complete all reading assignments. Instructors will determine the appropriate level of auditors’ class participation. Instructors will not be expected to evaluate auditors’ papers or other assignments but may write a letter of evaluation as requested by their denomination.

Doctor of Ministry Program

The DMin is a terminal degree for persons who have completed an MDiv or its equivalent and have participated in a significant form of ministry for at least three years prior to application to the DMin program. Unless specified in this section, all Admissions procedures described for Graduate Diploma and Master’s programs also apply to the Doctor of Ministry program.

Application and reference forms are on the seminary website:

<http://www.ptstulsa.edu>.

Admission Requirements

The requirements for admission to the DMin program are:

1. A Master of Divinity degree or its equivalent from an ATS accredited seminary. By "equivalent" is meant an equal number of credit hours of master's degree level course work in the same range of theological disciplines covered by MDiv courses in ATS accredited schools. Ministerial experience does not substitute for such academic work.
2. A minimum of three years of significant ministry experience subsequent to the completion of the Master of Divinity degree, or its equivalent. In exceptional circumstances, applicants who have completed their MDiv degree within the previous three years and have sufficient ministerial experience to prepare them for professional, theological study at an advanced level, may be considered for admission.
3. Students are expected to have at the time of application, and to maintain, an appointment in a ministry setting. Ramifications of a mid-program change in a student's ministry setting must be discussed with the director of the DMin program.
4. Admission to all Phillips academic programs, including the DMin program, is contingent on (a) the applicant's authorization of a criminal background check, conducted by a consumer reporting agency under contract with the seminary, and (b) the subsequent determination by the seminary that no cause for denying admission or rescinding an offer of admission is indicated. The fee for the one-time background check is \$35 and is included in the application fee. Students who suspend their programs of study and must formally reapply for admission may be required to pay for an updated background check. A more extended description of related procedures is provided earlier in this catalog.
5. An overall minimum GPA of 3.0 on all previous graduate work;

Applicants to the DMin program must submit their application, including all supporting materials, by April 15 or October 15 of the year in which the applicant wishes to matriculate.

All applicants should plan on being engaged in ministry while working on the degree. Their applications should reveal their commitment to continuing their ministerial education and their capacity to engage in an academically rigorous and theologically challenging program.

An applicant who has taken post-MDiv work at other institutions may submit a petition with the application requesting consideration of either transfer credit or advanced standing based on the previously completed work. Such petitions are evaluated on a case-by-case basis.

Doctor of Ministry Application

A completed application for the DMin program includes the following items:

- Application form and application fee
- Two essays, described on the application form
- Four references, one each from the following individuals:
 - Church or denominational official
 - Official of your congregation or institution
 - Seminary professor familiar with your academic work
 - Professional colleague familiar with your recent work
- Official transcripts from any undergraduate school and seminary from which you have received degrees. Official transcripts have the official institution seal and are sent directly from the institution, not by the applicant. For full admission, the transcript must show the degree and date received.
- Authorization for criminal background check
- Free Application for Federal Student Aid (FAFSA) and Financial Aid form for anyone interested in a federal loan

Applicants for whom English is a second language or has received a degree from an institution accredited outside the US/Canada must submit an official TOEFL score of at least 550 (paper-based), 213 (computer-based) or 80 (internet-based).

Financial Information

The cost of attending Phillips Seminary is moderate in comparison with many other seminaries and graduate professional schools of similar size and quality. In the hope that no deserving student is denied the opportunity to obtain a theological education, the seminary also provides financial aid toward meeting the cost of tuition.

Tuition and Fees (for the academic year 2018-2019)

Tuition for degree-seeking students per semester-hour.....	\$480
Tuition for graduate diploma students per semester-hour	\$140
Tuition for special students per semester-hour	\$140
Audit fee per semester-hour	\$40
Certificate students fee per semester-hour	\$40
Student fee per semester for all credit-seeking students (including diploma and special students)	\$125
Summer module.....	\$75

Other Student Fees

Application fee (including cost of background check).....	\$60
Background check fee (if not included with application fee)	\$35
Change of degree program.....	\$25
DMin Project or Project Proposal Continuation Fee	\$150 ¹
Extension of Incomplete (per course)	\$40
Fee for Incomplete (per course, filed by deadline)	\$25
Fee for Incomplete (per course, filed after deadline)	\$40
Graduation fee	\$100
(Does not include cap and gown purchase)	
Immersion Course Fee (domestic trip)	\$350
Immersion Course Fee (international trip)	\$700
Late registration fee (after first week of semester, if approved).....	\$35
Master's theses/DMin project reports administrative fee	\$75
Videoconference fee per semester hour.....	\$150
Videoconference fee per class session	\$25

¹See DMin Handbook for a full explanation of this fee.

Payment

Tuition and fees are due in full at the beginning of the semester or summer term, although a deferred payment plan may be arranged. No late fees will accrue on accounts paid in compliance with the deferred payment schedule. Students with delinquent accounts may not enroll nor may they receive a diploma or copies of their academic transcript. Students will be responsible for any costs incurred by the seminary in collecting delinquent accounts.

Credit Balances

Students with credit balances on their accounts may request a refund of those monies by completing a Request for Refund Check form. Credit balances which remain on a student's account two years after the last semester of attendance will revert to the seminary's operating account.

Refund Policies

There is no fee reduction or refund after the first week of the fall or spring semester, on or after the first day of a summer term, after July 23 for the August term, or after December 23 for the January term.

Tuition Refund Policy for Fall and Spring Semesters

If the completed drop slip is returned (email and faxes are accepted) to the Registrar's Office, the refunds are as follows:

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

This tuition refund policy applies equally to students enrolled in all courses regardless of schedule configuration (e.g., weekly, weekend, concentrated, arranged, online). Students receiving federal financial aid may be subject to a different refund policy. The refund policy is subject to change upon notification.

Tuition Refund Policy for August Term

If the completed drop slip is returned (Email and faxes are accepted) to the Registrar's Office, the refunds are as follows:

From end of registration to July 23	all but \$25 per drop slip
From July 24 to beginning of class	80%
On the first day of class	50%
On or after the second day of class	0%

Students receiving federal financial aid may be subject to a different refund policy. The refund policy is subject to change upon notification.

Tuition Refund Policy for January Term

If the completed drop slip is returned (Email and faxes are accepted) to the Registrar's Office, the refunds are as follows:

From end of registration to Dec. 23	all but \$25 per drop slip
From December 24 to beginning of class	80%
On the first day of class	50%
On or after the second day of class	0%

Students receiving federal financial aid may be subject to a different refund policy. The refund policy is subject to change upon notification.

Tuition Refund Policy for Summer Term

If the completed drop slip is returned (Email and faxes are accepted) to the Registrar's Office, the refunds are as follows:

From end of registration to first day of term	all but \$25 per drop slip
From the first day of the term to the day before class starts	80%
On the first day of class	50%
On or after the second day of class	0%

Tuition Refund Policy for DMin Fortnights

If the completed drop slip is returned (Email and faxes are accepted) to the Registrar's Office, the refunds are as follows:

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

DMin Project Proposal or Project Course (including Continuations)

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

Military Service Refund Policy

All current semester tuition and fee charges will be cancelled for students who must withdraw for military service (see "Military Service" under Academic Policies). If some or all of current charges have already been paid, students will be offered a choice between maintaining a credit for the payments on their accounts or having the full amount of the payments refunded to them. Different policies may apply to payments received from state and federal sources, as per applicable regulation.

Financial Aid for Master's Degree and DMin Degree Programs

The Financial Aid Office develops financial aid plans with all new and returning students for the duration of their academic programs. Students may consult with the financial aid officer who monitors student financial aid in cooperation with the director of admissions and student services and the vice president of administration and chief financial officer of the seminary.

Tuition Aid Grants

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

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

Tuition aid grants are awarded each semester automatically, based on the information listed in a student's application.

(These percentages will be honored over the course of your specific degree's projected time of completion. Please see page 69 of the Academic catalog.)

The total seminary tuition aid grant awarded to a student in a given semester shall not exceed his or her tuition charges in that semester, with the exception of the Matthew A. Thompson Fellowship for Student Leaders and the Robert T. and Harriet M. Peake Endowed Scholarship.

Seminary tuition aid grants are normally awarded for the total number of credit hours required in the academic program in which a student is enrolled plus 3 additional hours.

When a student receives a grade of F in a course, any seminary tuition aid grant awarded for that course must be returned to the seminary. The amount of seminary tuition aid grant for that course will be posted to the student's account for the term in which the student is next enrolled.

When a student withdraws from more than 6 hours, any seminary tuition aid grant awarded for those additional hours must be returned to the seminary. The amount of seminary tuition aid grant for those hours will be posted to the student's account for the term in which the student is next enrolled and must be paid according to the financial agreement for the term.

In all cases, credit hours taken beyond 6 additional hours required for completion of the student's current academic program will be billed at the full tuition rate.

Financial Aid Leave of Absence

If unforeseen circumstances, such as illness or change in ministry setting, compel a student to withdraw temporarily from coursework, that student may apply for a financial aid leave of absence, which will freeze their seminary tuition aid grant. Unsubsidized federal loans cannot be deferred for more than 6 months.

A total of one year of approved financial aid leave of absence will not count toward the student's allowed years of seminary tuition aid grant. The time limit for a seminary tuition aid grant for the student's particular degree program will be extended by the same number of semesters (up to one year) of the student's financial aid leave of absence.

Scholarships at Phillips Seminary

Students enrolled in degree programs at Phillips may apply for several scholarships including:

- **Matthew A. Thompson Fellowship for Student Leaders**
The Matthew A. Thompson Fellowship for Student Leaders, funded annually, offers the selected student a 100% fellowship. This fellowship covers tuition, fees and books and provides a living stipend. The recipient will be selected through an application process which includes the writing of an essay on the theology and praxis of leadership. The application and essay are received and reviewed each spring and the fellowship is awarded the next academic year. The recipient must maintain good academic standing. Normally, this award is made to students in a master's degree program.
- **Robert T. and Harriet M. Peake Endowed Scholarship**
The Robert T. and Harriet M. Peake Endowed Scholarship requires the completion of an application. Candidates must be full-time students, who maintain at least a 2.5 grade point average and who demonstrate qualities of leadership, devotion to Christ, outreach involvement, and intellect. The fellowship covers 100% of tuition and fees and includes a book allowance. Application is made in the spring. One fellowship is available per year. Normally, this award is made to a student in a master's degree program and affiliated with the Christian Church (Disciples of Christ).

Other opportunities, announced on the website or during the admissions process, are also available from time to time.

External Sources of Financial Aid

There are numerous other sources of financial aid available to seminary students, some of which are mentioned below. Students are encouraged to inquire about financial support from home churches and regional offices, denominations, and foundations. The financial aid officer may also have information about additional funding possibilities.

Veteran Educational Benefits. Phillips Theological Seminary is approved to offer VA benefits to students enrolled in a degree program. Please check with the Financial Aid Officer or the Registrar regarding which benefits are available. All students utilizing VA benefits must turn in all training records and prior transcripts to be evaluated for prior

credit, whether or not prior credit is granted. Note: Students receiving VA benefits may be in debt to the VA for early withdrawal or dismissal from the seminary.

Disciples Home Missions, Christian Church (Disciples of Christ). Information on scholarships is available at www.discipleshomemissions.org/clergy/scholarships/.

First Christian Church Foundation. This foundation has funds available for Disciples students. Contact them at 806-763-1995 or at 2323 Broadway, Lubbock, TX 79401 for information.

Verne Catt McDowell Foundation. This foundation is headquartered in Albany, OR and has funds available for Disciples seminary students. Their priority is Disciples students from the Northwest Region but others may apply.

The Forum for Theological Exploration. This fund is over 50 years old and offers numerous scholarships and fellowship opportunities for highly promising students. See <http://www.fteleaders.org/fundfinder>.

General Board of Higher Education and Ministry, United Methodist Church. Numerous scholarships are available to UM students certified by their district committees as candidates for ordained ministry. Applications may be obtained from the website at <http://www.gbhem.org/loans-scholarships/loans-and-scholarships/>. Application deadlines vary from January 1 to May 15.

Cushing Trust Scholarship. This scholarship of \$1,000 is available to an Oklahoma United Methodist student who is preparing for a career in ordained ministry. The scholarship is provided from a trust fund established at Trinity United Methodist Church in Tulsa, Oklahoma, in memory of Merle and Hazel Cushing. Applicants should apply directly to Trinity United Methodist Church, 3737 South Peoria, Tulsa, Oklahoma 74105.

Financial Aid for Graduate Diploma and Special Students

Tuition for diploma and special students is \$140.00 per credit hour.

Federal Direct Unsubsidized Student Loans (FDUSL)

As a graduate institution of higher education, Phillips is authorized by the Department of Education to offer only federal direct unsubsidized student loans (FDUSL) to degree-seeking students who maintain at least half time enrollment status. There is no requirement to demonstrate financial need in order to receive a FDUSL. The borrower is responsible for paying the interest on a FDUSL during all loan periods. If he or she chooses not to pay the interest while in school and during grace periods and deferment or forbearance periods, his or her interest will accrue (accumulate) and be capitalized (that is, interest will be added to the principal amount of the loan).

Applying for a FDUSL

To apply for the loan, students must meet federal eligibility requirements (according to www.studentaid.ed.gov):

- be a U.S. citizen or an eligible noncitizen
- have a valid Social Security number
- be registered with [Selective Service](#), if you're a male (must register between the ages of 18 and 25)
- maintain satisfactory academic progress. As defined by Phillips, satisfactory academic progress is measured at the end of each semester. Each student's cumulative GPA is computed. Students whose cumulative GPA falls below 2.5 will be placed on academic probation. Students may continue to receive FDUSL, while on academic probation for up to three consecutive semesters only.
- sign statements on the Free Application for Federal Student Aid (FAFSA®) stating that you are not in default on a federal student loan and do not owe money on a federal student grant and that you will use federal student aid only for educational purposes; and show you're qualified to obtain a college or career school education by having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate or completing a high school education in a homeschool setting approved under state law.

Students who wish to apply for a FDUSL, should inform the Admissions and Student Services Office and/or the Financial Aid Officer. In turn the financial aid officer will require a signed Master Promissory Note and proof of Entrance Counseling on file for each student who intends to borrow. The financial aid officer will provide instructions for completing each of these requirements and be available to answer questions.

The financial aid officer will send an award letter to students who intend to borrow. The letter will state the cost of attendance (COA) and will subtract from the COA any aid the student receives (including seminary tuition aid grants). Students may use a FDUSL to cover remaining amount, known as "unmet need." The maximum a student may be approved to borrow is \$20,500.00 per academic year (July 1 – June 30); they may borrow a lifetime maximum of \$138,500.00 in federal student loans, including loans received for undergraduate study.

Once a student indicates the amount he or she wishes to borrow and signs the award letter, the financial aid officer will submit the application for the loan. The loan will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system.

Satisfactory Academic Progress

As defined by Phillips, satisfactory academic progress is measured at the end of each semester when each student's cumulative grade point average is computed. Students

whose cumulative GPA falls below 2.5 for master's students or 3.0 for Doctor of Ministry students will be placed on academic probation. Students will be making satisfactory academic progress as long as they achieve the minimum GPA for their respective degree programs each semester.

Students may continue to receive FDUSL, while on academic probation for up to three consecutive semesters only. Students who are readmitted to a degree program following a one-year academic suspension will be readmitted on academic probation and will be eligible for FDUSL the semester they are readmitted. Satisfactory academic progress will be measured as described above.

Pace of Completion

Following the completion of 4 academic semesters, students receiving federal loans will be evaluated for their pace of completion for their particular degree. Following this initial assessment, the pace of completion for these students will be reviewed biannually if in the Master of Divinity program or annually if in one of the other master's programs.

Pace of completion is measured by dividing the total number of hours the student has earned toward the degree by the number of hours that were attempted. Courses with grades of F, WD, or I are not considered completed. Repeated courses are counted as hours attempted. Credit hours transferred toward degree requirements are counted as both attempted and completed.

Students become ineligible for FDUSL when it is mathematically impossible for the student to complete the degree within 150% of the length of the program.

Disbursement of FDUSL

Funds are placed on the students account in at least two payments called disbursements. Students may choose to receive a refund check for any amount over and above the balance on their student account. (They may keep the funds on their account, if they so choose). The financial aid officer will contact the students to inform them that their loan checks are available for pickup at the front desk or, per student request, mail them.

Exit Counseling

All students who receive a FDUSL at any time in their course of study at Phillips and who graduate, withdraw, or fall below half-time status must complete exit counseling with the Department of Education. The financial aid officer will provide instructions for completing this requirement and will be available to answer questions.

Return of FDSUL Funds

According to Department of Education (DOE) policy, Phillips posts FDUSL funds to a student's account on the day it receives notice from the DOE that the funds are available. The funds are not fully earned however, until a student remains in

attendance for 60% of the enrollment period. If a student withdraws before completing 60% of the enrollment period, Phillips or the student must return the amount of unearned funds as calculated on a pro-rated basis. If the funds were held on the student's account, then Phillips will return the funds. If any funds over and above the balance on the student's account were given to the student, then the student must either return the funds to the seminary, who will return them to the DOE, or make arrangements with their loan servicer to return the funds to the DOE.

If a student did not receive all of the funds earned, she or he may advise the seminary to disburse post-withdrawal funds. The student may choose to decline some or all of the loan funds so as not to incur additional debt.

The requirements for FDUSL program funds when a student withdraws are separate from any refund policy that Phillips Seminary may have. Therefore, students may still owe funds to the school to cover unpaid institutional charges. Phillips may also charge a student for any FDUSL program funds that the school is required to return.

Questions about FDSUL program funds may be directed to the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY (hearing-impaired) users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

Please note: to be eligible for FSA funds, a student must make satisfactory academic progress in the degree program in which he or she is enrolled. Students on probation for more than two consecutive semesters may be considered ineligible.

Courses of Instruction in Master's Programs

The seminary's master's level courses of instruction are organized into six academic areas: I. General Theological Studies; II. Biblical Studies; III. History of Christianity; IV. Theology and Ethics; V. Practices of Theological Leadership in Communities; and VI. Faith and Public Discourse.

Area I: General Theological Studies

A. Introductory Courses

FDC 500 Orientation to Theological Community 1 hour

In this course, required for all students enrolled in a Master's degree program, students will be introduced to the Phillips community, faculty, and the goals of theological education. They will also be given opportunities to develop skills and strategies for success in academic work, to reflect critically on significant issues in ministry and religious leadership in the 21st century, and to form meaningful relationships with peers, professors, and staff members. Graded on a Pass/Fail basis.

FDC 600 Invitation to Theological Leadership 3 hours

This introductory course, required for MDiv and MAMC students, examines the contours of leadership in ministry across multiple contexts by giving exposure to multiple denominational practices as well as a variety of ministry settings and practices. Settings include but are not limited to congregational ministries, broader church ministries, community-based or entrepreneurial ministries, and forms of chaplaincy – all of which are currently in a time of transformation. Readings will address the nature of ethical and effective leadership broadly defined, as well as theologies of leadership specifically in religious contexts. The course will also provide an introduction to some basic practices of ministry, both traditionally conceived and innovative.

FDC 700 Theology and Social Justice: Theories and Methods 3 hours

This introductory course, required for all MA(SJ) students, examines the relationship between theological reflection and social justice, focusing on theories and methods. Upon successful completion of the course, students will be able to identify, describe, restate, and analyze at least three theoretical models of social justice inequality; interpret those models theologically, using theological vocabulary; and apply those interpretations to their own contexts.

B. Theological Reflection Groups

TRG 501 Foundations for Theological Thinking .5 hours

Small theological reflection group drawing on vocational stories to explore the nature and practice of theological reflection, with particular attention to critical thinking in seminary and ministry contexts. To be taken by all master's students

early in program, in Phase One and concurrently with at least one portal course. Graded on a Pass/Fail basis.

TRG 502 Foundations for Theological Writing .5 hours

Small theological reflection group employing a workshop approach for the practice of seminary writing, as well as various forms of public theological writing. To be taken by all master's students early in program, in Phase One. Graded on a Pass/Fail basis.

TRG 503 Foundations for Theological Praxis & Reflection .5 hours

Small theological reflection group focusing on theological praxis and reflection based in a case study model. To be taken late in program, in Phase Three, after completing a minimum of 60 semester hours of credit for MDiv students or 30 semester hours for MAMC students. Graded on a Pass/Fail basis.

TRG 504 Foundations for Theological Advocacy .5 hours

Small theological reflection group emphasizing theological advocacy and sustained practice of ministry, including a group project as public theology. To be taken late in program, in Phase Three, after completing a minimum of 70 semester hours of credit for MDiv students or 36 semester hours for MAMC students. Graded on a Pass/Fail basis.

C. Supervised Year in Ministry and Clinical Pastoral Education

SYM 505 Supervised Year in Ministry I 2 hours

Students will learn the essential habits of paying attention to particular issues within a ministry context. Focusing on self-awareness, disciplined theological reflection, ecclesiology, and effective ministry practices will be examined for their contextual appropriateness. Various methods for theological reflection on contextual issues will be explored. Students will be asked to present written materials demonstrating their growing awareness and skill development for contextual ministry. Class size is limited. Prerequisites: the first assessment course, and submission of required paperwork to the director of supervised ministries.

SYM 510 Supervised Year in Ministry II 2 hours

This course will focus on ministry as community organization and cross-cultural mission, while continuing the disciplined theological reflection developed in the SYM I course. Students will acquire the leadership skills necessary for engaging congregations in purposeful involvement in contexts outside the walls of church life. Additionally, students will develop the discipline and habit of theological reflection in cross-cultural settings. Each student will be required to partner with a local community service organization (the church may already have such a partnership or service project of their own) for part of the ten hours already required of the program. The student will present in class written materials from their community service project for in depth theological

reflection about the importance and meaning of doing ministry in a cross-cultural (contextual) setting. Class size is limited. Prerequisites: SYM 505, and submission of required paperwork to the director of supervised ministries.

CPE 500 Clinical Pastoral Education (Part 1) 3 hours

Clinical Pastoral Education Level I is an extended parish-based course intended to meet the standard requirement for one half unit of certified ACPE training. The design of the course is based on the action-reflection peer learning model of experiential education. Students will engage in critical reflection in order to gain greater self-awareness, ministerial identity and effective spiritual caregiving skills. Through the use of verbatim case studies, didactic instruction and individual/group supervision by a certified ACPE supervisor, progress toward specific Level I learning outcomes will be achieved and evaluated. Prerequisites: completion of the first assessment course, a standard ACPE application essay, an interview and approval by the program supervisor. The course may be open to special students who meet the ACPE application criteria.

CPE 510 Clinical Pastoral Education (Part 2) 3 hours

Clinical Pastoral Education Level I is an extended parish-based course intended to fulfill the requirements of a one-half unit of certified ACPE training. Like CPE I, this course will continue to engage students in the action-reflection model in order to gain deeper levels of self-awareness and ministry skill. Students will continue to reflect using verbatim case studies, didactic instruction, and peer-learning activities. Evaluation by the supervisor and students will assess progress toward completion of Level I CPE outcomes as they are defined in the current ACPE Standards manual. Prerequisite: CPE 500.

D. Research and Writing

RW 600 Integrative Paper Research and Writing 4 hours

Individual research and writing under faculty guidance. This course is normally taken in the student's last semester of the MTS Track I program or MA(SJ) program.

RW 650 MTS Thesis Research and Writing I 3 hours

Individual research and writing under faculty guidance. This course is normally taken in the student's next to last semester of the MTS Track II program.

RW 660 MTS Thesis Research and Writing II 4 hours

Individual research and writing under faculty guidance. This course is normally taken in the student's last semester of the MTS Track II program.

RW 750 MDiv Thesis Research and Writing I 3 hours
Individual research and writing under faculty guidance. This course is normally taken in the student's next to last semester of the MDiv program.

RW 760 MDiv Thesis Research and Writing II 4 hours
Individual research and writing under faculty guidance. This course is normally taken in the student's last semester of the MDiv program.

E. Assessment

These non-credit courses fulfill degree requirements

AC 001 Assessment Course One 0 hour
This course entails both preparation for and the actual portfolio-review conversation with the student's academic adviser. MDiv and MAMC students will enroll for this review after completion of 20 hours of coursework. MTS students will enroll for this review after completing a total of 18 hours of coursework; MA(SJ) students will enroll after completing 17 hours. Grading is pass/fail.

AC 002 Assessment Course Two 0 hour
In this course MDiv students continue to build their portfolio and reflect on its contents with their academic advisers. Students will enroll for this review after completion of a total of 50-60 hours of coursework. MTS, MA(SJ) and MAMC students are not required to enroll in this course. Grading is pass/fail.

AC 003 Assessment Course Exit 0 hour
In this course, required for all master's level students in their final semester before graduation, students will complete their portfolios and discuss in detail their progress in their specific program with their academic advisers. Grading is pass/fail.

F. Capstone Course

LC 600 Capstones in Theological Leadership 3 hours
In a collaborative learning environment, students will develop a project based on a topic related to their own interests within the intersection of theological studies and leadership practices. They will also teach this material to other students enrolled in the course. Drawing upon themes and skills of previous coursework, attention will also be given to the ethics of leadership within communities of faith and justice, theological reflection models, leadership theories, emotional intelligence, enduring vocational issues, and other matters of significant interest to class members. This course should be taken in one of the last two semesters of the degree program. Satisfies Launch Course requirement in Phase III. Prerequisite: completion of Supervised Year in Ministry for students in the MDiv or MAMC; completion of 28 hours in the MA(SJ).

G. Externships

EXT 505 Externship I 1.5 hours

In this course, students participate in an unpaid externship through a partner organization with which Phillips Theological Seminary has a relationship. Students may also propose their own externship, submitting their application and proposal in the term preceding their desired enrollment in the externship course. Prerequisites: Phase I courses.

EXT 510 Externship II 1.5 hours

This course is a continuation of the externship in EXT 505. These externship experiences must include at least 650 clock-hours of experiential active learning to receive the three hours of credit. Prerequisite: EXT 505

Area II: Biblical Studies

Goals

The Bible is regularly invoked as an authority in various arenas of discourse, ranging from public policy to church doctrine, yet there is often little agreement on what the Bible actually says or means. Therefore, it is imperative that those who are engaged in varied Christian ministries be fluent in interpretation of the Bible that is responsive to the historical processes that gave rise to it and to its hermeneutical potential.

To be fluent in biblical interpretation, the student must be able to employ appropriate exegetical models to understand the Bible as emerging out of the historical development of communities, institutions, and texts in ancient Israel and early Christianity. Because the Bible is a product of historical processes, interpretation pays attention to several interpretive concerns such as the following: historical context; literary character; social and cultural environment; theological heritage and development and hermeneutical implications. Fluency in interpretation enables the student to use the Bible with an awareness of scholarly understandings as a resource for thinking about the issues and concerns of everyday life.

A. Hebrew Bible

HB 500 Introduction to Hebrew Bible 3 hours

This course is designed to provide students with an introduction to the Hebrew Bible. Students will learn about the historical backgrounds of these texts as well as the process of their composition and canonization. The biblical materials will be approached from an academic/critical perspective with insights into how they might be used in different contemporary contexts. Successful completion of the course will satisfy one of the basic Bible requirements for the Master's degree programs.

HB 600 Exegesis of the Hebrew Bible: Selected Topics 3 hours

This course consists of advanced exegetical study of Hebrew Bible writings and/or themes. Recent topics offered include: 8th Century Prophets, Psalms,

and Job. It meets all Masters' degree requirements for an advanced HB course. Students may repeat this course with different topics. Prerequisite: HB 500.

HB 575 Exegesis of the Hebrew Bible: Women in the Hebrew Bible 3 hours

This course is designed as a survey of the Hebrew Bible from the perspective of the female characters in these ancient stories, in an effort to uncover what can be known about these important women, including: personalities, actions, and faithfulness. Once more familiarity with these female characters has been gained, the course will discover ways in which these women and their stories may be introduced and integrated into the life of the community of faith (e.g., sermons, bible studies, pastoral care, etc.). Prerequisite: HB 500.

HB 825 Biblical Hebrew 3 hours

An introduction to the basic grammar, syntax, and vocabulary of biblical Hebrew. Emphasis is on the importance of translation.

HB 835 Biblical Hebrew II: Exegesis 3 hours

A continuation of HB 825. Includes further study of grammar and the development of sufficient vocabulary to make reading biblical Hebrew easier. The use of Hebrew as a foundation for exegesis is the primary emphasis. Prerequisite: HB 825 or equivalent.

HB 850 Hebrew Readings 3 hours

Reading of a variety of Hebrew texts with some attention given to advanced syntax. Prerequisite: HB 835 or equivalent. May be repeated.

HB 880 Hebrew Bible Seminar 1-3 hours

Guided group research and reflection on selected themes and issues in studies of the Hebrew Bible. Students may repeat this course with different topics. Prerequisite: HB 500.

HB 900 Research in Hebrew Bible 1-3 hours

Advanced individual research on selected issues in Hebrew Bible studies. Offered on request only to advanced students.

B. New Testament

NT 500 Introduction to the New Testament 3 hours

A basic introduction in the content and theology of the New Testament.

NT 600 Exegesis of the New Testament: Selected Topics 3 hours

This course consists of advanced exegetical study of New Testament writings and/or themes. Recent topics offered include: Luke-Acts, Gospel of Mark, 1 Corinthians, Galatians, Gospel of John, and Revelation. It meets all Masters' degree requirements for an advanced NT course. Students may repeat this course with different topics. Prerequisite: NT 500.

- NT 800 The Historical Jesus 3 hours
The quest for the historical Jesus has been one of the defining trajectories of biblical scholarship in the modern era. Students in this course engage in conversations regarding the most recent quest and its importance for faith and Christian communities today. Prerequisite: NT 500.
- NT 825 New Testament Greek I 3 hours
An introduction to New Testament grammar and exegesis. Emphasis is placed on understanding the Greek text and how the Greek language affects the formation of the biblical message.
- NT 835 New Testament Greek II: Greek Exegesis 3 hours
A continuation of NT 825. Includes further study of grammar and the development of sufficient vocabulary to make reading Koine Greek easier. The use of Greek as a foundation for exegesis is the primary emphasis. Prerequisite: NT 825 or equivalent.
- NT 850 Greek Readings 3 hours
Selected readings from the Greek New Testament and other Greek literature from the New Testament world. Students may repeat this course with different topics. Prerequisite: NT 835 or equivalent.
- NT 880 New Testament Seminar 1-3 hours
This course addresses a variety of issues in New Testament studies for church and ministry today. Students may repeat this course with different topics. Prerequisite: NT 500.
- NT 900 Research in New Testament 1-3 hours
Advanced individual research on selected issues in New Testament studies. Offered on request only to advanced students.
- C. Biblical Interpretation**
- BI 880 Biblical Interpretation: Selected Themes 1-3 hours
This course addresses a variety of issues in Biblical interpretation for church and ministry today. Prerequisite: HB 500 and NT 500.
- BI 900 Research in Biblical Theology 1-3 hours
Advanced individual research on selected issues. Offered on request only to advanced students.

Area III: History of Christianity

Goals

Historical studies help students gain broad perspectives on the various and often radically different expressions of Christianity from its early beginnings to the present. Students completing coursework in the area should be able to contextualize contemporary Christian thought and practice by understanding the multiple and often competing narratives that humans have constructed to explain the formation and development of the faith. Students will be able to discuss the impact of earlier structures, disputes, and movements on the shaping of contemporary theological and cultural issues.

Students will understand that personal and contemporary contexts were factors in the choices made by historians as they chronicled Christianity's past and see these factors as integral to the continuing development of Christian histories.

Students who complete the appropriate denominational studies courses should be able to teach and transmit the narratives that explain the origin and development of their particular denominational tradition within the broader context of the history of Christian faith.

A. History of Christianity

HC 502 History of Christianity I 3 hours

This course is a survey of the development of the Christian church from the second century C.E. through the Middle Ages, examining the institutional history of the church as well as the theological developments in the church. Attention will be given to various theologians, theologies, and movements that shaped the period. The course highlights Christianity's intellectual and cultural history with an emphasis on the church's evolving relationship to political and social structures that allowed Christianity to be both a religion of protest and liberation as well as a religion of empire and conquest.

HC 504 History of Christianity II 3 hours

A survey of the Christian church from the Reformation era to modern times. Special attention will be given to the diversity and unity of the church in the period and to the divisions and reconciliations that have shaped various contemporary Christian communities.

HC 650 Christianity in the United States 3 hours

An introduction to the themes, figures, issues and movements affecting religious life and society in the U.S. from pre-colonial settlement to the present day, including the contributions of women and racial/ethnic groups.
Prerequisite: HC 504.

- HC 675 Women and Religion in the United States 3 hours
This course is a survey of the history of women and religion in the U.S. from the colonial period to the present. The primary focus is on women who practice the Christian faith, but some attention is given to women in other religions. Students will explore the contributions of women to the development and expression of religions; the complex relationships among society, religion, and culture; and ways that these relationships have impacted, and been impacted by, the lives of women. Prerequisites: HC 504.
- HC 700 Makers of Christianity in the 20th Century 3 hours
An exploration of major 20th century movements in church and society by attending to some of the biographies and/or autobiographies of important leaders. Prerequisites: HC 504.
- HC 760 The Black Church in America 3 hours
This course will focus on the moral and religious traditions of African American churches and the ways that these traditions have influenced life in America. Particular attention will be given to the prominent role that the Black Church has played as a social, political and cultural center in the African American community. A principle presupposition underlying the course content is the view that the term "Black Church" is employed as a shorthand designation for the thick diversity and complexity of Black Christian Traditions that comprise African American Christian experience. Recommended Prerequisite: HC 504.
- HC 770 Religion and the Civil Rights Movement 3 hours
This course examines the ways in which religious beliefs, practices and institutions helped to form and inform the modern Civil Rights movement in the United States. What role did religion play in igniting the quest for civil rights? How did religion form and inform the Anti-Civil Rights Movement and its key players? How did the religious identities of movement leaders impact the content and contours of the civil rights project? Was the Black Church a source of support for or resistance to the ideals and practices of the movement? What role did white churches play in supporting and/or resisting the modern Civil Rights Movement? This course explores these broad questions through an interdisciplinary study of primary and secondary sources (speeches, sermons, video presentations, essays, songs, scholarly texts and articles) related to the modern Civil Rights movement. Recommended Prerequisite: HC 504.
- HC 880 Seminar in the History of Christianity 1-3 hours
A study of selected issues, figures, or movements in the history of Christianity. May be repeated with different topics. Prerequisite: HC 502 or HC 504.
- HC 900 Research in the History of Christianity 1-3 hours
Advanced individual research on selected issues and topics. Offered on request only to advanced students.

B. Denominational Studies

DS 500 History and Polity of the Disciples of Christ 3 hours

The origin, development, organization, and theological interests of the Christian Church (Disciples of Christ) studied in the context of American social and religious history. Required of all Christian Church (Disciples of Christ) students preparing for ordination. Enrollment encouraged for United Church of Christ students. Recommended Prerequisites: Phase I courses.

DS 525 Stone-Campbell Theology 3 hours

This course is structured to survey theological themes, propositions, and ideas informing and emerging from the Stone-Campbell movement of 19th century North America with particular attention paid to the theology and social concerns of Alexander Campbell and Barton Warren Stone. Prerequisite: DS 500 or instructor's signature.

DS 550 United Methodist History 3 hours

This course, required for candidates for ordination in the United Methodist Church, will inform students about the basic periods of United Methodist history. Particular attention will be paid to events, movements, and persons that have shaped the denomination. Recommended Prerequisites: Phase I courses.

DS 575 United Methodist Doctrine 3 hours

This course is designed to provide an introduction to theology in the Wesleyan tradition as practiced in United Methodism. Students are expected to gain an understanding of and to be able to articulate basic aspects of John Wesley's theology and how it is distinctive, to demonstrate a grasp of UMC understandings of sacraments, and to become conversant with the current debate about theological method. Through the use of case studies and other methods, students will consider how Methodist theology should and does affect decisions of clergy in UMC pastorates, our practices within our UMC life together, and our practice toward the world around us. Recommended Prerequisite: TH 500.

DS 600 Advanced Wesleyan Theology 3 hours

Intended for students who have completed the basic United Methodist Doctrine course, this offering will allow students to explore in greater depth various aspects of John Wesley's theology, teaching, and lived embodiment of Christianity. Material by Charles Wesley and Susanna Wesley will also be considered. Theological method will be addressed in depth. Using case studies, students will examine how Wesleyan theology informs United Methodist teaching and practice today. Recommended Prerequisites: Phase I courses.

- DS 625 United Methodist Polity 3 hours
This course, required for candidates for orders in the United Methodist Church, is designed to acquaint students with the 2012 Book of Discipline and a sense of how its rules and requirements come to life in the practical affairs of the church, as well as to help students understand how polity is related to the church's historical and theological development. Recommended Prerequisites: Phase I courses.
- DS 650 Baptist History and Polity 3 hours
A study of Baptist life and thought from the seventeenth century to the present with particular attention to the development of diverse Baptist communities in the United States. Recommended Prerequisites: Phase I courses.
- DS 675 Baptist Theological Perspectives 3 hours
A study of foundational theological perspectives in the development of Baptist traditions and communities and a consideration of contemporary doctrinal trends. Recommended Prerequisites: Phase I courses.
- DS 725 Presbyterian Polity 3 hours
A reflective and practical study of leadership in church government (polity) as defined in the Presbyterian Book of Order. The class will learn how to apply current polity to a variety of pastoral situations. The course will also help students become more familiar with parliamentary procedure in order to plan and moderate session meetings. Recommended Prerequisites: Phase I courses.
- DS 750 History and Polity of the United Church of Christ 3 hours
An exploration of the history, theology, structure, and practice of ministry within the United Church of Christ. Required for all United Church of Christ students preparing for ordination. Enrollment is encouraged for Christian Church (Disciples of Christ) students. Recommended Prerequisites: Phase I courses.
- DS 775 History and Polity of the Evangelical Lutheran Church in America 3 hours
An exploration of the history, theology, structure, and practice of ministry within the Evangelical Lutheran Church in America. Recommended Prerequisites: Phase I courses.
- DS 800 History and Polity of Unitarian Universalism 3 hours
An exploration of the history, theology, structure, and practice of ministry within the Unitarian Universalist Church in America. Recommended Prerequisites: Phase I courses.
- DS 825 Readings in Denominational History 1-3 hours
Guided individual research or seminar designed to acquaint students with the history and character of a denomination in which they intend to practice ministry. Prerequisites: Phase I courses.

DS 850 Seminar in Denominational Studies 1-3 hours
A study of selected issues, figures, or movements in the development of a Protestant tradition(s). May be repeated with different topics. Prerequisites: Phase I courses.

DS 880 Readings in the History of the Modern Ecumenical Movement 1-3 hours
Guided individual research or seminar designed to acquaint students with the history and character of the modern ecumenical movement. Prerequisites: Phase I courses.

DS 900 Research: Denominational Studies 1-3 hours
Advanced individual research on selected topics or issues related to a student's denomination and/or to the modern ecumenical movement. May be repeated with different topics. Prerequisites: Phase I courses.

Area IV: Theology and Ethics

Goals

The theology and ethics area aims to nurture a contemporary expression of Christian faith and ethics, rooted in respect for Christian traditions but responsive to the differing voices and multiple contexts of today's world.

Students completing coursework in the area should be able to: explain basic vocabulary, topics, and approaches to conversations in theology and ethics; to differentiate and compare theological/ethical arguments from various historical periods and/or social locations; and integrate these studies into a coherent theological/ethical voice that informs a vocation of ministry and leadership.

A. Theology

TH 500 Introduction to Theology 3 hours
An introduction to the vocabulary, tasks, aims, and scope of theology, and various contextual methods and approaches to the discipline. Upon successful completion of the course, students will be able to identify, describe, classify, and evaluate influential theological arguments, as well as place those arguments in their historical context.

TH 525 Doctrine of God 3 hours
An examination of the development of the doctrine of the Trinity, including the ancient cultural assumptions that helped to shape it. Other Christian models for God will also be explored in comparison to the doctrine of the Trinity. Prerequisite: TH 500.

TH 550 Christology 3 hours
An exploration of theological answers to questions about Jesus and his significance, and the historical models that have resulted. The time period

covered begins with the Christological controversies of the latter half of the second century and continues through images of Jesus in popular U.S. American culture. Prerequisite: TH 500.

- TH 575 Ecclesiologies: Models and Practices of Church 3 hours
A consideration of different historical answers to questions about the nature and practice of church and the historical and cultural factors underlying those answers. Depending on availability and format of a particular course, the course may include field trips to houses of worship with which the student may be unfamiliar. Prerequisite: TH 500.
- TH 600 Doctrine of the Spirit 3 hours
A study of Christian doctrinal understandings of the Spirit, the historical contexts in which they were constructed, and how they are being embraced, critically challenged, and reformulated in our own time. Prerequisite: TH 500.
- TH 625 Constructive Theology 3 hours
An investigation of the systematic interconnected character of the major doctrines/symbols of the Christian faith. This course requires each student to write a constructive essay, or credo, expressing her or his understanding of those basic doctrines of the faith. Prerequisite: TH 500.
- TH 675 Liberation Theology 3 hours
An exploration of a variety of liberation theologies, their historical and theological contexts, and their relation to American cultures. Prerequisites: TH 500.
- TH 700 Feminist Theology 3 hours
This course is a study of the differences and relationships between sexism, male privilege, misogyny, and patriarchy and how these issues have affected and been affected by Christian theology and practice. Proceeding from an assumption that both women and men are damaged by sexism, the course gives students language and skills to disrupt theologically sexist patterns, without thereby reproducing other forms of oppression. Prerequisite: TH 500.
- TH 725 Comparative Theologians 3 hours
A study of several theologians exploring a specific theme, doctrine, or genre. Selected figures may or may not be related to a specific socio-historical context. Prerequisite: TH 500.
- TH 750 The Theology and Ethics of Martin Luther King, Jr. 3 hours
This course is an examination of the salient themes in the theology and ethics of Martin Luther King, Jr. Through careful reading of sermons, speeches, essays and books, students will identify and assess King's theological and ethical understanding of concepts such as justice, freedom, love, human dignity and

nonviolent protest, to name only a few. Particular attention will be given to King's important leadership role in the Civil Rights movement and the ways this movement shaped and was shaped by his theology and ethics.

Prerequisite: TH 500.

TH 775 Black and Womanist Theologies 3 hours

An investigation of the major themes and methods of African-American theologians whose theological and ethical positions are grounded in the experience, concerns, and needs of Black people. Prerequisite: TH 500.

TH 825 Theology and Autobiography 3 hours

The course explores how and why the autobiographies of theologians are among their most compelling theological texts. Prerequisite: TH 500. May be repeated with different topics.

TH 880 Seminar in Theology 1-3 hours

A seminar on a selected theological theme, theologian, or school of theology. May be repeated with different topics. Prerequisite: TH 500.

TH 900 Research in Theology 1-3 hours

Advanced individual research on selected topics. Offered on request only to advanced students.

B. Ethics

ET 525 Ethics, Cultures, and the Missions of the Church 3 hours

A study of ethical reflection as a practice of cultural analysis. The churches' mission in the world will be considered in relation to the ethical challenges presented by the new media, bioethics, globalization, religious pluralism, race, sexuality, and other issues. Satisfies Ethics, Culture and Mission requirement. Prerequisites: FDC 600 and TH 500.

ET 550 Theological Ethics 3 hours

An exploration of moral decision making within a theological context. Attention will be given to the major schools of ethical theory, a range of case studies, and discussion of professional clergy ethics. Prerequisites: FDC 600 and TH 500.

ET 575 Ministry and Medical Ethics 3 hours

A consideration of issues in the field of medical ethics, including those related to the practice of ministry and to theological themes such as suffering, healing, hope, finitude, vulnerability, responsibility, community, moral reasoning, moral uncertainty, etc. Prerequisites: FDC 600 and TH 500.

ET 880 Seminar in Ethics 1-3 hours
An advanced seminar on a selected theological ethicist, problem, or theme in Christian ethics. Prerequisites: FDC 600 and TH 500. May be repeated with different topics.

ET 900 Research in Ethics 1-3 hours
Advanced individual research on selected issues in the field of ethics. Offered on request only to advanced students.

Area V: Practices of Theological Leadership in Communities

Goals

Courses in this area prepare students to become theologically reflective practitioners of ministry. Preparation is accomplished at a beginning level and includes: integrating all areas of the theological curriculum with practices of preaching, public worship, care, administration, and spirituality.

A. Preaching

PR 500 The Art and Practices of Preaching 3 hours
A consideration of the nature of Christian preaching. The course explores the issues and dynamics of preaching, as well as the practices that support preaching. Class size is limited. Prerequisites: FDC 600, HB 500, NT 500 and TH 500.

PR 535 Preaching as a Communicative Art 3 hours
In this course students will study preaching as oral communication, learning principles of both extemporaneous speaking and creative writing in the process of sermon design and development. Prerequisites: FDC 600, HB 500, NT 500 and TH 500.

PR 545 Critical Issues in Preaching and Public Communication 3 hours
In this course students will explore issues related to preaching for social change and transformation, principles of topical preaching, speeches of advocacy, and the development of sermons from difficult texts. Prerequisites: FDC 600, HB 500, NT 500 and TH 500.

PR 550 Storytelling in Ministry 3 hours
A practical introduction to the art of storytelling as it applies to teaching and preaching ministries. Students will learn to re-imagine and tell biblical stories using a midrashic process and personal narratives based on life experiences. The creation of a digital story will explore the use of a technological tool in a faith community. Grading is pass/fail. Class size is limited.

PR 575 Narrative Preaching 3 hours
This course explores a sub-discipline of homiletics called "narrative preaching." Through preaching, reading, discussion, and analysis of one another's sermons

the class will: discover and define what characterizes a 'narrative' sermon, come to an understanding of what methodologies are appropriate to create and preach "narrative" sermons, and use these characteristic methodologies to expand and deepen the students' preaching ministries. Prerequisites: FDC 600, HB 500, NT 500 and TH 500. Recommended Prerequisites: previous preaching course.

PR 600 Biblical Storytelling 1-3 hours

This course is designed as a workshop that will introduce students to the practice of biblical storytelling, a means of expression that draws upon performance studies to prepare oral interpretations of biblical texts. It will also serve as an introduction to performance criticism, an approach to biblical interpretation that assumes that performed interpretations were and are significant experiences within the development of the oral and literary traditions of both testaments.

PR 650 Seminar in Storytelling 1-3 hours

Advanced workshop focusing on particular themes, methods, or festivals in storytelling. Grading is pass/fail. May be repeated.

PR 675 Preaching the Lectionary 1 hour

Practical experience in developing exegetical skills and sermon ideas based on lectionary texts. May be repeated; however, a total of no more than 3 semester-hours may be applied toward a diploma or master's degree program. Recommended Prerequisites: HB 500 and NT 500.

PR 880 Seminar in Preaching 1-3 hours

Advanced study focusing on an issue, person, or practice in Christian preaching. Prerequisite: completion of a preaching course listed above or permission of instructor.

PR 900 Research in Preaching 1-3 hours

Advanced individual research of selected issues. Offered on request only to advanced students.

B. Public Worship

PW 540 The Theology and Practice of Public Worship 3 hours

An introduction to liturgical theology, or the discipline of theological reflection on the words and actions of the church's worship, designed for students who will lead worship in communities of faith. While some attention is given to liturgy for occasional services, the primary focus will be on the people of God's regular Sunday worship. Prerequisites: FDC 600 and TH 500.

PW 880 Seminar in Worship and Liturgy 1-3 hours

Advanced study of selected issues in the areas of worship and liturgy. May be repeated with different topics. Prerequisite: PW 540.

PW 900 Research in Worship and Liturgy 1-3 hours

Advanced individual research on selected issues in worship and liturgy. Offered on request only to advanced students.

PW 700 Worship Practicum .5 hour

Practicum in worship planning for the seminary.

C. Pastoral Theology and Care

PT 520 Care in Christian Communities 3 hours

The purpose of this course is to help students understand practices of Christian care within and beyond their communities. Students will explore ways to pay attention to suffering and to identify resources within and outside of the church that contribute to the ability to offer support and care. In addition, students learn different theologies of pastoral care in order to inform and clarify the students' emerging care practices in wider communal, cultural, and theological contexts. Prerequisite: FDC 600.

PT 565 Effective Hospital Ministry 3 hours

A course designed to introduce students to healthcare ministry. The class gives students opportunities to practice basic skills of listening, praying and responding to the spiritual needs of the sick. Also, significant attention to theological reflection in the clinical environment will be the basis for better understanding the church's role in providing healing and supportive care. Through reading assignments, classroom instruction, and verbatim case studies students will gain the preliminary insights, knowledge and skills necessary for effective hospital ministry. Prerequisite: FDC 600.

PT 567 Caring in Depth: Death and Dying 3 hours

This course provides an opportunity for careful study of caring in depth around the broad topic of death and dying. The course will help equip leaders in ministry in a variety of forms to hone practicing attention to and remaining present in the midst of death, dying illness, loss and grief. The course places these dynamics of communal life in a narrative frame that attends to both theological and psychological aspects. Prerequisite: PT 520.

PT 750 Pastoral Care in Crisis Situations 3 hours

This course addresses the definition and nature of crisis and the development of good care skills and effective communication in order that the student can handle crisis situations that persons in ministry face. Prerequisite: PT 520.

PT 880 Seminar in Pastoral Theology and Care 1-3 hours
Advanced study of selected issues in the understanding and practice of care in Christian communities. May be repeated with different topics.
Prerequisite: PT 520.

PT 900 Research in Pastoral Theology and Care 1-3 hours
Advanced individual research on selected issues in the understanding and practice of care in Christian communities.

D. Pastoral Leadership

PL 650 Pastoral Leadership and Administration 3 hours
A survey of practices involved in leading a congregation or faith-based, non-profit organization, with special attention to processes for discerning a particular church's present and future mission, handling administrative tasks, and carrying out the ongoing integrative work in which such practices are shaped by theology and Christian tradition. Prerequisite: FDC 600.

PL 675 Issues for Women in Christian Ministry 3 hours
This course examines issues often encountered by women performing ministerial functions (e.g., preaching, teaching, counseling, managing conflict) and the gifts of leadership which women commonly bring to the pastoral role.

PL 700 Weddings, Funerals, and Other Occasions 1-3 hour
A consideration of issues surrounding the minister's role in planning and carrying out weddings, funerals, and other liturgical occasions including baptisms, Christenings, reaffirmation of marriage vows, etc. Attention will be given to the pastoral care and liturgical aspects of working with families and congregations in times of crisis and change.

PL 725 The Church and Evangelism 3 hours
An exploration of biblical, historical, and theological perspectives on Christian evangelism that inform faithful ministry in the contemporary church.
Prerequisite: FDC 600.

PL 775 Ministry in Urban Contexts 3 hours
The approach of this course involves on-campus study, contextual observation, and participation in selected centers of urban life. Issues are considered from an interdisciplinary stance with an overarching concern for effective structure-changing ministry and witness by all persons in the church. Prerequisite: FDC 600.

PL 800 Ministry and Conflict Management 3 hours
A course that explores aspects of human conflict and contemporary theories of constructive conflict management. Prerequisite: FDC 600.

PL 880 Seminar in Pastoral Leadership 1-3 hours
Study of selected practices necessary for leading communities of faith in areas such as stewardship, evangelism, and leadership development. May be repeated with different topics. Prerequisite: PL 650.

PL 900 Research in Pastoral Leadership 1-3 hours
Advanced individual research in the area of church administration, focusing on a particular practice, topic, or author. Offered on request only to advanced students.

E. Christian Education

CE 525 Introduction to Christian Education 3 hours
This introductory course will examine different approaches to Christian Education. Students will begin to explore the multiple purposes that the teaching ministry of the church serves, and learn how these principles can be used in a variety of ministry settings. Students will also learn to articulate and challenge their own approach to Christian education.

CE 550 Christian Education with Children 3 hours
After reviewing learning at various stages of childhood, students will consider the roles of children in the teaching ministries of congregations and other ministry contexts, examining various models of employing classroom space, time, outreach projects, peer teaching, and professional and/or volunteer staffs. Prerequisite: CE 525.

CE 575 Christian Education with Adult Learners 3 hours
Through the study of various approaches to adult development, this course explores how teachers can engage in transformative, life-giving work with adult learners in various Christian ministry contexts. Prerequisite: CE 525.

CE 600 Creative Youth Ministry 3 hours
The course will consider the unique gifts and needs of adolescents within Christian teaching ministries as well as pertinent biological and cultural factors. Students will examine different models of Christian ministry with youth. Prerequisite: CE 525.

CE 880 Seminar in Christian Education 1-3 hours
Advanced study of selected issues in Christian education. May be repeated with different topics. Prerequisite: CE 525.

CE 900 Research in Christian Education 1-3 hours
Advanced individual research on selected issues. Offered on request only to advanced students.

F. Spirituality

- SP 500 History of Christian Spirituality 3 hours
A survey of the theology and practice of spirituality in various historical contexts from the beginnings of the church to contemporary times. Special attention will be given to influential persons and their spiritual writings.
- SP 550 Spirituality and Social Action 3 hours
An exploration of the classic divide between contemplation and action in spirituality with an emphasis on people and movements that have sought to integrate the two.
- SP 600 Celtic Christian Culture and Spirituality 3 hours
An examination of the original context of Christian spirituality as perceived and practiced by the Celtic people (5th-8th centuries) with the principle objective of translating these practices and perspectives for 21st century people.
- SP 620 Spirituality: The Personal Disciplines 1 hour
A small group experience with a focus on the spiritual development of the student as an individual and a minister. The primary goals are to develop personal spiritual practices and to build community. A variety of spiritual disciplines are presented, explored, and practiced. Enrollment is limited.
- SP 640 Spirituality: Hospitality 1 hour
A small group experience with a focus on the spiritual development of the student as a member and leader of faith communities. The primary goals are to develop an awareness of hospitality through its practice as a spiritual discipline and to build community. Enrollment is limited.
- SP 680 Spirituality: Celtic Spiritual Disciplines 1 hour
A small group experience with a focus on the holistic, egalitarian, and earth-connected spiritual perspectives and disciplines of Celtic Christianity—a culturally formed perspective of Christianity which arose in the British Isles prior to the 8th century. Enrollment is limited.
- SP 700 Spirituality: Simple Living 1 hour
A small group experience with a focus on simplifying our lifestyles and making room for what we truly value. Opportunities will be provided for examining values and lifestyles, determining how we go about living according to what we truly value and how we can accommodate cultural values and maintain our integrity. Enrollment is limited.
- SP 720 Spirituality: The Labyrinth 1 hour
A small group experience focused on the labyrinth as a means of enhancing the spiritual life. A variety of perspectives and experiences will be offered for the use of this spiritual practice. Enrollment is limited.

SP 800 Spirituality: Selected Topics 3 hours
Guided group experience and discussion of selected issues in spirituality and spiritual practices. May be repeated with different topics. Enrollment is limited.

Area VI: Faith and Public Discourse

Goals

Students completing coursework in this area should be able to reflect on Christianity in the context of the general history of religions, utilizing research in the humanities and social sciences; to serve in church and society as a leader in the critical study of many of the contemporary global issues that are challenging our understandings of Christian faith and order; and to model for followers of Christ how to participate in the increasingly important interaction between Christians and people of other living faiths and ideologies.

A. History of Religions

HR 500 Contemporary World Religions 3 hours
An introduction to comparative considerations in the study of religious myth, ritual, and community life, as well as to central doctrines and practices of major religious traditions of the world.

HR 550 Contemporary Jewish Traditions 1-3 hours
An introduction to the central beliefs and practices of contemporary Jewish communities: Orthodox, Conservative, and Reform

HR 585 Preparing for Interreligious Dialogue 1-3 hours
An exploration of the challenges of and preparation for interreligious dialogue in the contemporary world. Field trips may augment the class sessions.

HR 600: History of Religions: Selected Topics 1-3 hours
This course addresses a variety of traditions and issues in the study of the history of religions. Students may repeat this course with different topics.

HR 650 Native Americans and Christianity 3 hours
This course explores the contest of cultures between indigenous nations and Euro-American society in the religious arena. A survey of the patterns of conflict and confluence will follow the broad historical outline of developments drawing on social, military, and economic frames and using the tools of anthropology, history, sociology, and religious studies.

B. Global Christianity and Interreligious Dialogue

IU 750 Christian Theologies of Religions 3 hours
A study of a range of contemporary options for a Christian theology of religions; contrasting understandings of global mission, past and present; and critical issues in interreligious dialogue. Prerequisite: TH 500.

IU 775 Seminar in Interreligious Dialogue 1-3 hours

A study of the history of selected interreligious encounters or the dynamics of particular interfaith dialogues in which contemporary Christians participate (e.g., Jewish-Christian, Muslim-Christian, Buddhist-Christian, Hindu-Christian). May be repeated with different topics.

IU 800 Christianity in Latin America 3 hours

An historical survey from the Spanish Conquest to the present with attention to cultural expressions of religion; church/state relations, especially during the Revolutionary Period; and effects of Vatican II and Protestant missionary activities.

IU 825 Seminar in Global Christianity 1-3 hours

A study of the history and current practices of selected Christian communities outside of North America (e.g., Asian Christianity, African Christianity, etc.). May be repeated with different topics.

IU 880 Seminar: Interreligious Understanding and Christian Mission 1-3 hours

Advanced study of selected issues. May be repeated with different topics.
Prerequisite: IU 750.

IU 900 Research: Interreligious Understanding and Christian Mission 1-3 hours

Advanced individual research on selected issues. Offered on request only to advanced students.

C. Interreligious and Cross-cultural Immersion and other Educational Travel Courses

TC 850 Faculty led Travel Courses 3 hours

Non-immersion guided study tours led by members of the faculty. Courses include pre-tour educational preparation and post-tour evaluation. Dates, places, and foci of study tours will be announced.

TC 900 Immersion Travel 3 hours

All course options include pre-tour educational preparation and post-tour evaluation, including but not limited to experiences in Arizona with BorderLinks, a non-profit organization that promotes study of issues on the border between Mexico and the United States, in Nicaragua with JustHope, a non-profit organization that serves the people of Chacraseca, Nicaragua, and Ferguson, MO. Dates, places, and foci of immersion courses will be announced.
Prerequisite: completion of one introductory course.

D. Arts and Humanities

AH 525 The Bible and Contemporary Issues 3 hours

This course is designed to provide students with skills that will be useful in leading their congregations/communities in the study and discussion of the

bible and the difficult issues confronting people of faith in the 21st century (e.g., Stem Cell Research, Creationism/Evolution/Intelligent Design, Immigration, Human Sexuality, etc.). Students will gain an appreciation for the influence their particular reading location has on how they interpret texts, and they will begin to develop their own hermeneutical approach for reading/interpreting biblical texts. Through readings and class discussions/lectures, students will struggle with the question of "What is ethical biblical interpretation?" Students will apply this knowledge and awareness to the examination of some contemporary issues in order to determine a responsible way to apply the bible in difficult ethical discussions and decision-making. Each student will choose one difficult issue to focus on for a final project. Prerequisites: HB 500 and NT 500.

AH 550 Theological Themes in the Contemporary Novel 3 hours

An exploration of how contemporary novels pose theological questions about, and prompt theological reflection upon, human and cultural experience in the late 20th and early 21st centuries. A variety of styles and sub-genres will be considered.

AH 575 Preaching in the Black Church Tradition 3 hours

A survey course of Black Preaching in its historical, social, and religious context. Attention will be given to defining within such preaching a specific "Black Hermeneutic" that explains its unique style, methodology, theology, and contribution to the general practice of preaching. Through special readings, listening, and experiencing Black preaching, students should be able to identify its essential distinguishing characteristics, describe its historical context, and learn to appreciate its socio-theological methodology.

AH 600 Theological Issues in Films 3 hours

A study of how films represent and create an American mythology. Students will learn how to view films critically and interpret their theological and religious significance. They will explore models for understanding the place of electronic media in our culture and theological responses to related issues.

AH 650 Religion and Politics 3 hours

An exploration of the inevitable but also intentional mixing of political and theological discourse in both public life and theology. While attending to the legal separation of church and state, the course investigates how and why political discourse invokes theological claims and how and why various theologians offer interpretations of cultural and public life.

AH 700 The Social World of Early Christianity 3 hours

A social analysis of the origins and development of early Christianity utilizing historical and social scientific approaches, emphasizing a comparative study of literature, art, archaeology, and social institutions of the ancient world and their relation to the church's developing theology.

AH 880 Seminar in Religion in the Arts and Humanities 1-3 hours
Advanced study in selected issues in Religion, the Arts and the Humanities. May be repeated with different topics.

AH 750 Research in Religion in the Arts and Humanities 1-3 hours
Advanced individual research on selected issues. Offered on request only to advanced students.

Courses of Instruction in the Doctor of Ministry Program

The seminary's doctoral level courses of instruction are organized into three phases: foundation, specialization, and project.

Foundation Courses (all specializations)

DMIN 807 Pastoral Leadership in Context 3 hours

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

DMIN 808 The Biblical Message and the Praxis of God 3 hours

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

DMIN 809 Constructive Theology of Ministry 3 hours

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

Specialization Courses: Pastoral Leadership in Homiletics

DPLH 720 Core Homiletic Seminar I 4 hours

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

DPLH 722 Core Homiletic Seminar II 4 hours

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

DPLH 723 Media and the Church 4 hours

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

DPLH 724 Preaching for Change 4 hours

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

Specialization Courses: Pastoral Leadership in Church and Society Collaborating for Change

DPLC 730 Core Church and Society I 4 hours

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

DPLC 731 International/National Immersion Experience 4 hours

Offered within either a national or international setting, the required immersion experience enables students to reflect more concretely and practically on the issues and themes introduced in previous course work. Led by a Phillips faculty member, this course may be arranged in conjunction with BorderLinks, an ecumenical educational program based on the border between Arizona and Mexico, Week of Compassion, the relief, refugee and development ministry fund

of the Christian Church (Disciples of Christ), or another church-related agency or organization.

DPLC 732 Core Church and Society II 4 hours

Focused on actual practices of building conversational and practical connections across racial, religious, and religious/social-service agency lines, this course will connect the language and tactics of community organizing to address both the importance and possibilities of churches engaging their social and cultural contexts. Guest community organizers will be invited to participate in the course.

DPLC 735 Preaching for Change 4 hours

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

**Specialization Courses: Pastoral Leadership in Church and Society:
Women in Ministry**

DPLC 731 International/National Immersion Experience 4 hours

Offered within either a national or international setting, the required immersion experience enables students to reflect more concretely and practically on the issues and themes introduced in Core Church and Society I. Led by a Phillips faculty member, this course may be arranged in conjunction with BorderLinks, an ecumenical educational program based on the border between Arizona and Mexico, Week of Compassion, the relief, refugee and development ministry fund of the Christian Church (Disciples of Christ), or another church-related agency or organization.

DPLC 733 History of Women in Christianity 4 hours

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

DPLC 734 Strategies for Collaborative and Transformational Leadership in Community 4 hours

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

Specialization Courses: Pastoral Leadership in Transformational Leadership in Intercultural Community

DPLC 736 Reconciliation Reparation? Confession & Forgiveness in an Unjust World 4 hours

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

DPLC 738 Global Hermeneutics and Religious Identities 4 hours

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

DPLC 731 International/National Immersion Experience 4 hours
Offered within either a national or international setting, the required immersion experience enables students to reflect more concretely and practically on the issues and themes introduced in Core Church and Society I. Led by a Phillips faculty member, this course may be arranged in conjunction with BorderLinks, an ecumenical educational program based on the border between Arizona and Mexico, Week of Compassion, the relief, refugee and development ministry fund of the Christian Church (Disciples of Christ), or another church-related agency or organization.

Project Courses (all specializations)

DMPR 902 Project Proposal Course 2 hours
In this course, students work with their advisers and readers to prepare a project proposal.

DMPR 902.01 Project Proposal Continuation 2 hours
A continuation of DMPR 902, a student enrolls in this course if her or his proposal was not completed or accepted while enrolled in the project proposal course. If the student's proposal is still not completed or accepted in three subsequent and consecutive semesters, s/he must re-enroll in DMPR 902.

DMPR 904 Project Development Seminar I .5 hour
This course serves as an introduction to the art and craft of developing a DMin project, methods for research in ministry, and the process of writing a project. Students normally participate in this course after completing the second Foundation Course.

DMPR 905 Project Development Seminar II 2.5 hours
This course provides an opportunity for students to share project research and development and receive feedback from one another, members of the faculty, and the DMin Director. Students must participate in a minimum of 5 sessions (.5 credit hours per session).

DMPR 906 Project Course 2 hours
In this course the student carries out the project and writes the project report that is submitted to the advisers and readers.

DMPR 906.01 Project Continuation 2 hours
A continuation of DMPR 906, a student enrolls in this course if her or his project was not completed or accepted while enrolled in the project course. If the student's project is still not completed or accepted after enrollment in the

continuation course for three subsequent and consecutive semesters, s/he must re-enroll in DMPR 906.

Research Courses

DMIN 898 Elective Research Practicum 1-4 hours

Each student, in consultation with the DMin Director and the Lead Professor of her or his track, may select or design a course that relates to her or his proposed project. This course may be chosen from advanced MDiv course offerings at Phillips (in which additional work will be required) or DMin Specialization courses for other tracks. It may also consist of an independent study with an appropriate faculty member.

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Academic Calendar

Fall 2018

A-Term Week 1	Aug 06-10
Faculty Retreat	Aug 16-17
Orientation	Aug 20-22
A-Term Week 2	Aug 20-24
First Day of Classes	Aug 27
Labor Day (seminary closed)	Sep 03
Board of Trustees	Sep 23-25
Concentrated Course Week 1	Oct 08-12
Concentrated Course Week 2	Oct 15-19
WD Deadline	Oct 19
Registration for Spring 2019	Oct 29-Nov 9
New Student Registration Spring	Nov 19
AAR/SBL: Denver	Nov 17-20
Thanksgiving Recess	Nov 19-23
Thanksgiving (seminary closed)	Nov 21-23
Incomplete Request Deadline	Dec 07
Last Day of Classes	Dec 14
Winter Break (seminary closed)	Dec 24-Jan 01
Grades Due	Jan 02, 2019

Spring 2019

J-Term Week 1	Jan 07-11
DMin Fortnight	Jan 07-18
J-Term Week 2	Jan 14-18
MLK Jr. Day (seminary closed)	Jan 21
Orientation	Jan 22-23
First Day of Classes	Jan 28
Board of Trustees	Feb 18-19
Ash Wednesday	Mar 06
Concentrated Course Week 1	Mar 11-15
Concentrated Course Week 2	Mar 18-22
WD Deadline	Mar 22
Registration for Summer/Fall 2019	Mar 25-April 05
New Student Registration Summer/Fall	Apr 15
Holy Week Recess	Apr 15-19
Good Friday (seminary closed)	Apr 19
Easter Monday (seminary closed)	Apr 22
Incomplete Request Deadline	May 10
Awards Day	May 14

Last Day of Classes & Senior Banquet	May 17
Board of Trustees	May 17-18
Graduation	May 18
Memorial Day (seminary closed)	May 27
Grades Due	May 31

Summer 2019

Summer term	Jun 03-28
DMin Fortnight	Jun 17-28
Independence Day (seminary closed)	July 04
Summer coursework deadline	July 26
Summer grades due	Aug 09

(Institutional dates can also be found on the PTS website at www.ptstulsa.edu under the "Seminary Calendar" link)

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