

PHILLIPS SEMINARY

ACADEMIC CATALOG

2020 - 2021

Phillips Theological Seminary

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 *where faith leads*

Revised July 1, 2020

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

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 auditing/study). For adult learners who hold a baccalaureate degree, the school also offers for-credit, graded 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 990,000 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.

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.

In the fall of 2009, with approval from its accrediting associations, the seminary initiated a comprehensive online education program. In September 2019, following a comprehensive self-study and institutional review, the seminary was reaccredited without notations for the ten-year period, 2019-2029.

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:

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

The Faculty

A school's primary resource is its faculty. The regular faculty of Phillips Seminary currently consists of 11 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

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 2002-2020.

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.

Gary E. Peluso-Verdend, President Emeritus. Visiting Professor of Religion in Public Life. 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.

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.

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 2010-2020.

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.

Joseph 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.

Lee H. Butler, Jr. Tabbernee Professor of the History of Religions and Africana Pastoral Theology. BA, Bucknell University, 1981; MDiv, Eastern Baptist Theological Seminary, 1986; ThM, Princeton Theological Seminary, 1988; MPhil and PhD, Drew University, 1992, 1994. Ordained. American Baptist Churches/USA. Phillips Seminary since 2020.

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.

Peter Capretto, Assistant Professor of Pastoral Care and Culture. BA, Allegheny College, 2010; MTS, Vanderbilt Divinity School, 2012; CPE, Nashville Clinical Pastoral Education Partnership, 2013; MA, Vanderbilt University, 2016; PhD, *ibid.*, 2019. Phillips since 2020.

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.

Warren Carter, LaDonna Kramer Meanders Professor of New Testament. BA, Victoria University of Wellington, New Zealand, 1976; BD, Melbourne College of Divinity, 1985; ThM; *ibid.*, 1986; PhD, Princeton Theological School, 1991. Phillips since 2019.

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, Associate 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.

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.

Visiting Research Faculty

Gary E. Peluso-Verdend, President Emeritus. Visiting Research Professor in Public Life. 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.

Richard F. Ward, Visiting Professor of Worship and Practical Theology. 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 (2019-2020)

Jacob George, Affiliate Instructor of Clinical Pastoral Education. BA, Saint Edmund's College, India. MTS, Calvin Theological Seminary, 1988; Dmin, Brite Divinity School, 2002. Ordained, Christian Church (Disciples of Christ).

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).

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

Tommy Goode, Practical Theology. ADiv, Midwestern Baptist Theology Seminary Associate in Divinity (Mdiv equivalent), 1982; DMin, Ibid., 2005. Ordained minister.

Thomas Hoffman, Practice of Ministry. BA Oral Roberts University, 1983; MDiv, Ibid, 1987; MS, University of Houston, 2004. Ordained, United Methodist Church.

Darlene Martinez, Affiliate Instructor of Spirituality. BS and MA, Oklahoma State University, 1993; Mdiv, Phillips Seminary, 2015; Ordained, Christian Church (Disciples of Christ).

Zenobia Mayo, Practice of Ministry. BA, Jarvis Christian College, 1972; MA, Northeastern State University, 1998; Mdiv, Phillips Theological Seminary, 2017.

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).

Yuki Schwartz, BA, Oklahoma State University, 2004; BA University of Oklahoma, 2006; Mdiv, Phillips Theological Seminary, 2010; PhD, Garrett-Evangelical Theological Seminary, 2019. United Church of Christ.

Phil Snider, Practice of Ministry. BS Missouri State University, 1997; MDiv, Phillips Theological Seminary, 2002. DMin, Chicago Theological Seminary, 2009.

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, hybrid 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.

Due to the COVID-19 pandemic: For all PTS students enrolled, or to be enrolled, in a Master's level program during the time of COVID-19 (from the A-Term of 2020 forward) where, due to campus closures, it is impossible to attend courses on campus, residency requirements for the duration of their program will shift from 33% of all program hours to 20% of all PTS program hours. (In the MDiv program that would be 16 hours; in the MTS and MAMC programs that would be 9 hours, and in the MA(SJ) program that would be 7 hours). Students planning to graduate in the Fall or 2020 or the Spring of 2021 will have no further residency requirements for the 20/21 academic year.

The seminary cannot speak for the United Methodist Church or its ordination requirements and recommends that United Methodist students consult the General Board of Higher Education and Ministry (GBHEM).

According to the Association of Theological Schools: "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 22 and 31.

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 in the Student Services site in Moodle.

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), Metropolitan Community Churches, 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 regional judicatory, national, and general office and
- to disseminate denominational news, actions, and policy updates

The current directors of denominational formation include:

Baptist Churches: 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.

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).

Metropolitan Community Churches: Jackie Carter, Pastor at First Metropolitan Community Church, Wichita, Kansas. Mdiv, 2008.

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: 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

Unitarian Universalist Association: Barbara Prose, Executive Minister, All Souls Unitarian Church (Tulsa). MDIV, Bangor Theological Seminary, 2009.

Denomination

The information self-reported by a student on their application is used by the seminary for assigning tuition aid assistance and statistical reporting. Should a student change denominations during the course of their study, a letter from the student's pastor or denominational official should be submitted to the Dean of Students. That information will, in turn, be shared with the registrar, the financial aid officer, and the denominational formation director, as well as become a part of the student's academic record. Should a student request a denominational change after the first day of a semester, any adjustments in tuition aid assistance will go into effect the following academic term.

Counseling Services and Spiritual Direction

In addition to informal counseling provided by members of the faculty and staff, the seminary provides a resource list of counselors, spiritual directors, debt counselors, and diversity and inclusion coaches. For more information, contact the Dean of Students.

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 assessment of student competency in meeting degree-program goals, 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 comparison 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, 2010 to June 30, 2020, for example, shows that a total of 329 students enrolled in the Master of Divinity program, including 30 students (9.11%) who first matriculated in another academic program at Phillips before transferring to the MDiv; and 76 students (23%) who are still in the program. Of the 258 MDiv students no longer enrolled, 30 students (12%) transferred to another Phillips degree program; and 148 (57%) graduated with the MDiv degree, which on an average has taken 5.7 years to complete.

A review of the Master of Arts in Ministry and Culture (MAMC) degree shows that a total of 36 students enrolled in the program over the same period, including 9 students (25%) who first matriculated in another academic program at Phillips before transferring to the MAMC; and 12 students (33%) who are still in the program. Of the 25 MAMC students no longer enrolled in the program, 10 students (40%) transferred to another Phillips degree program; and 11 (44%) graduated with the MAMC degree, which on average has taken 3.0 years to complete.

A review of the Master of Theological Studies (MTS) degree shows that a total of 58 students enrolled in the program over the same period, including 18 students (31%) who first matriculated in another academic program at Phillips before transferring to the MTS; and 16 students (28%) who are still in the program. Of the 42 MTS students no longer enrolled, 7 students (17%) transferred to another Phillips degree program; and 23 (55%) graduated with the MTS degree, which on average has taken 2.4 years to complete.

A review of the Master of Arts (Social Justice) (MA(SJ)) degree shows that a total of 27 students enrolled in the program over the same period, including 4 students (15%) who first matriculated in another academic program at Phillips before transferring to the (MA(SJ)); and 14 students (52%) who are still in the program. Of the 13 MA(SJ) students no longer enrolled, 3 students (23%) transferred to another Phillips degree program; and 6 (46%) graduated with the MA(SJ) degree, which on average has taken 3.5 years to complete.

A review of the 32 semester-hour Doctor of Ministry (DMin) degree program shows that a total of 103 students enrolled in the program over the same period, including 64 students (62%) who are still in the program. Of the 39 DMin students no longer enrolled in the program, 22 (56%) graduated with the DMin degree, which on average has taken 7.0 years to complete.

Faculty Assessments of Student Competency in Meeting Degree Program Goals

The seminary's process of assessing student learning measures competency in meeting our degree-program goals by identifying assignments in designated courses, a de-identified and random sample of which will be assessed by a subcommittee of two assigned faculty members, using rubrics specifically designed for the process. As a final step in assessing those required assignments, the subcommittee uses a Likert-scale to provide a statistical measure of the level of success of each document in meeting the expected outcomes for each goal.

Faculty subcommittees assess several program goals in one or more degree programs each Fall semester, reporting to the Faculty Senate at its November meeting. As this assessment program begins in the Fall of 2020, there is not yet data to report, but that statistical data will be available on the seminary's website in the Spring of 2022, and in this section of the 2022-2023 catalog.

Graduating Student Questionnaire Evaluations

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.
2015-2016: 2.0; 2016-2017: 3.9; 2017-2018: 4.3; 2018-2019: 4.1; 2019-2020: 4.4

Faculty members were supportive and understanding.

2015-2016: 4.3; 2016-2017: 4.0; 2017-2018: 4.6; 2018-2019: 4.6; 2019-2020: 4.8

I have grown spiritually.

2015-2016: 4.7; 2016-2017: 4.1; 2017-2018: 4.5; 2018-2019: 4.6; 2019-2020: 4.2

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

2015-2016: 5.0; 2016-2017: 4.1; 2017-2018: 4.4; 2018-2019: 4.4; 2019-2020: 4.6

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

2015-2016: 3.7; 2016-2017: 4.1; 2017-2018: 5.0; 2018-2019: 4.5; 2019-2020: 4.6

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

2015-2016	77%
2016-2017	82%
2017-2018	80%
2018-2019	88%
2019-2020	88%

Non-MDiv Students (e.g., MAMC; MTS, MA(SJ))

100%
100%
67%
55%
100%

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. Situate biblical, historical, and theological documents within historical, religious, and cultural contexts;
2. Engage and interpret contemporary justice-related texts and movements that seek the transformation of church and society;
3. Reflect on and speak to their own personal and spiritual formation in the way of Jesus in light of course experiences;
4. Demonstrate their ability to exercise and reflect on appropriate practices of leadership in ecclesial and/or public context.

Degree Requirements

The Master of Divinity degree requires the completion of 82 semester-hours with a cumulative grade point average of 2.70 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:

Orientation to Theological Community (pass/fail)	1 hours
Invitation to Theological Leadership	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

FDC 500, Orientation to Theological Community is required within the first year of study. If a student was admitted on probation, it is required the student's first year.

Full descriptions for each of these courses may be found in this catalog in the section entitled "Courses of Instruction for Masters Degree Programs."

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)	
Ethics, Culture and Mission of the Church (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
<p>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.</p>	
Faith & Public Discourse	6 hours
<p>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.</p>	
Immersion Course (3 hours)	
Elective in this area (3 hours)	
<p>Phase III: Leading in the Way of Jesus for the Public Good (4 hours)</p> <p>In this final phase of the MDiv curriculum students will prepare for engagement in significant ministry after graduation. Required courses in this phase include:</p>	
Capstones in Theological Leadership	3 hours
Theological Reflection Groups (0.5 x 2 semesters)	1 hours

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 HS 650 History of Religion in America, 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, parish-based 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 2020-2021) 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 Dean of Students.

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 2020-2021) 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, recently 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 2016 *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 Pastoral 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.

In Fall of 2020, Phillips launched a new program emphasis in Black Church Traditions and African American Faith Life (see page 59).

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 2.70 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	19 hours
Phase III: Leading in the Way of Jesus for the Public Good	4 hours
Electives to be taken in any phase	8 hours

Phase I: Invitation to Community (17 hours)

The following required courses comprise Phase I:

Orientation to Theological Community (pass/fail)	1 hours
Invitation to Theological Leadership	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

FDC 500, Orientation to Theological Community is required within the first year of study. If a student was admitted on probation, it is required the student's first year.

Full descriptions for each of these courses may be found in this catalog in the section entitled "Courses of Instruction for Masters Degree Programs."

Phase II: Vital Conversations (19 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
History course not taken in Phase 1 (3 hours)	
Denominational History/Polity (3 hours)	
Ethics	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 (8 hours)

Students may enroll in 8 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	28 hours
Phase III: Leading in the Way of Jesus for the Public Good	3 hours

Phase I: Invitation to Community (17 hours)

The following required courses comprise Phase I:

Orientation to Theological Community (pass/fail)	1 hours
Invitation to Theological Leadership	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

FDC 500, Orientation to Theological Community is required within the first year of study. If a student was admitted on probation, it is required the student's first year.

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 (28 hours)

Disciples History and Polity 3 hours

Practices of Theological Leadership 18 hours

Preaching (3 hours)

Worship (3 hours)

Leadership and Administration (3 hours)

Evangelism (3 hours)

Care (3 hours)

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

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 a 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 2020-2021) 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. Situate biblical, historical, and theological documents within historical, religious, and cultural contexts;
2. Engage and interpret contemporary justice-related texts and movements that seek the transformation of church and society;
3. Demonstrate an ability to conduct and evaluate advanced research by:
 - a. in Track I, producing an integrative paper in which the students engages in critical reflection on an interpretive issues 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 2.70 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:

Orientation to Theological Community (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

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 Exegesis (3 hours)	
New Testament Exegesis (3 hours)	
History of Christianity	3 hours
Advanced HC Elective or the other introductory level course (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.

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:

Orientation to Theological Community (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

FDC 500, Orientation to Theological Community is required within the first year of study. If a student was admitted on probation, it is required the student's first year.

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 or the other introductory
 level class (3 hours)

Theology and Ethics 6 hours
 TH Advanced Elective (3 hours)
 Ethics, Culture and 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 (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.

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 2020-2021) 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 ordained 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 2.70 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:

Orientation to Theological Community (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

FDC 500, Orientation to Theological Community is required within the first year of study. If a student was admitted on probation, it is required the student's first year.

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 3 hours
(split into 1.5/1.5 in sequential semesters)

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

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

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

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.

Independent Research

MA(SJ) students 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 MA(SJ) 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.

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. If a DMIN candidate does not have an MDiv degree, the seminary does have an equivalency evaluation policy and procedure. For more information on this, please contact the Dean of Students.

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.

Enrollment Issues: Requirements

Enrollment is handled in consultation with the registrar. For students in the "Foundation" phase of their program, they will automatically be enrolled in the next required course being offered. Once a student moves into the "Specialization Phase" they will receive a list of courses available during the next Fortnight, along with an enrollment form. The enrollment form should be returned to the registrar. Students are welcome to consult with the DMIN Director or their Specialization coordinator if questions arise. Students can expect information several months prior to the beginning of each term with details about the next class, including a reading list and pre-assignments.

DMin Students are considered full-time in any semester or term in which they take at least 3 credit hours in the Foundation phase, 4 credit hours in the Specialization phase, or 2 credit hours in the Project phase. Full-time enrollment in a previous term of an academic year maintains a student's full-time status during the following term, even if the student is not enrolled in a specific course in that term.

Students may take up to, but not more than, 4 credit hours in Foundation and Project courses in any one semester or term. The maximum number of hours allowable per semester in the Specialization phases varies according to the chosen Specialization. Students may overlap normal loads of courses in the Specialization phases with up to the maximum amount of work in the Foundation and Project phases.

Students must have completed at least 3 credit hours and preferably all 9 credit hours of their Foundation phase courses before entering the Specialization and Project phases. In order to enroll in the Project Proposal Course, all students must have completed all Foundation courses, at least three-fourths of their Specialization courses, and the Project Development Seminar I. Project proposals must be approved by advisers, readers, the appropriate specialization coordinator, and the DMin director before students can register for the Project Course and begin work on their project.

A student will be automatically enrolled in DMIN 899 Program Continuation Course and charged a \$150 continuation fee and a \$100 student fee for each semester and term in which a class is offered that the student needs for her or his degree, but in which the student chooses not to enroll. This fee must be paid before the student can enroll in any subsequent work. If a required class is not offered for a student in a particular term, including courses in Project Phase, she or he may enroll in DMIN 899.01

Specialization Continuation Course. There is no charge to be enrolled in this course and no grade given.

An Oral Presentation of a student's Project Report may not be scheduled prior to the eighth semester or term in which a student is enrolled in the DMin program.

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 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. Project readers are usually Phillips Seminary Faculty members, although exceptions are allowed for Adjunct Faculty readers in some cases.

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. 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. 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.

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 50-51.

Pastoral Leadership in Spiritual Formation

Students in this specialization are all in the project phase. See pages 50-51.

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, Diploma and Curricular Emphases

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 for auditing a set of courses 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 auditing/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

class participation must occur for the certificate's attendance requirements to be satisfactorily met.

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. In accordance with the seminary's attendance policy, students missing more than 20% of the class sessions will not receive credit for the course. 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.

If a student receiving an 80% tuition aid grant is concurrently enrolled in a degree program and is also pursuing a Diploma, they will be charged only \$96.00 per credit hour for their Diploma credits, not the standard \$140 per credit hour.

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 2.70.

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

Black Church Traditions Program Emphasis

Purpose

Through its Black Church Traditions and African American Faith-Life program (BCTAF), Phillips Theological Seminary offers motivated students a program emphasis in Black Church Traditions. This curricular offering is a non-degree program that compliments a student's degree/diploma program. The purpose of a program emphasis in Black Church Traditions, which requires the completion of three program phases, is to give students an opportunity to enhance their chosen degree/diploma program through focused study and reflection on the theological, ecclesial, intellectual, and historical traditions of Black Churches in U.S. contexts and the faith-lives of African Americans. A program emphasis in Black Church Traditions is a curricular emphasis that provides enhanced study and integration of issues directly concerning Black clergy, clergy serving in majority Black faith contexts, as well as individuals working with or alongside communities or agencies concerned with the impacts of race, justice, and faith in people of African descent in the U.S. context.

The program emphasis in Black Church Traditions is designed to equip persons with i) a core knowledge and appreciation for Black Church Traditions and ii) an ability to integrate and/or translate their degree program with relevant intellectual and/or vocational contexts of Black Church Traditions and African American Faith-Life.

Emphasis Goals

Upon completing the program emphasis in Black Church Traditions students will be able to:

- demonstrate an appreciation for the histories and diversities of Black Church Traditions;
- identify and reflect on key issues in the development and practice of African American religiosity and faith-life;
- identify substantive roles of Black Church traditions and African American faith across both religious and political contexts;
- articulate how the study of Black Church traditions and African American faith-life can enhance their own ministerial, vocational, and/or intellectual formation;
- use central themes, history, practices, and/or traditions to contextualize, integrate, and translate general and/or broad topics of study within the intellectual, theological, and or discursive practices of study of Black Church Traditions and African American Faith Life;

Requirements and Curricular Tracks

The program emphasis in Black Church Traditions is structured across three phases: Phase I Declaration; Phase II Courses; and Phase III Integrations. Students can choose between two curricular tracks (Traditional Track and Enhancement Track) to complete the three phases.

Phase I Declaration:

The Declaration phase is the process by which a student officially declares their intention to pursue a degree/diploma emphasis in Black Church Traditions. This phase can be completed at any point during a student's degree/diploma program. Upon completion and submission of the Declaration of Intent form, a student is then formally recognized as a candidate for an emphasis in Black Church Traditions. Copies of the Declaration of Intent form should be submitted to both the Director of BCTAF and the Dean of Academic Affairs during regular registration periods. Currently, the sole requirements for declaring intent are that a student:

- is an admitted student within one of Phillips' degree/diploma programs;
- is in good standing with the Seminary;

Phase II Courses:

During the courses phase students successfully complete the course work portion of the program emphasis. The BCTAF at Phillips Theological Seminary offers its foundations course, FDC 800, while also designating several courses across the Phillips' curriculum as in-program electives. While the foundations course and in-program electives are essential to the Black Church Traditions degree/diploma emphasis, they are open to all Phillips students regardless of status in the program. Eligibility for in-program electives are governed by the institution's normal registration regulations and processes. Phase II Courses can be completed before or after a student's formal completion of Phase I.

- Traditional Track
 - Required: FDC 800 Foundations in Black Church Traditions and African American Faith-Life (3 hours)
 - In-Program Electives: (9 hours)
- Enhancement Track
 - Required: FDC 800 Foundations in Black Church Traditions and African American Faith-Life (3 hours)
 - In-Program Electives (6 hours)

Phase II Integrations:

The integration phase of the program emphasis helps students articulate and demonstrate how Phase II courses relate to their broader theological, intellectual and degree/diploma program goals. Students complete Phase III Integrations in consultation with Phillips' committee on BCTAF. Through the use of central themes, history, practices, and/or traditions studied in Phase II, students complete integrative tasks that demonstrate both a foundational and integrative understanding of key elements of Black Church Traditions and African American Faith-Life.

- Traditional Track
 - Application for Emphasis completion
Students will notify the committee on BCTAF of their intention to complete the emphasis during the normal registration period with an Application for Emphasis completion. The application will require the student to:
 - select their chosen track;
 - demonstrate completion of all other requirements;
 - identify a topic for their integrative paper;
 - Approval of Integrative paper
Students will submit an 8-12 page integrative paper that explores and/or reflects on a pre-approved topic/theme to the Committee on FDC 800 Foundations in Black Church Traditions and African American Faith-Life. This integrative paper demonstrates a student's grasp on emphasis goals. Successful completion of the Emphasis will be marked by majority approval of the Committee on BCTAF. Students may register for RW 500 to receive transcript documentation for the Application and Approval processes.
- Enhancement Track
 - Two class Enhancements
Course enhancements help students develop vital translation skills for effective ministry and study. For each enhancement, students will:
 - select a course that is not sponsored by BCTAF;
 - submit the course syllabus;

- develop, in consultation with the Committee on BCTAF, an annotated bibliography that compliments the original course and relates the subject material within the BCTAF curriculum.
- Submit a 3-8 page paper that positions the original course and annotated bibliography within the BCTAF curriculum.

Course enhancements do not have to be completed concurrently with the selected course. Students may propose or submit a course enhancement at any time prior to their Application for Emphasis Completion. For the enhancement to count, a student must receive a grade of C or higher in the selected course.

- **Application for Emphasis Completion**
Students will notify the Committee on Black Church Traditions and African American Faith-Life of their intention to complete the emphasis during the normal registration period with an Application for Emphasis Completion. The application will require the student to:
 - Select their chosen track;
 - Demonstrate completion of all other requirements;
 - Identify a topic for their integrative paper;
- **Approval of Integrative Paper**
Students will submit an 8-12 page integrative paper that explores and/or reflects on a pre-approved topic/theme to the Committee on FDC 800 Foundations in Black Church Traditions and African American Faith-Life. This integrative paper demonstrates a student's grasp on emphasis goals. Successful completion of the Emphasis will be marked by majority approval of the Committee on BCTAF. Students may register for RW 500 to receive transcript documentation for the Application and Approval processes.

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 dean's 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 dean's 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 dean's 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, Independent Study, 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 Moodle in the Student Services Site, Registrar Forms 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 seeks to measure the overall competency of students in meeting the seminary's degree-program goals. This formal process of assessing student learning measures that overall competency by identifying assignments in designated courses that will be assessed by a subcommittee of the faculty using rubrics specifically designed for the assessment process. Student participation in this process is both vital

and required and can be summarized in three key terms: *Identify, Save, Submit* assignments when requested.

1. A course syllabus may identify certain assignments as institutional assessment documents and contain a description of what students are expected to do in the designated paper/project for institutional assessment (or, PIA). Students should carefully read each course syllabus to identify those PIA assignments.
2. After noting the identified assignments, a student should make provision using a flash drive and/or share document storage system, to save the PIA assignments each semester.
3. Students will submit all course assignments per syllabus instructions. However, within two weeks of the close of the semester, a designated Phillips employee working on institutional assessment may ask some students to submit a PIA assignment from a particular course. When requested to do so, the student will email a copy of the PIA assignment (**an original submission, not a graded copy**) to the designated institutional assessment employee. This employee will remove the student's name from the paper/project.

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 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) <i>Note: a student may earn academic credit if they meet the PTS attendance policy but may not earn a unit of CPE if they have less than the required 100 classroom hours.</i>
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 Phase I courses. (Students in special circumstances who need to enroll in either program earlier may petition the director of 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 director of 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 begins 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 Theological 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 Dean of Students 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 Dean of Students shall serve as the institution's ADA Coordinator for student with disabilities.

Dropping and Adding Classes

Forms for dropping and adding courses are available in the registrar's office or on the Student Services site in Moodle.

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 through fourth weeks (12 contact hours) of a 13-week course, or within the first 12 class contact hours of a concentrated course (in the Fall or Spring semester, or in a January, August, or Summer term) or a hybrid course in any term (keeping in mind that hybrid attendance may be online or on-campus) a course may be dropped for any reason. No record appears on the transcript.
- In the fifth through eighth weeks (15-24 class contact hours) of a 13 week Fall or Spring Semester, or between 15-24 class contact hours of a concentrated course (in the Fall or Spring semester or in a January, August or Summer term), or a hybrid course in any term (keeping in mind that hybrid attendance may be online or on-campus) may be dropped for any reason. The dropped courses will be listed on the transcript with a "WD" indicating withdrawal. Loan students should discuss the possible ramifications with the financial aid officer.
- After the eighth week of a 13-week Fall or Spring semester or after 24 contact hours of a concentrated course (in the Fall or Spring semester or in a January, August or Summer term), or a hybrid course in any term (keeping in mind that hybrid attendance may be online or on-campus) a course 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 academic dean. If that petition is granted a "WD" will appear on the transcript. If the petition is not granted, the academic 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 withdraw, and a grade will be issued and will appear on the transcript.

Students may appeal a negative decision by the academic 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 and the recommended course load for completing the DMiv program in three years is 12 hours per semester plus summer courses.

While 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 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

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 helpdesk@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 (93-100%)	Excellent; 4.0 grade points
A- (90-92.9%)	earns 3.7 grade points
B+ (87-89.9%)	earns 3.3 grade points
B (83-86.9%)	Good; earns 3.0 grade points
B- (80-82.9%)	earns 2.7 grade points
C+ (77-79.9%)	earns 2.3 grade points
C (73-76.9%)	Marginal; earns 2.0 grade points
C- (70-72.9%)	earns 1.7 grade points
D+ (67-69.9%)	earns 1.3 grade points
D (63-66.9%)	Poor; earns 1.0 grade point
D- (60-62.9%)	earns 0.7 grade points
F (0-59%)	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 2.70 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) Award. An award is given annually to an exceptional graduating senior and to an outstanding student who are members of the Christian Church (Disciples of Christ).

United Church of Christ Award. An award is given annually to an exceptional graduating senior and to an outstanding student who are members of the 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.

John L. Thomas, Jr. Prize for Pastoral Preaching Award. Established in 2019 by the Student Senate, in honor of Dr. John L. Thomas, Jr.'s 18-year impact and legacy as a faculty member and later Associate Dean at Phillips Seminary, especially in the area of Black Preaching and why it still matters. This award has been developed to recognize a preacher who demonstrates a passion for empowering their community with pastoral preaching in the wilderness of social change.

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 Courses

A feature of all master's and DMin 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.

All DMin specializations also require at least one immersion 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, \$700 for level I international immersion courses and \$1250 for level II international immersion courses. Please note that tuition aid grants awarded by the seminary apply to tuition only and does not cover the immersion course fees.) 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. Permission must be granted by the course instructor before submitting the incomplete form. All incomplete requests should be processed through the office or the registrar. 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.”

Students who take an “incomplete” for a course should be aware of this policy. “Incompletes” will render the following registration restrictions.

- 1 Incomplete: Student can enroll in no more than 9 hours in the next semester
- 2 Incompletes: Student can enroll in no more than 8 hours in the next semester
- 3 Incompletes: Student can enroll in more than 6 hours in the next semester

- More than 3 Incompletes: Student cannot enroll for the next semester until at least 1 incomplete is finished.

The maximum number of extensions for an incomplete will be two (90 days). Students must be aware that extensions are not automatic.

Intensive Coursework

Each semester a number of courses are offered on-campus in an on-campus intensive mode either in a one week configuration or on 1-2 weekends (depending upon number of credit-hours earned), or in a hybrid format. During each fall and spring semester, two concentrated course weeks are provided approximately in the middle of the semester. Online classes, hybrid 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 intensive format, all class contact hours are concentrated in a limited period of time. Thus, faculty will expect students to begin reading and working from the beginning of semester, or in the case of Summer and DMin courses, a month 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 four 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 Library and Student Commons as well as wi-fi throughout the building. However, at home it is highly recommended that students have a high-speed broadband connection at home, especially if they plan to register for online courses, which requires particular tools. 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)
- All students, not just online students, need a Word processing program compatible with Microsoft Word 2010 or newer

- Note: Office 2016 free download is available through your Phillips Office 365 account
- 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
- We discourage the use of chrome books and tablets

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.

MDiv Equivalency

Applicants seeking admission to the Doctor of Ministry Program who do not have the required Master of Divinity degree may apply for an exemption based on equivalency.

Phillips Theological Seminary has an admission policy for the DMin program based on the requirements of our accrediting body (ATS):

“Qualified applicants for the Doctor of Ministry must have a Master of “Divinity, or its equivalent, from an ATS accredited seminary, at least a 3.0 in the MDiv program, at least three years of significant ministry experience after completion of the MDiv, current engagement in professional ministry...”

Applicants without a Master of Divinity degree from an ATS approved school will be eligible to apply when they can demonstrate meeting the following requirements, **meeting these does not guarantee admission**. Students who enroll in courses to complete bridge work in hopes of becoming qualified to apply to the Doctor of Ministry Program must assume responsible understanding that there is no guarantee of

admission to the DMin program. Their completed application file for the DMin program cannot be submitted and reviewed until they achieve the following:

- Must have a current professional ministry setting with documentation of supervisory systems for accountability
- Must have at least three years of significant ministerial experience
- Must have earned a minimum of 72 credit hours of graduate course credit with at least a 3.0 GPA. The 72 hours must include a minimum of 42 hours with at least a B- grade in the following areas:
 - Bible: a minimum of 4 courses; or 12 credit hours
 - History, Theology, and Ethics: a minimum of 6 courses, or 18 credit hours
 - Ministry and Practical Theology: a minimum of 4 courses; or 12 credit hours

Pursing a DMin without an MDiv can be possible, but additional leveling coursework will be necessary before admission. An equivalency evaluation can only be done after a prospective student has submitted a complete transcript documenting their prior graduate work.

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/Formats of Course Delivery

Courses at Phillips Seminary are taught in five modes: on-campus in a weekly format, intensive in a weekend or one to two-week format, online, hybrid, or arranged as an independent study 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/formats.

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/Hybrid 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/Formats 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 full

online distance education courses offered by any non-UMC seminary, including Phillips. However, the University Senate does treat as “in-residence” courses, those taught in a “hybrid” format, in which 51% of the course work occurs on the main campus of the approved educational institution (Phillips), and up to 49% of the course work occurring online. Because of this ruling by the University Senate, more faculty members are offering their courses in a hybrid format.

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

New Student orientation is a two-day experience offered every fall and every spring and is a required course within all masters-level degree programs and must be completed within the first year of study. Degree seeking students admitted on probation must attend orientation during their first semester. Orientation is highly recommended, but not required, for Special, Diploma, and Certificate students.

DMIN Fortnights in January and June also include orientation sessions for entering doctoral students.

The purpose of orientation is to introduce students to faculty, curriculum, and community life at Phillips in a way that will provide a strong foundation for the successful completion of the degree or program for which a student is enrolled.

Professional Behavior and Netiquette

Everyone in the Phillips Theological Seminary community deserves respect as we participate together in critical theological reflection and ecumenical conversation on issues and debates within the church and the broader society.

The expectations under which the seminary currently operates in its teaching/learning functions apply to both on campus and online courses. However, participants in the online discussions do not have available the same visual and auditory clues as those in brick-and-mortar classrooms for interpreting the tone and substance of contributed comments.

Therefore, students should observe the following guidelines concerning appropriate ‘netiquette’ – i.e. basic guidelines about how to behave in an online format. 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:

- **Be present.** In the Student Community Covenant, students at Phillips Theological Seminary commit themselves to “be[ing] present in gifts and voice, willing to share my relevant life experiences as well as increase my knowledge of the lives and experiences of others by listening carefully[.]” Online environments can obscure the fact that there is a person behind the words. Remember that there is another human being on the other side of an email or discussion posting.
- **Be reachable.** Please check your Phillips Theological Seminary email account five days a week, and communicate with your instructors. When communicating with faculty or staff via email, please use your Phillips Theological Seminary email account unless they request otherwise.
- **Be prepared.** Before enrolling in an online class, make sure you have the required technology for such coursework. (Please see “Internet Access and Technical Requirements, *Phillips Theological Seminary Academic Catalog* for these requirements.) In an online discussion forum, complete the readings and other assignments and read the instructor’s directions before composing your discussion forum post. If you are responding to someone else, read their post carefully before responding. In all cases, read your post through before submitting it.
- **Be appropriate.** In the Student Community Covenant, students at Phillips Seminary commit to “develop[ing] a vocational identity that transforms and sustains me throughout my ministry, wherever and however that may be.” In your Phillips Seminary courses you are doing much more than learning information; you are practicing your vocational identity. Your conduct in class – both online and on-campus – should reflect the integrity, respect, seriousness, and skill your vocation deserves.
- **Be clear.** In your written work, including online forum posts, strive to be clear, concise, accurate, comprehensible, and intelligent. (Note: Synchronous online chats may be more informal; follow whatever guidelines your instructor provides.) Everyone in an online course shares responsibility for the course’s success, and your fellow students cannot learn from you if they cannot figure out what you’re saying. Humor and especially sarcasm do not always come across as their authors intend, so exercise particular care with them.
- **Be purposeful in your choice of words.** If something has upset you so much that you cannot choose your words with responsibility, purpose, and care, do not send a message or submit a post until you have collected yourself and reflected on your reaction. Rude, offensive, abusive, and/or insulting communications (“flaming”) are considered aggressive, and constitute unacceptable classroom conduct and a violation of this policy. Such comments may violate other Seminary policies, including but not limited to the Student Community Covenant and the Title IX Gender Discrimination and Sexual Harassment Policy.
- **Be trustworthy.** Do not share the email address or comments of any other member of the class without that class member’s express permission. To do so

- constitutes a violation of their privacy. Do not send any type of unsolicited junk email (including but not limited to advertisements, chain emails, solicitations, or sexually explicit material) to others in the seminary community. In addition to violating this netiquette policy, such actions may also violate other Seminary policies, including but not limited to the Student Community Covenant and the Title IX Gender Discrimination and Sexual Harassment Policy.
- **Be curious.** We all choose words in ways that reflect our respective cultures, upbringings, backgrounds, and personalities. Sometimes those differences can lead to misunderstandings, especially in online formats where visual and auditory clues are lacking. If someone's meaning is unclear to you, be curious about it, and ask for clarification. Think about ways that your own meaning might be unclear to someone from a different context.
 - **Be respectful in disagreement.** Respectful statements of disagreement are welcomed, and even encouraged, because exposure to other opinions is part of the learning experience. Personal attacks are never permitted, even if they are purportedly said in jest. Disrespectful, mocking, and/or dehumanizing communication – whether overt or proceeding by innuendo – is a violation of this netiquette policy and may constitute a violation of other Seminary policies, including but not limited to the Student Community Covenant and the Title IX Gender Discrimination and Sexual Harassment Policy. If a discussion becomes hostile through someone else's actions, please do not escalate it. Instead, please contact the instructor immediately or follow the "Complaints" procedure outlined in the student handbook.
 - **Be aware of your surroundings:** Remember that, in online environments, all-uppercase writing is the visual equivalent of shouting. As with in-person shouting, it may be appropriate for the classroom in some circumstances (like congratulating someone on a major milestone) and entirely inappropriate in others (lashing out in anger or hostility, for example). Please avoid using all-uppercase writing in anger, use your best judgement when it comes to other uses, and be ready to stop writing in all-uppercase if the instructor asks you to. Remember as well that other members of the class may not know the same internet slang and abbreviations as you might know. Be prepared to use such slang and abbreviations less often than you might in other online discussions.
 - **Be willing to move on.** Sometimes an instructor will put an end to a discussion so that the class may best meet the learning goals of the course. Understand that you are required to end in-class discussion of a topic if requested to do so by the instructor. Should you require further follow-up, please pursue it by contacting first the instructor, and then the Academic Dean and Dean of Students. Your adviser may also be able to assist you.

Students who violate this policy may face a range of consequences, depending on the nature, severity, and persistence of the violation. These consequences may include, but are not limited to: private reminder from the instructor, in-class reprimand from the instructor, lowering of participation grade, referral to the Academic Dean, removal

from the course with no credit, discrimination and/or sexual harassment complaint procedures, and expulsion from the Seminary.

Students who believe that they have witnessed or been targeted by violations of this policy should notify the instructor of the course, the Academic Dean, and/or the Dean of Students as soon as possible, including as much supporting evidence as possible (dates, times, screen shots, transcripts, etc.)

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.

Students on academic probation are encouraged to take no more than 7.5 hours per semester and 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.

Semester Credit Hour Definition

In accord with regulations announced by the United States Department of Education in October 2010 (see below), the PTS faculty defines one semester-hour of academic credit as that which may be granted for successfully completing over the course of a semester a set of required learning activities representing approximately forty-five clock hours of graduate-level study. The workload/credit calculations related to the documentation of student learning are based on projections of the minimum time that a typical PTS student should anticipate spending in each course in direct instruction by the instructor(s), recommended reading and library research, synchronous and asynchronous online discussion, creative theological reflection and writing, content review and testing procedures, and other appropriate educational assignments designed by the instructor to ensure that students achieve the learning objectives of the course as published in the course syllabus.

Excerpts from "Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010, by the United States Department of Education":

A credit hour is a unit of measure that gives value to the level of instruction, academic rigor, and time requirements for a course taken at an educational institution. At its most basic, a credit hour is a proxy measure of a quantity of student learning.... In keeping with the original purpose of providing a consistent measure of at least a minimum quantity of a student's academic engagement, the definition of a credit hour will establish a basis for measuring eligibility for Federal funding. This standard measure will provide increased assurance, that a credit hour has the necessary educational content to warrant the amounts of Federal funds that are awarded to participants in Federal funding programs, and that students at different institutions are treated equitably in the awarding of those funds....

The credit hour definition does not emphasize the concept of 'seat time' (time in class) as the primary metric for determining the amount of student work for Federal purposes. Institutions may assign credit hours to courses for an amount of work represented by verifiable student achievement of institutionally established learning outcomes. Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student....

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/Senior 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/Senior 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 Senior 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 Senior 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 Senior 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 Senior Human Resources Director/Title IX Coordinator and, if appropriate, recommendations for disciplinary and/or corrective action to be taken. The Senior 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. Karen McMillian, V.P. of Finance and Administration, Rm 39 – 918.270.6402, karen.mcmillan@ptstulsa.edu
2. MaryAnn Morris, Dean of Students, Rm 6 - 918.270.6464, maryann.morris@ptstulsa.edu
3. Lee H. Butler, Jr., V.P. Academic Affairs and Dean, Rm 2 –918.270.6455, lee.butler@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:

- 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.roberts@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.
- Lee H. Butler, Jr., V.P. Academic Affairs and Dean, Rm 2 –918.270.6455, lee.butler@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 Dean of Students. 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 courses into the MDiv program must complete either the last 30 hours with Phillips faculty or 45 of the last 60 hours, while students transferring courses 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 courses into the MA(SJ) program must complete either the last 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

Except for courses in biblical languages (i.e., Hebrew and Greek) and the Worship Practicum, no courses may be taken completely via synchronous videoconferencing. 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. For the above three exempted courses, students must still complete and return the videoconference request form by the date indicated on the current semester course schedule.

In extenuating circumstances, students may petition to participate in a single session of a course by completing this form 48 hours, if possible, in advance of the particular class session. The cost for the petition is \$25 and will be added to the student's bill. The petition is subject to approval and is not guaranteed.

Students may petition for synchronous videoconference by downloading and signing the “Synchronous Videoconferencing Request Form,” available on Moodle in the Student Services Site. Completed forms are to be returned to the academic dean’s office.

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 Executive 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 dean's 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.

Phillips Center for Ministry and Lay Training

The Phillips Center for Ministry and Lay Training (once called the MidAmerica Center for Ministry) offers courses for persons preparing for commissioned ministry in local congregations or specialized settings. Several courses are taught by members of the regular faculty or adjunct Phillips faculty. 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).

If a student is admitted on probation, they will be limited to enrollment in no more than 7.5 hours their first semester and will be required to enroll in new student orientation (FDC 500) their first semester. The student's faculty advisor will be notified of the probationary status in order to best guide the student in making course load decisions.

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 Academic Dean, Dean of Students, and one regular faculty member selected by the Academic 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 a 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.

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 academic 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, but auditors are not expected to complete any written assignments.

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 who do not possess an MDiv degree, but a graduate degree in a related field may apply for Mdiv equivalency, which involves an initial assessment of how many hours of MDiv level coursework must be successfully completed before the student can apply for entry into the DMin program.

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 (for the academic year 2020-2021)

Tuition for doctor or ministry students per semester-hour	\$480
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 Fees

Student Fee per DMIN Fortnight	\$125
Student fee per semester for all credit-seeking students (including diploma and special students)	\$125
Summer module.....	\$75

Course Fees

Immersion Course Fee (international trip, level II).....	\$1250
Immersion Course Fee (international trip, level I).....	\$700
Immersion Course Fee (domestic trip)	\$350
DMIN 807 class	\$125

Other Student Fees

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

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

For additional information regarding Financial Aid students should review the Financial Aid Handbook located on the Phillips website <https://www.ptstulsa.edu/prospective-students/costs-scholarships/> or within the Student Services Site in Moodle.

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.

Masters-level loan-seeking students may enroll in the summer term and carry their balance over to the fall semester and both the summer and fall tuition and fees with their fall loan disbursement.

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 two weeks 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 and second weeks of the semester	all but \$25 per drop slip
During the third week of the semester	80%
During the fourth week of the semester	50%
During or beyond the fifth 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
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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 Dean of Students 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% of their qualifying tuition costs
- Underrepresented Racial/Ethnic Groups: 80% of their qualifying tuition costs
- All other Students: 60% of their qualifying tuition costs

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 73 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 granted for that course must be returned to the seminary. The amount of seminary tuition aid grant given for that course 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 agreements for that term.

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. Unsubsidized federal loans cannot be deferred for more than 6 months.

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).

Beginning in the fall of 2020, unsubsidized student loan disbursements will be broken into two equal disbursements each fall and spring (after September 15 and October 15 for the fall and after February 15 and March 15 for the spring.). By dividing the refunds into two disbursements it allows the seminary to include outside scholarships when calculating borrowing eligibility thus ensuring the seminary meets federal guidelines. As well, it alleviates a student's need to return federal funding, should they withdraw from their studies or drop below the 6-hour enrollment requirement during the course of the semester after having received a federal loan disbursement.

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. Foundational 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, equips students to describe, evaluate, and analyze the relationship between theological reflection and social justice, and to apply that analysis to differing contexts.

FDC 800 Foundations in Black Church Traditions and African American Faith Life 3 hours

This course introduces students to the diversity of Black Church Traditions with the US context. Through survey and thematic exploration, the origins and development of black faith and religiosity in America are presented as integral to broader – domestic – transnational – theological, political, and cultural discourses and practices. Upon conclusion, students will have a foundational framework for further study of Black Church Traditions and African American Christian practice. No prerequisites. Satisfies Phase II, Vital Conversations

Polity/Denominational History requirements for MDIV and MAMC students that are: non-denominational students; associated with underrepresented denominations at Phillips where history/polity is taught with irregularity; and/or denominations that don't have polity requirement.

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. 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. Prerequisite: TRG 501.

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. Capstone Course

LC 600 Capstones in Theological Leadership 3 hours
Sustainable and effective theological leadership is built upon three primary strategies: Collaboration, integration, and articulation. In this course students will explore these strategies in light of their theological commitments as they prepare for their next steps in leadership/ministry. Drawing upon themes and skills or previous coursework, students will produce their own "enchiridion" (handbook) for theological leadership, giving attention to these strategies and the values by which they will be employed; and will develop and teach a project on a topic related to their own interests within the intersection of theological and leadership practices. 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).

F. Externships

EXT 505 Externship I 1.5 hours
In this course, students will research, identify, contact, propose, generate measurable learning goals for, and begin to participate in an unpaid externship through an organization – nonprofit, advocacy, public policy or community organization – whose mission aligns with the MA(SJ) program goals as well as with the student's educational and vocational goals. Students must spend 60 clock hours of the time engaged on-site in the externship activities
Prerequisites: Phase I Courses. Intended to be followed by EXT 510 (1.5 hrs.) in the consecutive semester; credit for EXT 505 will only be awarded once EXT 510 is completed.

EXT 510 Externship II 1.5 hours
In this course, students will complete the externship they began in EXT 505, assess how well they met the learning goals of their externship program, identify the evidence that supports that assessment, generate an artifact of that learning, and share that learning with students in EXT 510 and EXT 505 as well as their externship site coordinator. Students in EXT 510 will also help prepare students in EXT 505 for the externship experience. On-campus session meets concurrently with EXT 505. 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 1-3 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 History of Religion in America 3 hours

This course is a survey of the formation and development of a variety of forms of religious experiences and expressions in the United States from the colonial era to the present. While paying close attention to the normative European and American Christian Traditions (especially Protestant Christianity) that constitute the central narrative around the U.S. national identity, this course will also examine the fundamental religious pluralism of America and engage voices from other religious expressions that have been a part of the history of the

country. This course will give attention to key themes, figures, and movements affecting religious life and society in the United States and consider the intersections of race, gender, geography, socio-economics, and other cultural makers of identity that inform understandings of religion in America.

Recommended 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
This course examines the development of the Christian Church (Disciples of Christ) and related groups within the Stone-Campbell Movement. This course will focus on important principles as articulated by the founding generations and re-interpreted by subsequent generations in different contexts of social and religious history. This course also explores the contemporary identify, ethos, and structure of the Christian Church (Disciples of Christ) in North American. Required of all Christian Church (Disciples of Christ) students preparing for ordination and 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 and DS 575.

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 2016 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 applied to teaching and preaching ministries. Students will learn to tell and re-imagine biblical stories using techniques of oral interpretation and dramatization and to craft personal narratives based on life experiences. Some attention will be given to principles of narrative preaching. 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 525 Adolescent Spirituality 3 hours

The aim of this course will be to broaden our understanding of the spiritual development and faith formation of youth. The course will explore the human development and culture of Generation Z, the context necessary for spiritual development to take place, and various models of practical theology that can be used in providing youth a faith passage from adolescence to adulthood. No prerequisites.

PT 562 Empathy and the Ethics of Pastoral Care 3 hours

This course introduces ministry students to foundational theories, practices, and methods of empathy in pastoral care and counseling. More specifically, it is designed to train seminarians to become attentive to how empathy functions in caregiving practices, and to help them develop critical tools for understanding both the strengths and limitations of empathic caregiving. Students are expected to reflect carefully on their own social location, in order to hone ministry practices that are aware of the limits of their empathy. They will also be challenged to consider how empathic listening gives way to other forms of communal pastoral and political praxis. Special attention is paid to the identities, narratives, and unique vulnerabilities of both givers and recipients of pastoral care – including but not limited to race, gender, sexuality, disability, socio-economic status, and trauma. No prerequisites.

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 530 Approaches to Christian Education 3 hours
This introductory course will examine different approaches to Christian Education and provide practice in basic teaching, teacher training, and educational ministry-development skills. Students will begin to explore the multiple purposes that the teaching 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 and develop focused education planning for their current or envisioned ministry context.

CE 540 Educating through the Life Cycle 3 hours
This course is designed to enable those in ministry to identify stages of cognitive, moral, and faith development and to engage questions concerning teaching and learning through the human lifespan and multiple styles of learning. Students will examine major theories of cognitive and faith development while paying attention to gender and cross-cultural critiques of these theories. Students will have the opportunity design and practice teaching lessons of specific age groups.

CE 685 Education as a Practice of Freedom 3 hours
In order to oppress a group of people, oppressors limit and/or take control of their education. Oppressors recognize the power of education. So do those who work for liberation. This first level course provides the learner with an introduction to the theory and methodology of Christian Education from a liberation perspective. Christian Education, for the purposes of this course, is the theory and practice (praxis or art) of nurturing faith for the liberation of all oppressed peoples. The cornerstone notions of the course are ubuntu and freedom. The course teaches that education is a practice of freedom and is best accomplished through and with the entire community for the purposes of justice and social transformation. This course fulfills the Christian Education requirement. No Prerequisites.

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 880.12 Youth, Church, and Culture 3 hours
The aim of this course is to explore the church's role in engaging spiritual development and faith formations with young people. The course will explore the human development and culture of today's youth, the environments that help spiritual formation to take place, and theological and practical approaches that can be used to aid in the spiritual development of adolescents.
Prerequisite: CE 525.
- 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 2020

Registration reopens for Fall 2020	Aug 01
A-Term Week 1	Aug 03-07
A-Term Week 2	Aug 10-14
A-Term Week 3	Aug 17-21
Orientation	Aug 18-19
First day of classes	Aug 24
Labor Day (seminary closed)	Sep 07
Board of Trustees	Oct 04-06
Concentrated Course Week 1	Oct 05-09
Concentrated Course Week 2	Oct 12-16
WD Deadline	Oct 16
Registration for Spring 2021	Oct 19-30
New Student Registration Spring 2021	Nov 09
Thanksgiving Recess (seminary closed Nov 25-27)	Nov 23-27
Incomplete Request Deadline	Dec 04
Last Day of Classes	Dec 11
Winter Break	Dec 24-Jan 01
Master Student Grades Due	Jan 05, 2021

Spring 2021

Registration reopens for Spring 2021	Jan 02
J-Term Week 1	Jan 04-08
DMin Fortnight	Jan 04-16
J-Term Week 2	Jan 11-15
MLK Jr. Day (seminary closed)	Jan 18
Orientation	Jan 19-20
First Day of Classes	Jan 25
Remind & Renew	Jan 27 & 28
Board of Trustees	Feb 22-23
Ash Wednesday	Feb 17
Incomplete Request Deadline – DMIN	Mar 01
DMIN Student Grades Due	Mar 15
Concentrated Course Week 1	Mar 15-19
WD Deadline	Mar 19
Concentrated Course Week 2	Mar 22-26
Holy Week Recess (seminary closed Apr 02)	Mar 29-Apr 02
Registration for Summer/Fall 2021	Mar 29-Apr 09
Easter Monday (seminary closed)	Apr 05
New Student Registration Summer/Fall	Apr 19

Incomplete Request Deadline - Masters	May 09
Senior Grades Due	May 07
Awards Day	May 11
Last day of classes & Senior Banquet	May 14
Board of Trustees	May 14-15
Graduation	May 15
Master Student Grades Due	May 28
Memorial Day (seminary closed)	May 31

Summer 2021

Summer I Term	Jun 07-Jul 02
DMin Fortnight	Jun 21-Jul 02
Independence Day (Sunday) (seminary closed)	Jul 04
Independence Day Observed (seminary closed)	Jul 05
Summer Coursework Deadline	Jul 23
Master Student Grades Due	Aug 06
Incomplete Request Deadline – DMIN	Sep 01
DMIN Student Grades Due	Sep 15

Institutional dates can also be found on the PTS website at
<https://www.ptstulsa.edu/events/>

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