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.

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 fellowship, our students, faculty, and staff work together to develop their gifts for faithful witness and service. This catalog is an important guide to the programs, facilities, and activities 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 Presbyterian Church (USA), the United Church of Christ, the Unitarian Universalist Association of Congregations, and various Baptist traditions. Our trustees, faculty, students, and staff represent numerous Christian communions.

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

The trustees, faculty, students, and staff of Phillips Theological Seminary
August 15, 2015
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 Theological Seminary (Phillips) 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 communities, vital 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 and communities acting with God to transform the world.

Core Values
The following three core values undergird the seminary's mission, programs, and ethos:
- rooted in the ecumenical life of the Christian Church (Disciples of Christ)
- centered on the spiritual formation of effective Christian leaders
- committed to student-oriented academic excellence

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 currently with four professional specializations: Pastoral Leadership in Homiletics, Pastoral Leadership in Church and Society, Pastoral Leadership in Spiritual Formation, and Pastoral Leadership in the Renewal of Christian Vocation.

The seminary also offers two non-credit certificate programs designed for adult learners who may not hold a baccalaureate degree including certificates in Biblical Studies and General Theological Studies (both requiring 15-16 semester-hours of study). For adult learners who hold a baccalaureate degree, the school also offers for-credit but non-degree Graduate Diploma programs in these two fields plus one in the Biblical Languages.

Theological Diversity
The Phillips community welcomes theological diversity. 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 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, that no one is excluded on the basis of belief, and that everyone who wishes to belongs.

**Perspectives on Theological Education**

Phillips Theological 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 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; Practical Theology; and Cultures and Contexts. The primary foci in practical theology are preaching, church administration and leadership development, pastoral care and counseling, and worship. In this curriculum the seminary presupposes the baccalaureate degree as a sign of previous study and encounter with human culture. The curriculum provides 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.
Location

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

History

Phillips Theological Seminary began as part of Phillips University which was established in 1907 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 1997, the Board of Trustees approved a plan to establish the school’s campus in Tulsa. Since the closure of Phillips University in 1999, the seminary has proudly carried on the Phillips legacy.

In 2002, the seminary took possession of its new campus in Tulsa, a gift from the QuikTrip Corporation. Extensive renovations began; and in the fall of 2003, the seminary’s new campus facilities were dedicated, followed by the dedication in the spring of 2004 of its meditation gardens and labyrinth.

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

Accreditation

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

Phillips Theological 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 Doctor of Ministry Education
Introduction

Disciples of Christ Historical Society
Southwest Commission on Religious Studies
Cooperating Baptist Fellowship (CBF) of Oklahoma
Christian Church (Disciples of Christ) in the United States and Canada
The United Methodist Church

Governance

The policies of Phillips Theological Seminary are established and regulated by its Board of Trustees. The president is directly responsible to the Board of Trustees. The president chairs the Executive Team, whose composition includes the vice president of academic affairs and dean, vice president of administration and senior director of seminary relations. The president also convenes the President’s Council, comprised of the executive staff, the associate dean for contextual education and church relations, associate dean for assessment and faculty development, and the administrative directors.

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 are the:
- Rank and Tenure Committee
- Master’s Committee
- DMin Committee
- Committee on Teaching with Technology
- Library Committee
- Committee on the Assessment of Student Learning
- Worship Committee

The Faculty

A school’s primary resource is its faculty. The regular faculty of Phillips Theological Seminary currently consists of 13 highly educated and dedicated scholars. Each is devoted to the church and its mission, 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 and 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 Christian unity, multiple understandings of Christian faith and life.

The professional time of faculty members includes service to the academy and to the church. All are active in national and international professional societies related to their areas of academic specialization and regularly hold leadership positions in professional academic organizations. The seminary maintains a program of research 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 at nearby churches, take part in numerous district and regional activities (both denominational and ecumenical),
serve on national boards, and provide leadership in conferences of the World Council of Churches and international and regional ecumenical and interfaith organizations. Most are ordained and have pastoral experience in congregational ministries. A number are also married to clergypersons serving in the Tulsa area.

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 one affiliate member and a number of adjunct instructors, visiting scholars, and ministerial mentors.

**Faculty Emeriti**


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. Phillips Theological Seminary 1962-1996.


**The Regular Faculty**


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,
Sarah Morice Brubaker, Assistant Professor of Theology. BA, Yale University, 1999; MTS, Duke University Divinity School, 2003; PhD, University of Notre Dame, 2011. United Church of Christ. Phillips Theological Seminary since 2009.


Sharon Jacob, Assistant Professor of New Testament. BCom, Bangalore University, 1999; MDiv, Lancaster Theological Seminary, 2003; STM, Yale Divinity School, 2005; MPhil, Drew University, 2010; PhD, Drew University, 2013. United Church of Christ. Phillips Theological Seminary since 2015.

Kathleen D. McCallie, Assistant Professor of Ministerial Leadership and Ethics. BA, Oklahoma State University, 1981; MA, Ibid., 1984; MDiv, Southern Methodist University, Perkins School of Theology, 1988; PhD, University of Oklahoma, 2006. Ordained. United Church of Christ. Phillips Theological Seminary since 2013.

Peter Anthony Mena, Assistant Professor of the History of Christianity. BA, University of Texas at Austin, 2002; MLA, St. Edward’s University, 2005; MA, Union Theological Seminary, 2007; PhD, Drew University, 2014. Roman Catholic. Phillips Theological Seminary since 2015.


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. United Methodist Church (Disciples of Christ). Phillips Theological Seminary since 2005.

Melinda McGarrah Sharp, Assistant Professor of Pastoral Theology and Ethics. BA, University of Virginia, 1999; MAR., Yale University, 2001; MA, Vanderbilt University, 2008; PhD, Ibid, 2010. United Methodist Church. Phillips Theological Seminary since 2010.


Affiliate Faculty


Adjunct Faculty (2014-2015)

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


Hal Taussig, New Testament. AB, Antioch College; MDiv, Methodist Theological School in Ohio; PhD, The Union Institute. Ordained. United Methodist Church.

The Library

Phillips Theological Seminary Library’s collection provides holdings of approximately 90,000 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, audio/visual materials, archival resources for the Christian Church (Disciples of Christ), and items of historical interest. Thorough a cooperative agreement seminary students and faculty have full access to the library resources at the University of Tulsa. Phillips students, faculty and special borrowers 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. 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 and paraprofessional librarians.

Community Life and Worship

Community life is an integral part of the educational process and spiritual and vocational formation at Phillips Theological 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 each Tuesday during the fall and spring semesters and at least once during concentrated course weeks. The director of seminary worship plans these services in consultation with the chaplain and the seminary’s worship committee whose mission statement is “Worship, central to the Phillips community, celebrates the Holy with joy and awe by practicing theological education -- the way of Jesus in the world.” Every effort is made to arrange for a variety of worship experiences from diverse liturgical traditions. Communion is celebrated periodically, and an offering, which goes to the student emergency fund, is occasionally received. Faculty members and guest preachers are often invited to participate. Worship resources are available to online and on campus students on the seminary’s website.

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

Comprehensive Online Program

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

In accord with current ATS accreditation standards, a minimum of 24 semester-hours of the coursework required for the MDiv degree (the equivalent of one year of full-time academic study) must be completed “in residence” (i.e., in a classroom setting on our Tulsa campus or at an approved extension site). These
hours may be completed in a number of convenient formats—week-long concentrated courses, weekend concentrated courses, weekly seminars, or arranged courses—scheduled in the January or August terms, the fall and spring semesters, or in the summer term. A minimum of 16 semester-hours of the coursework required for the MAMC degree and the MTS degree (one-third of the 48 semester-hours program) must be completed “in residence.” Students in the MA(S) program must earn 13 hours “in residence.” Students should remember that Phillips makes no guarantees that all courses necessary for the completion of the degree will be available online in a timely fashion.

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

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

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

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 will serve as liaisons to the faculty, staff and administration of the seminary.”

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, Presbyterian Church (USA), United Church of Christ, Unitarian Universalist Association of Congregations, 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 judicatory 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 judicatory authority.

The primary function of the denominational formation directors is to assist candidates, particularly those preparing for ordination or seeking ministerial credentials, to navigate appropriately their ecclesial waters. Among the tasks related to that basic function may be to:

- provide or help arrange for required and elective denominational studies as defined by the seminary and church
Introduction

- identify and promote learning opportunities provided by mission trips, conferences, denominational internships, and specialized study programs
- arrange meetings with church leaders
- assist with credentialing processes, including preparation for ordination
- help students connect with their middle judiciary, national, and general office and
disseminate denominational news, actions, and policy updates.

The current directors of denominational formation include:


**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, Practical Theology and Denominational Studies. BA, University of Texas at Austin, 1978; MDiv, San Francisco Theological Seminary, 1993. Ordained. Presbyterian Church (USA).


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

**Unitarian Universalist Church:** Ron Robinson, Practical Theology and Unitarian Universalist Studies. BA, Northeastern State University, 1976; MA, Wichita State University, 1984; MDiv, Phillips Theological Seminary, 2000. Ordained. Unitarian Universalist Church.

Counseling Services and Spiritual Direction

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

Disabilities Policy

Consistent with its mission to educate women and men for varied Christian ministries in church and society, Phillips Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. Accordingly, the seminary aims to provide reasonable accommodation for qualified individuals with a disability to ensure their access and participation in seminary programs.
Once admitted to Phillips, but at least six weeks prior to matriculation, entering students requesting accommodations should petition the Office of the Director of Admissions and Student Services for consideration. Current students should petition as early as possible, but at least six weeks prior to the beginning of the semester in which accommodations are requested. Later submission of documentation may result in a delay in implementing any accommodation plan. No documentation will result in a waiver of Phillips admissions policies, expectations regarding acceptable behavior, or course objectives and requirements, including the attendance policy. For details, see below in “Academic Policies.”

Relationship to the University of Tulsa

Phillips Theological 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.

When TU undergraduate students are allowed to enroll in graduate courses at Phillips, the seminary differentiates course requirements and student learning outcomes for post-baccalaureate or undergraduate credit, per ATS accreditation standards. Phillips students who are allowed to enroll in undergraduate courses at TU must satisfy additional requirements, negotiated with the instructor, in order to receive graduate credit.

Educational Effectiveness

In order to assess the overall effectiveness of our educational programs, the faculty and staff of Phillips Theological Seminary utilize statistical information derived from several different sources. Our data interpretations and final assessments are directed toward the maintenance of a culture of improvement at Phillips and toward our continuing efforts to ensure the fulfillment of our institutional mission. Accordingly, the brief statistical report on educational effectiveness provided here—highlighting graduation rates, faculty assessments of graduating student portfolios, graduating student questionnaire evaluations, and ministerial appointment rates—should be of interest to prospective students, potential donors, and friends of the school, though it is not presented as sufficiently detailed for framing comparisons with other seminaries.

Graduation Rates

Phillips tracks graduation rates for all degree programs, both at the master’s and doctoral levels. A ten-year review, from July 1, 2005, to June 30, 2015, for example, shows that a total of 443 students enrolled in the Master of Divinity program, including 38 students (9%) who first matriculated in another academic program at Phillips before transferring to the MDiv; and 58 students (13%) who are still in program. Of the 385 MDiv students no longer enrolled, 28 students (7%) transferred to another Phillips degree program; and 241 (63%) graduated with the MDiv degree, which on average has taken 4.8 years to complete.

A review of the Master of Arts in Ministry and Culture (MAMC) degree shows that a total of 58 students enrolled in the program over the same period, including 25 students (43%) who first matriculated in another academic program at Phillips before transferring to the MAMC; and 3 students (5%) who are still in program. Of the 55 MAMC students no longer enrolled, 16 students (29%) transferred to another Phillips degree program; and 26 (47%) graduated with the MAMC degree, which on average has taken 3.2 years to complete.

A review of the Master of Theological Studies (MTS) degree shows that a total of 41 students enrolled in the program over the same period, including 15 students (37%) who first matriculated in another
academic program at Phillips before transferring to the MTS; and 3 students (7%) who are still in program. Of the 38 MTS students no longer enrolled, 11 students (29%) transferred to another Phillips degree program; and 18 (29%) graduated with the MTS degree, which on average has taken 4.5 years to complete.

A review of the 32 semester-hour Doctor of Ministry (DMin) degree program shows that a total of 74 students enrolled in the program over the same period, including 28 students (38%) who are still in program. Of the 46 DMin students no longer enrolled in program, 28 (61%) graduated with the DMin degree, which on average has taken 5.8 years to complete.

Faculty Assessments of Graduating Student Portfolios

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

MDiv students have three reviews: (1) a 20 semester-hour review; (2) a 50-60 semester-hour review; and (3) an exit review. Each adviser is asked to make a judgment concerning the extent to which students have integrated their studies across the curriculum in ways that demonstrate the achievement of the learning goals of their academic program. The scale currently employed is shown below, with the results from the exit interviews of 20 MDiv graduating students from 2014-2015.

Well Demonstrated: (9 MDiv students)
Based on the evidence in the student's portfolio, s/he has well demonstrated and clearly communicated thoughtful integration of intellectual content and academic skills related to this program goal with other disciplines in his/her seminary studies.

Consistently Demonstrated: (5 MDiv students)
Based on the evidence in the student's portfolio, s/he has consistently demonstrated and adequately communicated growing integration of intellectual content and academic skills related to this program goal with other disciplines in his/her seminary studies.

Occasionally Demonstrated: (0 MDiv students)
Based on the evidence in the student's portfolio, s/he has at points demonstrated and occasionally communicated an emerging integration of intellectual content and academic skills related to this program goal with other disciplines in his/her seminary studies.

Not Demonstrated: (0 MDiv students)
Based on the evidence in the student's portfolio, s/he has not yet demonstrated integration of intellectual content and academic skills related to this program goal with other disciplines in his/her seminary studies.

Graduating Student Questionnaire Evaluations

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

I have been satisfied with my academic experience in the MDiv program at Phillips.
Faculty members were supportive and understanding.
I have grown spiritually.
I have been able to integrate the theology and practice of ministry.
If I had to do it over, I would still come here.

**Ministerial Appointment Rates**

Phillips Theological Seminary offers theological education dedicated to learning the way of Jesus in order to cultivate vital 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 Theological 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:

<table>
<thead>
<tr>
<th>MDiv Students</th>
<th>Non-MDiv Students (e.g., MAMC; MTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011:</td>
<td>67%</td>
</tr>
<tr>
<td>2011-2012:</td>
<td>72%</td>
</tr>
<tr>
<td>2012-2013:</td>
<td>76%</td>
</tr>
<tr>
<td>2013-2014:</td>
<td>79%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>87%</td>
</tr>
</tbody>
</table>
Master's Degree Programs

Master of Divinity (MDiv) Degree Program

Purpose

The 82 semester-hour Master of Divinity program, revised by the faculty and effective with the 2013-2014 academic year, 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 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 make the Christian faith effective in human life and society and in keeping with these commitments, upon completing the MDiv program, students will be able to:

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

Degree Requirements

The Master of Divinity degree requires the completion of 82 semester-hours with a cumulative grade point average of 2.50 or higher. Of the 82 semester-hours, 67 must be taken to fulfill particular requirements distributed among several areas within the curriculum. The remaining 15 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, “portal courses,” 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: 17.5 hours
- Phase II: Vital Conversations: 44 hours
- Phase III: Leading in the Way of Jesus for the Public Good: 5.5 hours
- Electives to be taken in any phase: 15 hours

Phase I: Invitation to Community (17.5 hours)

The following required courses comprise Phase I:

1. Portal courses (16 hours):
   - PC 500 Interpretation Matters
   - PC 550 Context Matters
   - PC 600 Conversation Matters
   - PC 650 Vocation Matters

   Each of these courses is co-taught by two professors, can be taken in any order, and receives 4 semester-hours of credit. Portal courses serve as the primary prerequisites for the remainder of the MDiv curriculum.

   The overarching goal of these courses is to introduce students to four key “matters” (issues, tasks, strategies and skills) in which ministers must continually engage to lead vital communities in the way of Jesus. Each of them introduces (a) methods for engaging in each “matter”; (b) theological, historical, biblical and ethical content relevant to the “matter,” including the vocabulary, language and stories that are shared by various communities as they work with this particular “matter”; and (c) on-going practices of leadership relevant to the “matter,” including common practices of communities and leaders.

2. Theological Reflection Groups (1 hour):
   - TRG courses, one per semester, are to be taken in the first two semesters of a student’s enrollment. Each semester of participation earns .5 semester hours of credit.

3. Assessment course (.5 hour):
   - A student enrolls in this course after completion of all portal courses and after earning at least 20 semester-hours (including the 16 hours of portal courses). 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. Assessment courses throughout the curriculum do not include more than one meeting, online or on campus, per semester with other students. Instead, during the semester in which a student is enrolled in an assessment course, he or she must develop the online portfolio and meet, online or on campus, with his or her adviser.
Phase II: Vital Conversations (44 semester-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:

1. Biblical Studies (6 hours):
   - Hebrew Bible (3 hours)
   - New Testament (3 hours)

2. History of Christianity (6 hours):
   - Advanced History of Christianity (3 hours)
   - Denominational History (a minimum of 3 hours depending upon denominational requirements)

3. Theology and Ethics (9 hours):
   - Advanced Theology (3 hours)
   - Constructive Theology (3 hours)
   - Christian Ethics (3 hours)

4. Practical Theology (12 hours):
   - Preaching (3 hours)
   - Worship (3 hours)
   - Pastoral Care (3 hours)
   - Pastoral Leadership (3 hours)

5. Cultures and Contexts (6 hours):
   - Immersion Course (3 hours)
   - Any course listed in Area VI: Cultures and Contexts (3 hours)

Courses in this area give students opportunities to broaden skills in conversations vital to ministry, communal sustainability and the public good and to integrate these skills with learning from previous courses.

6. 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 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).

7. Assessment Course (1 hour)
   A student enrolls in this course during or after the semester of completion of at least 50 hours and no more than 60 hours. In this second assessment course, students will have great opportunity to consider and revise, if necessary, their own individual goals as well as their progress toward meeting the MDiv program goals in conversation with their advisers. Note that the Assessment course taken during Phase II receives one full credit hour.

Phase III. Leading in the Way of Jesus for the Public Good (5.5 hours)

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

1. Launch course (4 hours)
Students enrolled in this course will work with a professor, a ministerial practitioner, and other students to develop a syllabus and learning strategies that meet individual student and program goals.

2. Theological Reflection Groups (1 hour):
   TRG courses, one per semester, are to be taken in the last two semesters of a student’s enrollment. Each semester of participation earns .5 semester hours of credit.

3. Assessment Course (.5 hour)
   A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation with their advisers, the meeting of their own individual goals and the MDiv program goals.

Elective Coursework (15 hours)

Students who have only 3 semester-hours of denominational requirements will have 15 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

   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 must register for either HS 700 Presbyterians in the United States, TH 650 Reformed Theology, or DS 725 Presbyterian Polity and Worship which satisfies Phase II requirement for Denominational History course

5. Students from all Baptist traditions must take either DS 650 Baptist History and Polity or DS 675 Baptist Theological Perspectives which satisfies Phase II requirement for Denominational History course

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

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

Clinical Pastoral Education

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 Theological Seminary 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 ($50 per semester-hour in 2015-2016) for transcription of advanced standing credits.

There are several CPE programs in the geographical area served by Phillips, including those in Wichita, Oklahoma City, Kansas City, Little Rock, Dallas, Topeka, Arkansas, Missouri, and Denver. CPE may be taken at other locations, provided that both the supervisor and the center are appropriately accredited. Interested Phillips students should refer, for example, to the ACPE website (www.acpe.edu) for more information about CPE training and centers which they accredit. Students are required to complete one year of seminary before considering CPE. The Phillips course, PT600 Orientation to CPE, is normally offered for students who have a preliminary interest in CPE training. However, this course does not replace a certified unit of CPE. 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, John L. Thomas, J r., who is an ACPE certified supervisor.

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). Further, 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) who first matriculated at Phillips January 1, 2011 or later, are limited to “in-residence” courses only and may not register for online distance education courses offered by any non-UMC seminary, including Phillips.

Independent Research

Students may pursue special interests in advanced research in any division 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 portal 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 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. In addition, it is strongly recommended that students also enroll in the 1-hour RW 800 Thesis Symposium for all masters’ level students working on a thesis.

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:

- a. proposed subject of the thesis;
- b. range of research anticipated;
- c. educational and professional goals the student expects to accomplish in the thesis;
- d. 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, 8th ed. Chicago: University of Chicago Press, 2013, and the PTS Style Guidelines available on the Phillips website. Two bound copies of the thesis will be placed on deposit in the Phillips Theological Seminary library. An MDiv thesis shall be between 50 and 80 printed pages. A standard administrative fee ($75 in 2015-2016) 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 Program**

The 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, including the president of the seminary, Gary E. Peluso-Verdend. Moreover, the seminary has an endowed chair in UM Studies, currently held by Ellen J. Blue, Mouzon Biggs, Jr. Professor of the History of Christianity and United Methodist Studies. Students preparing for ministry within the United Methodist Church constitute one of the largest denominational student groups in the seminary, and a significant number of UMC pastors in Oklahoma and the surrounding region are Phillips alumni/ae. UMC students
are encouraged to remain in close contact with their conference boards of ordained ministry and the Phillips director of UMC ministerial formation about their vocational aims, ministerial opportunities, and curricular options.

In the 82 semester-hour MDiv program, the requirements of the 2012 Book of Discipline for ordination and conference membership in the United Methodist Church are met in part by completing the following sequence of denominational courses: DS 550 United Methodist History (3 semester-hours), DS 575 United Methodist Doctrine (3 semester-hours), and DS 625 United Methodist Polity (3 semester-hours). These three courses are offered on a permanent rotation schedule. It is recommended that students take either PC 550 Context Matters or PC 600 Conversation Matters 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 the 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:

<table>
<thead>
<tr>
<th>Requirement in UMC Book of Discipline</th>
<th>Total Number of required hours in Phillips curriculum</th>
<th>Courses in Phillips curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament</td>
<td>5 hours</td>
<td>Interpretation Matters (2 hours)*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hebrew Bible Exegesis (3 hours)</td>
</tr>
<tr>
<td>New Testament</td>
<td>5 hours</td>
<td>Interpretation Matters (2 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Testament Exegesis (3 hours)</td>
</tr>
<tr>
<td>Theology</td>
<td>8 hours—including UMC Doctrine</td>
<td>Conversation Matters (2 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Constructive Theology (3 hours)</td>
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<tr>
<td></td>
<td></td>
<td>United Methodist Doctrine (3 hours)</td>
</tr>
<tr>
<td>Church History</td>
<td>7 hours—including UMC History</td>
<td>Conversation Matters (2 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Context Matters (2 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>United Methodist History (3 hours)</td>
</tr>
<tr>
<td>Mission of the Church in the World</td>
<td>3 hours</td>
<td>Ethics, Culture, and the Mission of the Church (3 hours)</td>
</tr>
<tr>
<td>Evangelism</td>
<td>3 hours</td>
<td>The Church and Evangelism (3 hours)</td>
</tr>
<tr>
<td>Worship/Liturgy</td>
<td>3 hours</td>
<td>The Theology and Practice of Public Worship (3 hours)</td>
</tr>
<tr>
<td>United Methodist Polity</td>
<td>3 hours</td>
<td>United Methodist Polity (3 hours)</td>
</tr>
</tbody>
</table>

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

- A course in basic pastoral care satisfied by Care in Christian Communities (3 hours)
- A course in Wesleyan theology beyond United Methodist Doctrine satisfied by Advanced Wesleyan Theology (3 hours)
- A course in preaching satisfied by The Art and Practice of Preaching (3 hours) or Preaching as a Communicative Art (3 hours)
- A course in church administration satisfied by The Ministry of Leadership and Administration (3 hours)
In accord with policies adopted by the University Senate of the United Methodist Church, United Methodist students who first matriculated at Phillips, or any other Senate-approved non-UMC seminary, prior to January 1, 2011, may only take a maximum of one-third of their degree program online: (i.e., 27 of the 82 semester-hours for an MDiv degree). In other words, United Methodist MDiv students who matriculated prior to the Spring 2011 semester must take a minimum of 55 semester-hours in residence. United Methodist students enrolled in the MDiv program who first matriculated at Phillips later than January 1, 2011 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 Program**

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 Theological 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 the 3 semester-hour course: DS 534 Baptist History and Polity.

**Black Church Studies Program**

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 Tradition in America; Religion and the Civil Rights Movement; History of Preaching in the Black Tradition and Womanist Theology.

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

**Purpose**

The Master of Arts in Ministry and Culture (MAMC), together with the Master of Divinity (MDiv) degree, is designed to equip persons to fulfill their vocations as leaders in providing faithful and effective forms of ministry in congregations and in the world. While the more extensive 82 semester-hour MDiv remains the degree required for ordination in most denominations, the 48 semester-hour MAMC degree, like the MDiv, requires participation in the Supervised Year in Ministry program (SYMP) and is designed to affirm and respond to the educational needs of persons interested in, for example:

- congregational leadership in denominations that do not require in all cases the Master of Divinity degree for ordination;
- 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 policy 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, 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**

Students in the MAMC program will develop their abilities to:

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

**Degree Requirements and Curricular Tracks**

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

**Curriculum for the MAMC**

The MAMC curriculum is divided into three phases in which each student must successfully complete required courses. Required introductory courses in Phase I, "portal courses," 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.

**A. General Ministries Track**

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

- Phase I: Invitation to Community 17.5 hours
- Phase II: Vital Conversations 16 hours
- Phase III: Leading in the Way of Jesus for the Public Good 5.5 hours
- Electives to be taken in any phase 9 hours

The detailed curricular design for this track follows.

**Phase I: Invitation to Community (17.5 hours)**

1. Portal courses (16 hours):
Master's Degree Programs

- PC 500 Interpretation Matters
- PC 550 Context Matters
- PC 600 Conversation Matters
- PC 650 Vocation Matters

Each of these courses is co-taught by two professors, can be taken in any order, and receives 4 semester-hours of credit. Portal courses serve as the primary prerequisites for the remainder of the MAMC curriculum.

The overarching goal of these courses is to introduce students to four key “matters” (issues, tasks, strategies and skills) in which ministers must continually engage to lead vital communities in the way of Jesus. Each of them introduces (a) methods for engaging in each “matter”; (b) theological, historical, biblical and ethical content relevant to the “matter,” including the vocabulary, language and stories that are shared by various communities as they work with this particular “matter;” and (c) on-going practices of leadership relevant to the “matter,” including common practices of communities and leaders.

2. Theological Reflection Groups (1 hour):
TRG courses, one per semester, are to be taken in the first two semesters of a student’s enrollment. Each semester of participation earns .5 semester hours of credit.

3. Assessment course (.5 hour):
A student enrolls in this course after completion of all portal courses and after earning at least 20 semester-hours. In this first assessment course students will develop their own learning goals in harmony with the MAMC program goals listed above and begin an online portfolio of work completed in seminary. Assessment courses throughout the curriculum do not include more than one meeting, online or on campus, per semester with other students. Instead, during the semester in which a student is enrolled in an Assessment course, he or she must contribute to the online portfolio and meet, online or on campus, with his or her adviser.

**Phase II: Vital Conversations (16 hours)**

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

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

2. History of Christianity (6 hours):
   - An advanced History of Christianity course (3 hours)
   - Denominational History/Polity

3. Immersion Course (3 hours)

4. 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).
Phase III. Leading in the Way of Jesus for the Public Good (5.5 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:

1. Launch course (4 hours)
   Students enrolled in this course will work with a professor, a ministerial practitioner, and other students to develop a syllabus and learning strategies that meet individual student and program goals.

2. Theological Reflection Groups (1 hour):
   TRG courses, one per semester, are to be taken in the last two semesters of a student’s enrollment. Each semester of participation earns .5 semester hours of credit.

3. Assessment Course (.5 hour)
   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 (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. These electives should be chosen in light of a student’s own individual learning goals and plans for ministry beyond seminary.

The MAMC and Clinical Pastoral Education

Students in the General Ministries track of the MAMC may petition for advanced standing with credit toward their academic degree programs for work taken in appropriately accredited Clinical Pastoral Education (CPE) programs. Students may receive a 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. Petitions must demonstrate the relevance of CPE for a student's vocational goals and must be approved by his or her adviser and the associate dean for contextual education. Students will be charged an administrative fee ($50 per semester-hour in 2015-2016) for transcription of advanced standing credits. MAMC students in the Disciples Ministries Track described below do not have elective hours available for taking a unit of CPE for credit as part of their degree program.

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 Phillips Theological Seminary’s 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 denomina
tion’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.

It should be noted that this MAMC Track offers no opportunities for electives.

**Sixteen Areas of Competency in Ministerial Practice as defined by the General Commission on Ministry of the Christian Church (Disciples of Christ)**

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** 17.5 hours
- **Phase II: Vital Conversations** 26 hours
- **Phase III: Leading in the Way of Jesus for the Public Good** 4.5 hours

The detailed program follows.

**Phase I: Invitation to Community (17.5 hours)**

1. Portal courses (16 hours):
   - PC 500 Interpretation Matters Area 1
   - PC 550 Context Matters Areas 5 and 9
   - PC 600 Conversation Matters Areas 14 and 15
   - PC 650 Vocation Matters Areas 2, 7, and 13

   Each of these courses is co-taught by two professors, can be taken in any order, and receives 4 semester-hours of credit. Portal courses serve as the primary prerequisites for the remainder of the MAMC curriculum.

   The overarching goal of these courses is to introduce students to four key “matters” (issues, tasks, strategies and skills) in which ministers must continually engage to lead vital communities in the way of Jesus. Each of them introduces (a) methods for engaging in each “matter”; (b) theological, historical, biblical and ethical content relevant to the “matter,” including the vocabulary, language and stories that are shared by various communities as they work with this particular “matter;” and
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(c) on-going practices of leadership relevant to the “matter,” including common practices of communities and leaders.

2. Theological Reflection Groups (1 hour):
   TRG courses, one per semester, are to be taken in the first two semesters of a student's enrollment. Each semester of participation earns .5 semester hours of credit.

3. Assessment course (.5 hour):
   A student enrolls in this course after completion of all portal courses and after earning at least 20 semester-hours. In this first assessment course students will develop their own learning goals in harmony with the MAMC program goals listed above and begin an online portfolio of work completed in seminary. Assessment courses throughout the curriculum do not include more than one regular meeting, online or on campus, per semester with other students. Instead, during the semester in which a student is enrolled in an Assessment course, he or she must contribute to the online portfolio and meet, online or on campus, with his or her adviser.

Phase II: Vital Conversations (26 hours)

In Phase II students continue to utilize the strategies learned in Phase I to develop further skills and deepen knowledge in the following courses:

- A Preaching course, 3 hours
- Theology and Practice of Public Worship, 3 hours
- Care in Christian Communities, 3 hours
- Immersion course, 3 hours
- A World Religions/Interreligious Studies course, 3 hours
- The Church and Evangelism, 3 hours
- A Spirituality course, 1 hour
- History and Polity of the Disciples of Christ, 3 hours
- Supervised Year in Ministry

In addition, 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).

Phase III. Leading in the Way of Jesus for the Public Good (4.5 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:

1. Launch course (4 hours)
   Students enrolled in this course will work with a professor, a ministerial practitioner, and other students to develop a syllabus and learning strategies that meet individual student and program goals.

2. Assessment Course (.5 hour)
   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.
Online/On-Campus Requirements

In accord with current ATS accreditation standards, a minimum of 16 semester-hours of the coursework required for an MAMC degree must be completed “in residence” (i.e., in a classroom setting on our Tulsa campus or an approved extension site). Further, in accord with policies adopted by the University Senate of the United Methodist Church, United Methodist students enrolled in the MAMC degree program who first matriculated at Phillips on January 1, 2011 or later, are limited to “in-residence” courses only and may not register for online distance education courses offered by any non-UMC seminary, including Phillips.

Independent Research

MAMC students following the basic curricular track in general ministries 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 portal 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 2 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.

Master of Theological Studies (MTS) Degree Program

Purpose

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

The MTS degree program has two distinct tracks:

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

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

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

Program Goals

Upon completing either track of the MTS program, students will be able to:
1. Act as responsible biblical interpreters critically informed by attention to both testaments and to current historical, literary and theological scholarship in the field of biblical studies;
2. Attend to the continuing importance of interpreting events, texts and practices of church history and contemporary cross-cultural studies within their appropriate cultural contexts;
3. Articulate substantive issues in the area of theology and ethics informed by both historical understanding and awareness of contemporary cultural contexts;
4. Demonstrate an ability to conduct and evaluate advanced research by:
   a. In Track I, producing an integrative paper in which the student engages in critical reflection on an interpretive issue or set of issues that has emerged in her or his course work with relevant biblical, theological, ethical, historical or cultural materials as articulated in the previous goals; or
   b. In Track II, producing a master’s thesis in which the student presents a sustained argument on a particular interpretive issue or set of issues with relevant biblical, theological, ethical, historical or cultural materials as articulated in the previous goals.

Degree Requirements and Curricular Tracks

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

A. General Theological Studies (Track I)

The semester-hours required in each phase for this Track are:
   Phase I: Invitation to Community 13.5 hours
   Phase II: Vital Conversations 18 hours
   Phase III: Leading in the Way of Jesus for the Public Good 4.5 hours
   Electives to be taken in any phase 12 hours

The detailed curricular design for this track follows.

Phase I: Invitation to Community (13.5 hours)

1. Portal courses (12 hours):
   • PC 500 Interpretation Matters
   • PC 550 Context Matters
   • PC 600 Conversation Matters

Each of these courses is co-taught by two professors, can be taken in any order, and receives 4 semester-hours of credit. Portal courses serve as the primary prerequisites for the remainder of the MTS curriculum.

The overarching goal of these courses is to introduce students to three key “matters” (issues, tasks, strategies and skills) for participation in vital communities seeking to follow the way of Jesus. Each of them introduces (a) methods for engaging in each “matter”; (b) theological, historical, biblical and ethical content relevant to the “matter,” including the vocabulary, language and stories that are shared by various communities as they work with this particular “matter;” and (c) on-going practices of leadership relevant to the “matter,” including common practices of communities and leaders.
2. Theological Reflection Groups (1 hour):
   TRG courses, one per semester, are to be taken in the first two semesters of a student’s enrollment. Each semester of participation earns .5 semester hours of credit.

3. Assessment course (.5 hour):
   A student enrolls in this course after completion of all three portal 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 MTS program goals listed above and begin an online portfolio of work completed in seminary. Assessment courses throughout the curriculum do not include more than one meeting, online or on campus, per semester with other students. Instead, during the semester in which a student is enrolled in an Assessment course, he or she must contribute to the online portfolio and meet, online or on campus, with his or her adviser.

**Phase II: Vital Conversations (18 hours)**

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

1. Biblical Studies (6 hours):
   - Hebrew Bible (3 hours)
   - New Testament (3 hours)

2. History of Christianity (3 hours)

3. Theology and Ethics (6 hours):
   - Advanced Theology (3 hours)
   - Christian Ethics (3 hours)

4. Cultures and Contexts (3 hours)
   - Immersion Course (3 hours)

**Phase III. Leading in the Way of Jesus for the Public Good (4.5 hours)**

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

1. Integrative Paper (3 hours)
   MTS degree students in Track I General Theological Studies are normally required to enroll in RW 600 Integrative Paper Research and Writing (3 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.

2. Integrative Paper Symposium (1 hour)
   This course will provide the opportunity for students to present their work to other students who are writing a thesis or final project.

3. Assessment Course (.5 hour)
   A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation with their advisers, the meeting of their own individual goals and the MTS program goals.
**Elective Coursework (12 hours)**

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

**Independent Research**

MTS students may pursue special interests in advanced research in the areas of Biblical Studies, History of Christianity, Theology and Ethics and Cultures and Contexts 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.

**Further Instructions for the Integrative Paper (3 hours)**

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 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 IP 674 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:

a. proposed subject;
b. range of research anticipated;
c. educational and professional goals the student expects to accomplish; and
d. 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, 8th ed. Chicago: University of Chicago Press, 2013 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 13.5 hours
- Phase II: Vital Conversations 18 hours
• Phase III: Leading in the Way of Jesus for the Public Good 7.5 hours
• Electives to be support thesis work to be taken during any phase 9 hours

The detailed curricular design for this track follows.

**Phase I: Invitation to Community (13.5 hours)**
(same as Phase I for the General Theological Studies Track)

**Phase II: Vital Conversations (18 hours)**
(same as Phase II for the General Theological Studies Track)

**Phase III. Leading in the Way of Jesus for the Public Good (7.5 hours)**

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

1. Thesis Project (6 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 (3 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 Th.D degree.

2. Symposium (1 hour)
   This course will provide the opportunity for students to present their work to other students who are writing a thesis.

3. Assessment Course (.5 hour)
   A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation with their advisers, the meeting of their own individual goals and the MTS program goals.

**Elective Coursework (9 hours)**

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

**Further Instructions for the Thesis Project (6 hours)**

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 Th.D. degree.

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.
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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:

a. proposed subject of the thesis;
b. range of research anticipated;
c. educational and professional goals the student expects to accomplish in the thesis; and
d. 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, 8th ed. Chicago: University of Chicago Press, 2013 and the Phillips Style Guide available on the Phillips website. Two bound copies of the thesis will be placed on deposit in the Phillips Theological Seminary library.

A standard administrative fee ($75 in 2015-2016) 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.

Online/On-Campus Requirements

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

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

Purpose

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

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

Program Goals

Upon completing the MA (SJ) students will be able to:
1. Act as responsible biblical interpreters critically informed by attention to the theme of justice in both testaments and in current historical, literary and theological scholarship in the field of biblical studies;
2. Attend to the continuing importance of interpreting events, texts and practices of church history and contemporary cross cultural studies through the lenses of oppression, liberation, and reconciliation;
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;

Demonstrate an ability to conduct and evaluate advanced research by producing an integrative paper in which the student engages in critical reflection on a religious and/or cultural issue, or set of issues, that has emerged in her or his course work with relevant methods and materials as articulated in the previous goals; or by producing a project in the launch course that includes critical reflection on a religious and/or cultural issue, or set of issues, that has emerged in her or his course work with relevant methods and materials as articulated in the previous goals.

Degree Requirements

The MA(SJ) degree requires the completion of 38 semester-hours with a cumulative grade point average of 2.50 or higher. Of the 38 semester-hours, 26 must be taken to fulfill particular requirements distributed among several areas within the curriculum. The remaining 12 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, "portal courses," 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 | 9.5 hours |
| Phase II: Vital Conversations    | 12 hours  |
| Phase III: Leading in the Way of Jesus for the Public Good | 4.5 hours |
| Electives to be taken in any phase | 12 hours |

Phase I: Invitation to Community (9.5 semester-hours)

The following required courses comprise Phase I:

1. Two of the following three portal courses (8 hours):
   - PC 500 Interpretation Matters
   - PC 550 Context Matters
   - PC 600 Conversation Matters

Each of these courses is co-taught by two professors, can be taken in any order, and receives 4 semester-hours of credit. Portal courses serve as the primary prerequisites for the remainder of the MA(SJ) curriculum. Students should choose two of these portal courses based on their interests in courses in Phase II.
The overarching goal of these courses is to introduce students to two of three key “matters” (issues, tasks, strategies and skills) in which ministers must continually engage to lead vital communities in the way of Jesus. Each of them introduces (a) methods for engaging in each “matter”; (b) theological, historical, biblical and ethical content relevant to the “matter,” including the vocabulary, language and stories that are shared by various communities as they work with this particular “matter;” and (c) on-going practices of leadership relevant to the “matter,” including common practices of communities and leaders.

2. Theological Reflection Groups (1 hour):
TRG courses, one per semester, are to be taken in the first two semesters of a student’s enrollment. Each semester of participation earns .5 semester hours of credit.

3. Assessment course (.5 hour):
A student enrolls in this course after completion of two portal courses and after earning at least 15 semester-hours (including the 8 hours of portal courses). In this first assessment course students will develop their own learning goals in harmony with the MA(SJ) program goals listed above and begin an online portfolio of work completed in seminary. Assessment courses throughout the curriculum do not include more than one meeting, online or on campus, per semester with other students. Instead, during the semester in which a student is enrolled in an assessment course, he or she must develop the online portfolio and meet, online or on campus, with his or her adviser.

Phase II: Vital Conversations (12 semester-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. Students choose one 3-hour course from each of the following areas: 1) Engaging the Cultural and Contextual; 2) Engaging the Political; 3) Engaging the Ethical; 4) Engaging the Theological. These requirements can be met by an appropriate course taken at any point in the program.

1. Engaging the Cultural and Contextual: Immersion Course (3 hours)
   Students may choose from several immersion course options offered twice each academic year.

2. Engaging the Political (3 hours)
   Students may choose from the following course options or other appropriate courses in consultation with their adviser:
   - Religion and Politics
   - The Bible and Contemporary Issues
   - Theology of Martin Luther King, Jr.
   - Spirituality and Social Action

3. Engaging the Ethical (3 hours)
   Students may choose from the following course options or other appropriate courses in consultation with their adviser:
   - Ethics, Culture and Mission of the Church
   - Ministry and Medical Ethics
   - Spirituality and Social Action
   - Theological Themes in Contemporary Novel

4. Engaging the Historical and the Theological (3 hours)
   Students may choose from the following course options or other appropriate courses in consultation with their adviser:
   - Feminist/Womanist Theology
   - Makers of 20th Century Christianity
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- Liberation Theology
- Theology and Autobiography
- Constructive Theology
- An Interreligious Understanding course

Phase III. Leading in the Way of Jesus for the Public Good (4.5 hours)

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

1. Integrative Paper/Launch course. Students may choose:
   - Integrative Paper (3 hours) plus Integrative Paper Symposium (1 hour) which equals a total of 4 hours. The integrative 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. In addition the Integrative Paper Symposium will provide the opportunity for students to present their work to other students who are writing a thesis or final project. See below for further information.
   - Launch course (4 hours)
     Students enrolled in this course will work with a professor, a ministerial practitioner, and other students to develop a syllabus and learning strategies that meet individual student and program goals.

2. Assessment Course (.5 hour)
   A student enrolls in this course during his or her last semester before graduation. In this final assessment course, students assess, in conversation with their advisers, the meeting of their own individual goals and the MA(SJ) program goals.

Elective Coursework (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 (3 hours)

MA(SJ) student 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:
a. proposed subject;
b. range of research anticipated;
c. educational and professional goals the student expects to accomplish; and
d. 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, 8th ed. Chicago: University of Chicago Press, 2013 and the Phillips Style Guidelines available on the Phillips website.

**Online/On-Campus Requirements**

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

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

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

Purpose

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

Program Goals

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

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

Degree requirements

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

Curriculum

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

- Pastoral Leadership in Homiletics
- Pastoral Leadership in Church and Society: Transformational Leadership for Women in Ministry
- Pastoral Leadership in Church and Society: Collaborating for Change
Pastoral Leadership in the Renewal of Christian Vocation

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 will 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 work directly with a faculty adviser and reader on an original project that makes a contribution to the study and practice of ministry within their chosen specialization. After they complete the Specialization coursework and Project Development Seminar I, they will be assigned an adviser and reader by the DMin director. These persons will be selected in consultation with each student and in light of her or his particular direction of the proposal. Please note that the specialization coordinator of any specialization will be limited in the number of students for whom he or she may serve as adviser or reader.

All project advisers and readers must be Phillips Theological Seminary faculty members and available in all semesters (including summer terms) in which their assigned students are enrolled in Project phase coursework. For a student who has completed the Specialization phase coursework at the Counseling and Mediation Center in Wichita, one reader must be a faculty member on the staff of that partner institution.

Once a student is enrolled in the Project Proposal Course, she or he will begin work on designing her or his 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 he or she 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, 8th ed., and the Phillips Style Guide. Final copies of the DMin report with approval page, abstract, copyright approval form, and library invoice must be submitted and approved by the DMin director and the dean at least two weeks prior to graduation. A standard administrative fee is charged for all DMin project reports at the time that approval is requested. This fee covers the binding of two copies for the library and other related administrative expenses. Students must submit to the library two copies of the final project report on acid-free document bond or 100% cotton bond paper. They may submit additional personal copies for binding for a fee.

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

Pastoral Leadership in Homiletics

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

a. 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.

b. Utilize comprehensive analysis of a congregational setting as a tool for understanding the effectiveness of preaching in a given situation.

c. Demonstrate advanced skills in biblical exegesis, sermon construction, and oral and visual communication (e.g., spatial considerations, use of digital and electronic media).

Pastoral Leadership in Church and Society: Collaborating for Change

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

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

a. 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;

b. Articulate and critique important cultural issues surrounding race, gender, economic and cultural globalization, and interfaith relations from a theological/biblical standpoint; and

c. Develop strategies for community engagement and change around particular issues of common concern.

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

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

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

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


a. 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;

b. 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;

c. Develop justice-seeking strategies for community engagement and social change around particular issues of common concern;

d. Develop models for being church that build upon values of gender inclusivity, diversity and collaborative and transformative leadership.

**Pastoral Leadership in the Renewal of Christian Vocation**

In this specialization students and faculty will focus on empowering pastors to develop skills as leaders in re-imagining and sustaining the vocation of Christians as individuals and in faith communities as they seek to discover their places in the ongoing praxis of God in the world. The specialization rests on the claim that the vocation of all Christians is to follow the way of Jesus in all aspects of their lives—in family, in work outside the home, in society, and through participation in faith communities. Pastors as teachers are uniquely placed to help people discover or re-interpret their own vocation as witnesses to the work of Jesus. As such, they must continue to develop practices in interpreting the various contexts in which Christians live and work, in re-appropriating resources in the Christian tradition for perceiving the way of Jesus in these contexts, and in teaching Christians to attend, discern, and respond to the activity of God in the world. Finally, we are seeking to empower pastors to break out of clerical paradigms held by previous generations about ministry and church in order to envision new models of faithfulness for individuals and communities. Mindy McGarrah Sharp, Assistant Professor of Pastoral Theology and Ethics, is specialization coordinator.

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

a. Articulate a theology of vocation;

b. Empower agency of all Christians in living as followers of Jesus in the world;

c. Attend, discern, and respond in the various environments of laypersons (i.e., the workplace, family and partnership, neighborhoods, etc.) in conversation with relevant theologies (i.e., stewardship, ecology, hospitality, work and Sabbath, childrearing, etc.);

d. Analyze and interpret contexts, not only of ministry settings, but also of the context in which people live and practice their faith;

e. Develop strategies for transforming programmatic life of congregations to support faithful and effective Christian living in the world;

f. Teach wisdom for living Christian life through theological reflection.
Certificate and Diploma Programs

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

Non-Credit Certificate Programs

Purpose

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

- Biblical Studies
- General Studies

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

Curricular Options in the Certificate Program

A. Certificate in Biblical Studies (16 hours)

This certificate, which does not offer 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 4 semester-hours
- Phase II: Vital Conversations 12 semester-hours

The detailed curricular design for this track follows.

**Phase I: Invitation to Community (4 hours)**

- PC 500 Interpretation Matters

**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 biblical studies, to be distributed as follows:

- Hebrew Bible (6 hours)
- New Testament (6 hours)

B. Certificate in General Studies (15 or 16 semester-hours)

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

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

Online Coursework

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

Non-Degree Graduate Diploma Programs

Purpose

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

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

• Biblical Studies
• General Studies
• Biblical Languages

The curricular requirements for each of the first two options are described above 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 735 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)
Certificate and Diploma Programs

- 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.

Admission and Program Requirements

An official transcript showing undergraduate degree and acceptable grade point average are required for admission. A graduate diploma is awarded upon completion with a cumulative grade point average of 2.5.
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 Theological 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 meet with the person(s) involved to make them aware of possible charges and evidence available. Administrators, staff members, or students who have knowledge of acts of possible misconduct will report this information to the faculty member concerned and he or she, in turn, will conduct the meeting discussed above. Should the faculty member decide that a penalty may be warranted, he or she may, at his or her discretion, assess guilt and pronounce judgment. If the student admits guilt and accepts such disposition of the case, the faculty member will administer the punishment within three working days following the initial meeting, and file with the office of the dean a written report of the charge, the evidence and the punishment administered. If the student maintains innocence or is unwilling to accept the judgment of the faculty member, or if the faculty member does not wish to decide the case, written charges must be filed in the dean's office within three working days following the initial meeting.

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

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

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

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

**Penalties for Academic Misconduct:** Procedures for handling charges of academic misconduct are detailed in the Student Handbook. 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 divided into two modules. The first module is scheduled from late May through June, the second from July to early August. 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 mid-August deadline for both modules.

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

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

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

Assessment of Student Learning

There are two formal and overlapping assessment processes for student academic achievement in all degree programs at Phillips. The first involves the instructors’ grade evaluations, awarded in each course for the quality of the students’ academic achievements, including their work with mentors in supervised ministry settings. The second involves a portfolio in which students place the graded copy of designated assignments from each course and assess progress in meeting both the goals of the degree program as well as their own learning goals. In the master’s programs students will earn 1-2 semester-hours of required course credit for this assessment work in two or three separate courses (see the curriculum for each program for detailed information). Employing Chalk & Wire software, entering students are introduced by their faculty advisers to electronic portfolios for the regular review of their educational goals, theological development, and vocational clarity. In the MTS and MA(SJ) programs, there is also a thorough evaluation of a required integrative senior paper (in MTS Track I), a master’s thesis (in MTS Track II). In the DMIn program a thorough evaluation of the project report is conducted.

Attendance Policy

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

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

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

Bypass of a Required Course

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

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

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

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

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

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

Commencement

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

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

Complaints

A student who wishes to make a formal complaint concerning a member of the faculty or staff who, in his or her judgment, has not followed a published academic policy or procedure of the seminary, should contact the vice president of academic affairs and dean. Grade complaints should be initiated with the vice president of academic affairs and dean within 45 days of receiving the grade report. If the complaint concerns the vice president of academic affairs and dean, the student should contact the president. 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 Theological 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.

**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**

Consistent with its mission to educate women and men for varied Christian ministries in church and society, Phillips Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. Accordingly, the seminary aims to provide reasonable accommodation for qualified individuals with a disability to ensure their access and participation in seminary programs. Once admitted to Phillips, but at least six weeks prior to matriculation, entering students requesting accommodations should petition the Office of the Director of Admissions and Student Services for consideration. Current students should petition as early as possible, but at least six weeks prior to the beginning of the semester in which accommodations are requested. Later submission of documentation may result in a delay in implementing any accommodation plan. No documentation will result in a waiver of Phillips admissions policies, expectations regarding acceptable behavior, or course objectives and requirements, including the attendance policy.

**Dropping and Adding Classes**

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

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

The policy on dropping courses is as follows:
- During the first three weeks of a fall or spring semester, or within the first 7 class contact hours in an August or January or summer term: courses may be dropped for any reason. No record appears on the transcript.
- In the fourth through the eighth week of a fall or spring semester, or between 7 and 14 class contact hours in an August, January or summer term: courses may be dropped for any reason. The dropped courses will be listed on the transcript with a "WD" indicating withdrawal.
- After the eighth week of a fall or spring semester or after 14 class contact hours in an August, January or summer term, courses may be dropped with a grade of "WD" only for verified extenuating circumstances of a non-academic nature. A written petition, explaining the extenuating circumstances, must be presented to the dean. If the petition is granted, a "WD" will appear on the transcript. If the petition is not granted, the dean will notify both the student and the course instructor of the decision. The course instructor will assess the student’s performance up to the
date of the student’s withdrawal, and a grade will be issued and will appear on the transcript. Students may appeal a negative decision by the dean to the Master’s Committee.

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

**Duration of Programs and Course Load**

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

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

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

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

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

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

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

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

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

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

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

All students will be assigned a Phillips student email account in order to facilitate seminary communication. Accordingly, students will want to check their electronic mailboxes regularly or transfer their Phillips student email account to the email account they use regularly.

Exit Interviews

All students in degree programs who fail to complete the exit interview in the portfolio review of their final semester of studies will not receive a diploma at graduation or be eligible to receive an official transcript.

Grading and Credit

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

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

- A: Excellent; 4 grade points
- A-: earns 3.7 grade points
- B+: earns 3.3 grade points
- B: Good; earns 3 grade points
- B-: earns 2.7 grade points
- C+: earns 2.3 grade points
- C: Marginal; earns 2 grade points
- C-: earns 1.7 grade points
- D+: earns 1.3 grade points
- D: Poor; earns 1 grade point
- D-: earns 0.7 grade points
- F: Failure; earns no grade points, but is computed in the grade point average
- P: Passing work, evaluated as B- or better, that counts as credit toward a degree, but does not compute in the grade point average
- PD: Pass with distinction
- I: Incomplete work
- WD: Withdrawal from a course that does not compute in the GPA
- AU: indicates satisfactory attendance by an auditor
- U: indicates unsatisfactory attendance by an auditor or unsatisfactory progress in a master’s thesis course
- S: indicates satisfactory progress in a master’s thesis course or in a DMin project course
- SA: Satisfactory attendance in a certificate course
- UA: Unsatisfactory attendance in a certificate course

To calculate a grade point average, the total grade points are divided by the total semester-hours of coursework. A final cumulative grade point average of at least 2.5 is required for a graduate diploma or any master’s degree.
If a course is retaken by a student, both grades will be recorded on the student's transcript. However, only the higher grade will be used in calculating the student’s grade point average. The course hours are counted only once.

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

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

Honors and Awards

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

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

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

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

**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.

**R.G. and Della Mae Ericson Memorial Preaching Award.** Initiated in 1980 by Phillips graduate, R.G. (Skip) Ericson, J.r., 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.

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

**Joe Strange Book Award.** Established in 1991 by Susen Hunt LeBlanc as a memorial to Joe Strange, a former Phillips student, this award provides financial assistance for the purchase of books.

**United Methodist Alumni/aе Awards.** The United Methodist Alumni/aе Association provides awards annually to one person in each class with the highest GPA and to a graduating senior in recognition of his or her outstanding achievement in leadership and ministry.

**Charles and Jean Whitmer Evangelistic Preaching Fellowship.** This award is granted biennially to a second-year 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.

**Immersion Experience Courses**

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

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

Although Phillips provides most of the financial support for students enrolled in Phillips degree programs, students should plan for an additional expense to support travel expenditures of approximately $350 for domestic immersion courses and $700 for international immersion courses. This fee is not refundable once travel and housing arrangements have been made, approximately 3 months before the trip itself. In addition, students are responsible for meals en 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 ministers of the Word, we commit ourselves to avoid using language that damages or excludes persons or perpetuates demeaning stereotypes.

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

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

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

Intensive Coursework

Each semester a number of courses are offered on-campus in an on-campus intensive mode either in a one- or two-week configuration, on 1-2 weekends (depending upon number of credit-hours earned), or a weekend and a week (for 4-hour courses). During each fall and spring semester, two concentrated course weeks are provided in the approximate middle of the semester to facilitate independent study and research as well as additional course opportunities. Online classes and non-intensive classes do not meet during these weeks. In addition, the fall semester begins with a two-week period commonly knowns 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 these kinds of classes all class contact hours are concentrated in a limited period of time. Thus, faculty will expect students to begin reading and working on assignments at least three weeks before the first class session. Normally, they will also expect students to complete research and writing assignments after the date of the last class session. In other words, despite the concentrated schedule for class meetings, such seminary courses should be understood to require academic work throughout the entire semester. It is the responsibility of all students who register for such courses to contact the dean’s office by the first day of the fall or spring semesters (or at least three weeks before the first class session of an August, January or summer term course) to obtain a course syllabus, which will specify assignments that must be completed prior to the first class session.

Internet Access and Technical Requirements

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

Students should plan on having:
• A reliable computer, running an up-to-date operating system (e.g., Apple OS X, Vista or Windows 7 or Windows 8);
• A Word processing program compatible with Microsoft Word 2007 or newer;
• A presentation program compatible with Microsoft Power Point 2007 or newer;
• Apple computer users should plan to export to files with a Microsoft compatible format (.docx, pptx, 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 class sessions;
• A webcam.

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

Limited Enrollment Courses

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

Military Service

Phillips students who must suspend their academic work at the seminary to engage in required military service after having attended more than 75% of the class sessions of courses in which they are currently registered may submit written requests to instructors for grade evaluations, based on assignments completed. Each petition must be accompanied by a copy of the student’s official orders showing the date military service begins. No special fees are required.

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

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

Modes of Course Delivery

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

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

Online Coursework

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

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

In accord with policies adopted by the University Senate of the United Methodist Church, United Methodist students enrolled in an ordination track degree program (MDiv or MAMC) who first matriculated at Phillips January 1, 2011 or later, are limited to “in-residence” courses only and may not register for online distance education courses offered by any non-UMC seminary, including Phillips.

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

Orientation

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

In order to evaluate students’ learning and to improve teaching effectiveness, the Phillips faculty has adopted a portfolio strategy. All degree-seeking students are required to keep a portfolio of their academic work and to reflect with faculty advisers on their progress in theological education and spiritual formation. In the master’s level programs, these portfolio reviews take place during the assessment courses in which students enroll periodically.

This pedagogical strategy is specifically designed for the seminary community. It is not intended to provide materials for review by ecclesiastical bodies assessing fitness for ordination and ministerial service. Because student expectations of church review could negatively affect its pedagogical usefulness, the seminary faculty has respectfully requested that denominational and congregational representatives not require students to submit portfolio materials.

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

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

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

Probation and Dismissal

Master’s level students are placed on academic probation when their cumulative grade point average falls below 2.5. Students on academic probation are limited to an enrollment of 9-10 semester-hours, excluding enrollment in PT 649 Worship Practicum, CD 610 Seminars in Spirituality, and TRG 501-504 Theological Reflection Groups.

Students whose cumulative grade point average remains below 2.5 for two consecutive semesters are subject to suspension from the seminary for one calendar year. Students suspended under this policy must reapply for admission at least one month prior to the semester in which they hope to resume their degree programs.

Students may remain on academic probation for a maximum of three semesters (including non-consecutive semesters but not counting summer terms). Those not eligible for removal from academic probation at the end of their third semester are subject to permanent dismissal from the seminary.

DMIn students should consult the DMIn Handbook for relevant regulations concerning academic probation, suspension, and dismissal.
Professional Behavior and Netiquette

All those engaged in teaching and learning in the Phillips Theological Seminary community deserve respect as they participate in critical theological reflection and ecumenical conversation on the range of issues enlivening contemporary discernment and debate within the church and the broader society. Among the critical dynamics of respect and open space is learning to keep confidences, which is hopefully understood as a primary ministerial skill. All the expectations and practices under which the seminary currently operates in its teaching/learning functions apply to both on campus and online courses.

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

1. In online discussion, statements of disagreement and alternate understandings are welcomed, and even encouraged among participants. Yet disparaging personal ad hominem attacks cannot be permitted, even if purported to be intended light-heartedly. Overt references or those by innuendo that violate the seminary’s anti-discrimination policy will not be tolerated.

2. Rude, offensive, or abusive comments are entirely inappropriate. “Flaming” (typing words in capitals) or an excessive use of exclamation marks must always be avoided because they are widely understood to signal expressions of anger, hostility, or disrespect.

3. Attempts to use humor, and especially sarcasm, to advance one’s position in online discussions are most generally confusing and ineffectual. In addition, the seeming innocence of jokes can be lost in transmission.

4. Participants should be attentive to maintaining a professional style of communication. Posted contributions on discussion boards should be free of misspelled words and other distracting technical errors. As with written papers, it is essential to properly cite sources.

5. There are different modes of communication for online classes, e.g. discussion boards and chat rooms—formal and informal—where the standards may be nuanced accordingly to fit the class situation. However, when communicating online, participants should carefully review what they have written before they actually send or post it, making certain that chosen modes of expression convey what they want to say and how they want to say it.

6. Finally, members of the seminary community are to avoid forwarding any type of junk mail (e.g. advertisements, solicitations, or sexually explicit materials) to others. Moreover, they should not violate the privacy of others by divulging email address and comments outside of the class without express permission.

Residency Requirements

In this catalog, the term “residency” refers to two distinct topics. First, the term may refer to the configuration of semester-hours that students must take with the Phillips faculty in order to receive a Phillips degree when they transfer coursework from another ATS-affiliated school. For the regulations relevant to this definition, see the heading of “Transfer Students.” Second, residency may also refer to the number of semester-hours that must be taken in various degree programs in an in-person on-campus classroom setting, 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.”
Sexual Harassment

It is the policy of Phillips Theological Seminary that no member of the academic community may sexually harass another. Sexual harassment is any attempt to coerce an unwilling person into a sexual relationship, to subject a person to unwanted sexual attention or to punish a refusal to comply, or to subject a person to unwanted sexual attention as a condition of employment, compensation, promotion, or grades. Sexual harassment is also creating a hostile environment through the use of offensive or demeaning language, signs, jokes, or pranks. Students should consult Appendix I of this catalog for appropriate procedures for considering complaints.

Student Housing

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

Student Records and Directory Information

In accordance with the Family Educational Rights and Privacy Act of 1974, Phillips Theological 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 Theological 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. The statement and this policy normally will be reviewed biennially by the Substance Abuse Committee. The committee may receive complaints from students, faculty, or staff and make recommendations to the president when necessary. All proceedings and communications of this committee are kept confidential. For a complete description of the procedures regarding substance abuse complaints for any member of the Phillips community, students should consult the Employee Handbook, available on the Phillips website.

Supervised Year in Ministry

Students in the MDiv and MAMC programs devote one academic year to contextual education in the Supervised Year in Ministry Program (SYMP). Contextual education comprises all of the ways persons learn about themselves and others through interactions with their environment. For persons engaged in ministry, working in a ministry setting offers one avenue for such learning to take place. Within this
larger concept of contextual education, the SYMP is a major component of a seminary education that emphasizes experiential learning.

The SYMP has five goals. First, the program seeks enhanced integration of degree program goals with effective practices of ministry. Students endeavor to bring their ministerial experiences into conversation with theological instruction, thereby allowing both the meaning of the experiences and the understanding of the instruction to be transformed. Although much of this theological reflection is carried out in seminary courses and Theological Reflection Groups (TRG), it continues in the student’s ministerial context in the conversation between the student, mentor and on-site reflectors in the SYMP.

Second, the SYMP offers intense focus on contextual matters in ministry in order for students to learn the discipline of listening and paying attention to the nuances of a specific ministry setting. The ability to discern through a “contextual hermeneutic” allows students to come to a better understanding of who they are as ministers, why they react to situations the ways they do, and how to act with intentionality and integrity. This goal is supported by regular meetings with a mentor, monthly discussions with on-site reflectors, and seminar gatherings on campus or online with other students and with a member of the faculty.

Third, students increase their understanding of the relationship between congregational life and community organization through partnerships within the church, community and the larger society.

Fourth, through the development of leadership skills necessary to organize and implement effective strategies in a variety of different contexts students become more skilled in the practice of ministry. Positions in a variety of ministerial settings may be arranged by students, including staff positions in local congregations; campus ministry offices; hospice organizations; social service agencies; or institutional chaplaincy positions. While certain ministerial skills are applicable in all settings, each specific form of ministry also requires particular skills that are unique to a context. Through observation, theological reflection, and regular discussions with a mentor, students learn and practice ministerial leadership skills in a supportive environment.

Fifth, the cultivation of awareness and sensitivity to the importance of intercultural ministry is essential for learning to practice contextual ministry effectively. Students deepen their understanding of the relationship between context and culture as a means for a theological understanding that is shaped and informed by a multiplicity of voices and perspectives. Achievement of this goal occurs in the second semester of the SYMP in which students partner with community service organizations in order to collaborate around commonly shared interests and beliefs.

Because this contextual educational process is designed around a sequence of supervised ministry courses and reflection on actual work in ministry settings, concurrent enrollment in more than one supervised ministry course is not possible. Four semester-hours of SYM courses are required for MDiv and MAMC students, regardless of previous ministerial or other professional experiences. No exemptions in this regard are granted. SYM 505 and SYM 510 must be taken in a Fall-Spring semester sequence.

In addition to regular on-campus or online meetings led by the instructor of the course, students enrolled in the SYMP also work with a mentor who is well-versed in the student’s ministerial context and specific activities. Students also meet in four sessions with a group of 3-5 on-site reflectors in their ministry setting.

Enrollment in Supervised Year in Ministry Program

Enrollment in SYMP occurs during the Spring pre-registration period and after the successful completion of the first assessment course. (Students in special circumstances who need to enroll in the
SYMP earlier may petition the associate dean of contextual education and supervised ministries at the time of pre-registration. Students must also have identified an approved ministry site in which they will serve a minimum of ten hours per week with the guidance and support of a qualified mentor. A ministry site must provide a student a specific leadership responsibility that allows for sufficient opportunities to practice ministry. In the Spring semester of the SYMP year the student will divide their time between the Fall ministry context and a community service organization.

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. The seminary also maintains a notebook of “Ministry Opportunities,” listing openings in congregations, hospitals, hospices, and social service agencies. All decisions to engage students as part-time ministers or staff members are made by local congregations and agencies. Therefore, although qualified students desiring part-time positions are generally able to find suitable settings, a field setting cannot be guaranteed by the seminary.

An application form must be submitted to the associate dean of contextual education and supervised ministries by July 31 before enrollment is finalized. Moreover, academic credit for all supervised ministry 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.

Academic credit granted in the SYMP 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”, such as evaluation reports submitted in a timely manner, may result in a lower grade or not receiving a passing grade in the supervised ministry course. All information and forms about the SYMP can also be found on the seminary’s website at www.ptstulsa.edu.

**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 18 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.

**Videoconferencing Classes**

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

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

**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 in their coursework.

**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, his or her adviser, and the dean. Forms are available from the registrar’s office.

**Withdrawing from the Seminary**

All students, including auditors, who wish to withdraw from all of the seminary courses for which they are registered, must notify the registrar, in writing, explaining the reason for the withdrawal. They may also be required to have an exit interview with the director of student financial aid.
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 equals 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 Re-Mind & Re-New, 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.

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 Theological Seminary for all degree, certificate and graduate diploma programs should be directed to:

Office of Admissions
Phillips Theological Seminary
901 North Mingo Road
Tulsa, OK 74116-5612
Phone: 918-610-8303; Toll-free: 1-800-843-4675
Email: admissions@ptstulsa.edu

Application forms may be completed online or downloaded from the website: http://www.ptstulsa.edu. Early application is strongly encouraged for consideration of financial aid. 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 and master’s degree programs are received by the Office of Admissions by the announced application deadline, approximately one month prior to the beginning of each semester or summer term. A campus visit is strongly encouraged as part of the application process.

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 Theological Seminary should contact the Office of Admissions 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 Theological 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 Theological Seminary recommends that pre-seminary education include several of the following subjects:

- English composition, language, and literature;
- history, non-Western as well as European and American;
- philosophy, particularly its history and methods;
- natural sciences, both the physical and life sciences;
- social sciences (e.g., psychology, sociology, anthropology);
- fine arts (e.g., theater, music appreciation, art history);
- languages, biblical and modern;
- religious studies, both of Western and Eastern traditions.
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 average must be 2.5 (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 G.P.A. below 2.5 who present evidence of substantial graduate work with a G.P.A. above 2.5.

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;
2. Present evidence of significant leadership in church and society;
3. Have an unqualified 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, the student must submit a minimum test score of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL).

Requirements for Application

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

**Master of Divinity Application**

A completed application includes the following items:

- Application form and fee
- Essay, described on the application form
- Denominational reference form (see list below to determine who should complete this form):
  - Christian Church (Disciples of Christ) applicants: regional minister
  - United Methodist applicants: district superintendent
  - United Church of Christ: conference minister
  - Presbyterian Church (USA): 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)
  - Business associate
  - Lay leader in your church
Admissions

- 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 are ones that have the official institution seal and are mailed 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
- FAFSA and Financial Aid form for anyone interested in financial aid
- Applicants for whom English is a second language must submit an official TOEFL score of at least 550 (paper-based) or 213 (computer-based) or 80 on the iBT

Master of Arts in Ministry and Culture

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
- Three references from the following individuals:
  - Professor (or business associate for those who have been out of college for a while)
  - Business 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 are ones that have the official institution seal and are mailed 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
- FAFSA and Financial aid form for anyone interested in financial aid
- Applicants for whom English is a second language must submit an official TOEFL score of at least 550 (paper-based), 213 (computer-based) or 80 on the iBT

Master of Theological Studies

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
- Three references from the following individuals:
  - Professor (or business associate for those who have been out of college for a while)
  - Business 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 are ones that have the official institution seal and are mailed 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
- FAFSA and Financial aid form for anyone interested in financial aid
- Applicants for whom English is a second language must submit an official TOEFL score of at least 550 (paper-based), 213 (computer-based) or 80 on the iBT

Master of Arts (Social Justice)

A completed application includes the following items:
- Application form and fee
Admissions

- Essay, described on the application form
- Denominational reference form completed by 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)
- Business 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 are ones that have the official institution seal and are mailed 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
- FAFSA and Financial aid form for anyone interested in financial aid
- Applicants for whom English is a second language must submit an official TOEFL score of at least 550 (paper-based), 213 (computer-based) or 80 on the iBT

Criminal Background Checks

As an expression of Phillips Theological 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 degree program students.

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

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

A formal consideration by the Review Committee will conclude with a written decision that includes information on the criminal activity reported, the judgment process undertaken, and the bases for the decision. An applicant or student may appeal an adverse decision of the Review Committee to the president of Phillips Theological 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 18 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 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.

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

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

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 Theological 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); 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 Theological 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. No matriculation fee will be required. Students who have been
out of Phillips Theological Seminary for three or more years must follow the same application procedures followed by new students and must pay a matriculation fee. 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 Theological 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 upon request from the Office of Admissions or on the Phillips website.

**Audit Students**

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

Individuals interested in auditing who are not currently enrolled in a degree program at Phillips should first contact the Office of Admissions. There is a one-time $25 non-refundable application fee. Students already enrolled in seminary programs should first seek permission from the course instructor before applying 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 $80 per credit hour. Auditors pay no matriculation or general student fees.

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

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

In exceptional circumstances, auditors may be allowed to change to credit status. The student should discuss this possibility with the instructor as early as possible, must receive prior approval by the instructor before submitting an application, and must pay all additional tuition and fees. Students who change from audit status to credit status are eligible to apply for financial aid for that course. Acceptance for audit status does not guarantee subsequent acceptance for credit status.

**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 available from the Admissions Office or the seminary website: http://www.ptstulsa.edu.
Admissions

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 full-time 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 G.P.A. of 3.0 on all previous graduate work;

6. For applicants for whom English is a second language, a minimum TOEFL (Test of English as a Foreign Language) score of at least 550 (paper-based test) or 213 (computer-based test).

Applicants to the DMin program must submit their application, including all supporting materials, by March 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.

Application Requirements

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 are ones that have the official institution seal and are mailed 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
• FAFSA for those interested in financial aid
• For Homiletics track applicants only: DVD or videotape of one sermon representative of your current preaching
• Applicants for whom English is a second language must submit an official TOEFL score of at least 600 (paper-based) or 90 on the iBT
Financial Information

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

Tuition and Fees (for the academic year 2015-2016)
Tuition for degree-seeking students per semester-hour $460
Tuition for graduate diploma students per semester-hour: $275
  For Disciples/UCC students $250
Tuition for special students per semester-hour: $275
  For Disciples/UCC students $250
Fee for certificate students per semester-hour: $80
Audit fee per semester-hour: $80

General Student fee per semester for all credit-seeking students: $100
  (including diploma and special students)
Per summer module: $50

Other Student Fees
Application fee (including cost of background check) $60
Matriculation fee (payable at the time of enrollment) $50
Late registration fee (after first week of semester, if approved) $35
Background check fee (if not included with application fee) $35
Immersion Course Fee (domestic trip) $350
Immersion Course Fee (international trip) $700
Fee for Incomplete (per course, filed by deadline) $25
Fee for Incomplete (per course, filed after deadline) $40
Extension of Incomplete (per course) $40
DMin Project or Project Proposal Continuation Fee $150
Change of degree program $25
Master’s theses/DMin project reports administrative fee $75
CPE Advanced Standing fee (per hour for 1-3 hours) $50
Videoconference fee per course $150 per semester-hour
Videoconference fee per class session $25 per semester-hour
Graduation fee $100
  (Does not include cap and gown purchase)

Payment

Tuition and fees are due in full at the time of enrollment, although a deferred payment plan may be arranged. The balance must be paid in full during the semester or summer term, according to a specified schedule. Students with delinquent accounts may not enroll. Furthermore, they may receive neither a diploma nor a transcript until the account is paid in full. Students will be responsible for any costs incurred by the seminary in collecting funds on delinquent accounts.

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

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

Tuition Refund Policy for Fall and Spring Semesters

If the completed drop slip is returned (email and faxes are accepted) to the Registrar’s Office, the refunds are as follows:
- During the first week of the semester all but $25 per drop slip
- During the second week of the semester 80%
- During the third week of the semester 50%
- During or beyond the fourth week of the semester 0%

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

Tuition Refund Policy for August Term

If the completed drop slip is returned (Email and faxes are accepted) to the Registrar's Office, the refunds are as follows:
- From end of registration to July 23 all but $25 per drop slip
- From July 24 to beginning of class 80%
- On the first day of class 50%
- On or after the second day of class 0%

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

Tuition Refund Policy for January Term

If the completed drop slip is returned (Email and faxes are accepted) to the Registrar’s Office, the refunds are as follows:
- From end of registration to Dec. 23 all but $25 per drop slip
- From December 24 to beginning of class 80%
- On the first day of class 50%
- On or after the second day of class 0%

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

Tuition Refund Policy for Summer Term

If the completed drop slip is returned (Email and faxes are accepted) to the Registrar’s Office, the refunds are as follows:
- From end of registration to first day of term all but $25 per drop slip
- From the first day of the term to the day prior to the start of class 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:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before the first day</td>
<td>all but $25 per drop slip</td>
</tr>
<tr>
<td>of the fortnight</td>
<td></td>
</tr>
<tr>
<td>During the second day</td>
<td>80%</td>
</tr>
<tr>
<td>During the third day</td>
<td>50%</td>
</tr>
<tr>
<td>After the third day</td>
<td>0%</td>
</tr>
</tbody>
</table>

DMin Project Proposal or Project Course (including Continuations)

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount refunded up to the end of the first month of the term</td>
<td>75%</td>
</tr>
<tr>
<td>Amount refunded after the first month</td>
<td>0%</td>
</tr>
</tbody>
</table>

Military Service Refund Policy

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

Financial Aid for Master’s Degree and DMin Degree Programs

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

Tuition Aid Grants

Phillips Theological Seminary offers financial need-based tuition aid grants as seminary resources allow to all students enrolled in degree programs. To qualify, students must complete the FAFSA (www.fafsa.ed.gov) and the Phillips Financial Aid Screening Assessment upon entry into their degree program and at the beginning of each subsequent academic year.

Financial need is determined by a formula which utilizes the Estimated Family Contribution (EFC) from the FAFSA. Most students receive approximately 40-60% of tuition in the form of tuition aid grants. In addition students affiliated with the Christian Church (Disciples of Christ) and the United Church of Christ or who are persons of color receive additional support. Students may be asked to provide documentation of ethnicity. Their average tuition aid grant is 60-80%.

If a student’s financial situation changes such that her/his current financial circumstances are not accurately reflected on the FAFSA that was submitted at the time of determination of financial need, the student may petition for reevaluation of the amount of the original tuition aid grant. In addition, if a student encounters special circumstances or unusual expenses that might affect the need determination, the student may petition for additional financial support. All such petitions are initiated in the Office of Financial Aid.
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.

Requirements for Tuition Aid Grants

To receive and maintain seminary tuition aid grants, students must:

- file a “Free Application for Federal Student Aid (FAFSA)” which is used in determining eligibility for Federal Direct Loans for students and financial-need-based tuition aid grants. Apply online at www.fafsa.ed.gov.
- submit the Phillips Financial Aid Screening Assessment
- meet the specific criteria for her/his award or scholarship which will be named in the financial aid award letter
- write a thank-you letter to assigned donor(s)
- maintain satisfactory academic progress. Students who are placed on academic probation may continue to receive a seminary tuition aid grant for up to two consecutive semesters while on probation.

Seminary tuition aid grants are normally awarded for the total number of credit hours required in the academic program in which a student is enrolled plus 3 additional hours. When a student receives a grade of F in a course, any seminary tuition aid grant awarded for that course must be returned to the seminary. The amount of seminary tuition aid grant 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.

Students may receive 3 hours of withdrawal without negatively impacting their seminary tuition aid grant. Credit hours taken beyond the allowable number of hours for a seminary tuition aid grant 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, she or he may apply for a financial aid leave of absence, which will freeze her or his seminary tuition aid grant. A student may request a financial aid leave of absence for the remainder of the academic year by writing a letter to the financial aid officer who will in turn consult with the financial aid committee. The student will be notified in writing of the committee’s decision.

If the leave is granted and the student returns during a subsequent academic year, the student must follow the steps outlined above for applying for seminary tuition aid grants.

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

Seminary Tuition Aid Grants for Readmitted Students

Any student who has attended Phillips, dropped out for more than one semester but less than three years and then been readmitted, will be given consideration based on financial need as reflected on the
student’s current FAFSA. If a student who has a break in attendance of more than three years reapplies for admission, the type and amount of her or his tuition aid grant will be reevaluated and awarded based on financial need as reflected on the student’s current FAFSA. The tuition aid grant the student receives may or may not be the same as when the student previously attended Phillips.

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 affiliated with the Christian Church (Disciples of Christ).

55+ Student Scholarship

The 55+ Student Scholarship is awarded to a degree-seeking student, who is 55 years of age or older, who demonstrates leadership skills in a ministry setting or in a professional secular setting, and who maintains satisfactory academic progress. The scholarship provides 100% tuition assistance.

Women’s Leadership Scholarship

The Women’s Leadership Scholarship is available to a degree-seeking female student. Application requires the submission of an essay demonstrating an initiative or interest in the development of women’s leadership in ministry, demonstrated leadership in the local congregation, and satisfactory academic progress. The scholarship provides 100% tuition assistance.

Globalization Awards

Phillips Theological Seminary offers a limited number of scholarships each year for international travel experiences (e.g., to Central America, the Middle East, India, Africa), to be funded by the Thompson, Long, Thomure, and Memorial Boulevard Christian Church Endowment. Scholarships will be awarded on a competitive basis. Preference will be given to those with no previous international experience and who have at least one full year remaining in their seminary careers and who communicate their learning to the seminary community. Applicants must submit a 2-3 page essay describing why they wish to participate in such an experience. A faculty committee selects scholarship recipients. Interested students should contact the Office of the Vice President of Academic Affairs and Dean.

To support a general globalization opportunity for all students, a percentage of tuition monies is designated for cross-cultural experiences each academic year. Such experiences may be seminary
sponsored (e.g., BorderLinks) or individually designed. Programs not sponsored by Phillips have the same application requirements as the Thompson, Long, Thomure, and Memorial Boulevard Christian Church Endowment.

**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.


Tulsa First Christian Church Fund. Scholarships are available from this fund of the First Christian Church (Disciples of Christ) of Tulsa, Oklahoma. Applications may be obtained from the student financial aid office. Students should apply directly to the Scholarship Committee, 913 South Boulder, Tulsa, OK 74119. Applications are due June 15.

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.

Ida Benedict Memorial Fund. This fund is available to United Methodist students from the Enid District or who are serving churches in the Enid District and is administered by the Enid District Board of Missions. An application should be made to the Enid District Superintendent.

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](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/loan-scholarship-opportunities](http://www.gbhem.org/loans-scholarships/loan-scholarship-opportunities). 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 $275 per credit hour. For students who are members of the Christian Church (Disciples of Christ) or the United Church of Christ, tuition is $250. This tuition rate will be maintained to the completion of the Graduate Diploma program or enrollment as a special student.
Federal Direct Unsubsidized Student Loans (FDUSL)

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

Applying for a FDUSL

To apply for the loan, students must meet federal eligibility requirements (according to www.studentaid.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 two 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 Financial Aid Office. 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.” Furthermore, students may borrow up to $20,500.00 per academic year (July 1 – June 30). Students may borrow a total of up to $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.

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 either hand checks to students or 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 Theological 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-FEDAI (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](http://www.studentaid.ed.gov).
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. Practical Theology; and VI. Cultures and Contexts.

AREA I: GENERAL THEOLOGICAL STUDIES

A. Portal Courses

PC 500 Interpretation Matters 4 hours
This course provides an introduction to the practice of interpretation of texts and their communities in history and culture, with a focus on the Hebrew Bible and the New Testament. Attention will be given to learning the content of the Bible, developing skills for responsible interpretation, and exploring ways in which biblical interpretation is effective in addressing issues in church and world.

PC 550 Context Matters 4 hours
Combining the disciplines of Practical Theology and Church History, the Context Matters course introduces students to the careful analysis of historical and cultural/situational contexts as a fundamental aspect of researching the past and exploring contemporary practical settings. This course functions as a prerequisite for all practical theology courses, upper level church history courses, and all immersion courses.

PC 600 Conversation Matters 4 hours
Combining the disciplines of Theology and Church History, the Conversation Matters course introduces history and theology. The course will focus on a variety of pivotal historical moments or topics that help students better grasp this conversation between “event” and “discourse.” This course functions as a prerequisite for all upper level theology courses.

PC 650 Vocation Matters 4 hours
This course provides an introduction to the practices of developing and sustaining vocation, including issues of ministerial identity and professional ethics. Attention will be given to historical and contemporary models for ministry, ordination and leadership, spiritual practices, and ethical theories that will enable students to develop their own image for ministry and a professional code of ethics, both of which can serve as a continuing guide for responsible practices of ministerial leadership. This course functions as a prerequisite for all upper level practical theology courses.

B. Theological Reflection Groups

TRG 501 Foundations for Theological Thinking .5 hours
Small theological reflection group drawing on vocational stories to explore the nature and practice of theological reflection, with particular attention to critical thinking in seminary and ministry contexts. To be taken by all master’s students early in program, in Phase One and concurrently with at least one portal course. Graded on a Pass/Fail basis.

TRG 502 Foundations for Theological Writing .5 hours
Small theological reflection group employing a workshop approach for the practice of seminary writing, as well as various forms of public theological writing. To be taken by all master’s students early in program, in Phase One and concurrently with at least one portal course. Graded on a Pass/Fail basis.
**TRG 503 Foundations for Theological Praxis & Reflection**  
.5 hours  
Small theological reflection group focusing on theological praxis and reflection based in a case study model. To be taken late in program, in Phase Three, after completing a minimum of 60 semester hours of credit for MDiv students or 30 semester hours for MAMC students. Graded on a Pass/Fail basis.

**TRG 504 Foundations for Theological Advocacy**  
.5 hours  
Small theological reflection group emphasizing theological advocacy and sustained practice of ministry, including a group project as public theology. To be taken late in program, in Phase Three, after completing a minimum of 70 semester hours of credit for MDiv students or 36 semester hours for MAMC students. Graded on a Pass/Fail basis.

**C. Supervised Year in Ministry**

**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. Prerequisites: all four portal courses, the middler 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 1 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. Prerequisites: SYM 505, and submission of required paperwork to the director of supervised ministries.

**D. Research and Writing**

**RW 500 Orientation to Research**  
.5 hour  
This course will provide instruction on how to find, evaluate, and cite research resources in the Phillips library and through online access. Hands-on instruction in the use of the computer for research will be emphasized. Students will bring an actual assignment from a course they are currently taking and utilize the instruction in this course to help them gather the resources to complete that assignment. This class is offered tuition free and is graded pass/fail. Enrollment is limited.

**RW 550 Orientation to the Master’s Thesis**  
1 hour  
This course will provide an introduction to the process of writing a master’s thesis (either MDiv or MTS). In a workshop format, each student will develop a thesis topic and a plan for the research and writing of the thesis. Instruction will also be provided on the style form for writing a thesis. This is highly recommended for all students who plan to write a thesis in the near future or are in the process of writing a thesis. At the student’s option, the one hour credit for the course may be counted toward the 6-hour thesis credit.

**RW 600 Integrative Paper Research and Writing**  
3 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.
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RW 650 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 or MA(SJ) program.

RW 660 Thesis Research and Writing II  
3 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  
3 hours  
Individual research and writing under faculty guidance. This course is normally taken in the student's last semester of the MDiv program.

RW 800 Thesis Symposium  
1 hour  
A group course, under the direction of a faculty member, for discussion of the process and results of individual thesis research. This course is normally taken in the student's last semester of the MDiv or MTS program.

IP 800 Integrative Paper Symposium  
1 hour  
A group course, under the direction of a faculty member, for discussion of the process and results of individual integrative paper work. This course is normally taken in the student's last semester of the MTS or MA(SJ) program.

E. Assessment

AC 100 Middler Assessment Course  
.5 hour  
This course entails both preparation for and the actual portfolio-review conversation with the student's academic adviser. MDiv and MAMC students will enroll for their middler review after completion of all four portal courses and a total of 20 hours of coursework. MTS students will enroll in their middler review course after completing the required portal courses and a total of 20 hours of coursework; MA(SJ) students will enroll after completing two portal courses and a total of 14 hours. Grading is pass/fail.

AC 200 Senior Assessment Course  
1 hour  
In this course MDiv students continue to build their portfolio and reflect on its contents with their academic advisers. Students will enroll for their senior review after completion of a total of 50-60 hours of coursework. MTS, MA(SJ) and MAMC students are not required to enroll in this course. Grading is pass/fail.

AC 300 Exit Assessment Course  
.5 hour  
In this course, required for all master's level students in their final semester before graduation, students will complete their portfolios and discuss in detail their progress in their specific program with their academic advisers. Grading is pass/fail.
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 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: PC 500.

HB 575 Exegesis of the Hebrew Bible: Women in the 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: PC 500.

HB 825 Biblical Hebrew I 3 hours
An introduction to the basic grammar, syntax, and vocabulary of biblical Hebrew. Emphasis is on the importance of translation.

HB 835 Biblical Hebrew II: Exegesis 3 hours
A continuation of HB 825. Includes further study of grammar and the development of sufficient vocabulary to make reading biblical Hebrew easier. The use of Hebrew as a foundation for exegesis is the primary emphasis. Prerequisite: HB 825 or equivalent.

HB 850 Hebrew Readings 3 hours
Reading of a variety of Hebrew texts with some attention given to advanced syntax. Prerequisite: HB 825 and 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: PC 500.
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**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. Prerequisite: PC 500

**B. 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: PC 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: PC 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 825 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: PC 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. Prerequisite: PC 500.

**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: PC 500.

**BI 900 Research in Biblical Theology**  1-3 hours
Advanced individual research on selected issues. Offered on request only to advanced students. Prerequisite: PC 500, HB 600, NT 600.
AREA III: HISTORY OF CHRISTIANITY

Goals
Historical studies aim to help students gain a broad perspective on the various, often radically different, expressions of Christianity from its early beginnings to the present and to encourage students to gain an understanding of and appreciation for other major contemporary religions.

Students completing coursework in the division should be able to critique contemporary Christian thought and practice by examining historical contexts and tracing storylines; articulate a substantive understanding of the theology, polity, and ecclesiology of their own denominations in order to personally appropriate and publicly interpret that denomination’s features and values; and explore the general concepts of ecumenical and interfaith engagements through historical developments, theological understandings, and cooperative activities.

A. History of Christianity

HC 650 Christianity in the United States 3 hours
An introduction to the themes, figures, issues and movements affecting religious life and society in the U.S. from pre-colonial settlement to the present day, including the contributions of women and racial/ethnic groups. Prerequisites: PC 550 and PC 600.

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, culture; and ways that these relationships have impacted, and been impacted by, the lives of women. Prerequisites: PC 550 and PC 600.

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: PC 550 and PC 600.

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: PC 550.

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: PC 550.
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. Prerequisites: PC 550 and PC 600.

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. Prerequisites: PC 550 and PC 600.

B. Denominational Studies

DS 500 History and Polity of the Disciples of Christ 3 hours
The origin, development, organization, and theological interests of the Christian Church (Disciples of Christ) studied in the context of American social and religious history. Required of all Christian Church (Disciples of Christ) students preparing for ordination. Enrollment encouraged for United Church of Christ students. Recommended Prerequisites: all four portal 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. DS 500 or instructor’s signature required. Prerequisites: all four portal courses.

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: PC 550 and PC 600.

DS 575 United Methodist Doctrine 3 hours
This course, required for candidates for ordination in the United Methodist Church, is an introduction to theology in the Wesleyan tradition as practiced in United Methodism. Attention will be paid to John Wesley’s theology, to an historical overview of the persons and movements in United Methodist history, and to the current revival of Wesleyan theology and debate about theological method. Recommended Prerequisites: PC 500, PC 550, and PC 600.

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: all four portal courses and DS 575.

DS 625 United Methodist Polity 3 hours
This course, required for candidates for orders in the United Methodist Church, is designed to acquaint students with the 2012 Book of Discipline and a sense of how its rules and requirements come to life in the practical affairs of the church, as well as to help students understand how polity is related to the church’s historical and theological development. Recommended Prerequisites: all four portal 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: all four portal courses.
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**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: all four portal courses.

**DS 700 Presbyterians in the United States**  
3 hours  
An historical study of the faith, institutions, and practices of Presbyterians in the United States, with particular attention to developments within the Presbyterian Church (U.S.A.) since the Civil War.  
Recommended Prerequisites: all four portal courses.

**DS 725 Presbyterian Polity and Worship**  
3 hours  
A reflective and practical study of church leadership in government and worship as guided by the present polity of the Presbyterian Church (USA).  
Recommended Prerequisites: all four portal 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: all four portal 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: all four portal 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: all four portal 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: all four portal 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). Movement. May be repeated with different topics.  
Prerequisites: all four portal courses.

**DS 880 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: all four portal courses.

**DS 900 Seminar in the History of the Modern Ecumenical Movement**  
1-3 hours  
A study of selected issues, figures, or movements in the modern ecumenical movement. May be repeated with different topics.  
Prerequisites: all four portal courses.

**AREA IV: THEOLOGY AND ETHICS**

**Goals**

In the ecumenical ethos of the seminary, the theology and ethics division 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 division should be able to: explain basic vocabulary, topics, and approaches to theology and ethics; to differentiate and compare theological/ethical arguments from
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various historical periods and/or social locations; and integrate these studies into a coherent theological/ethical voice of ministry and leadership.

A. Theology

TH 500 Contemporary Theology 3 hours
A critical study of recent and contemporary theologians with intention of examining their influence on central Christian doctrines. Satisfies an advanced theology requirement for MDiv or MTS students. Prerequisites: PC 550 and PC 600.

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. Prerequisites: PC 550 and PC 600.

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. Prerequisites: PC 550 and PC 600.

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 will include field trips to houses of worship with which the student may be unfamiliar. Prerequisites: PC 550 and PC 600.

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. Prerequisites: PC 550 and PC 600.

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. Prerequisites: PC 550 and PC 600.

TH 650 Reformed Theology 3 hours
An historical and systematic review of major themes and issues in the Reformed theological tradition, from the Reformation to the present. Particular attention will be given to the history and confessional documents of the Presbyterian Church (USA). Prerequisites: PC 550 and PC 600.

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: PC 550 and PC 600.

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. Prerequisites: PC 550 and PC 600.
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. Prerequisites: PC 550 and PC 600.

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. Prerequisites: PC 550 and PC 600.

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. Prerequisites: PC 550 and PC 600.

TH 825 Theology and Autobiography 3 hours
The course explores how and why the autobiographies of theologians are among their most compelling theological texts. Prerequisites: PC 500, PC 550, and PC 600. 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. Prerequisites: PC 550, and PC 600.

TH 900 Research in Theology 1-3 hours
Advanced individual research on selected topics. Offered on request only to advanced students. Prerequisites: PC 550, and PC 600.

B. Ethics

ET 525 Ethics, Culture, and the Mission of the Church 3 hours
An introduction to ethics that reviews historical methods of moral discernment, cultivates students' moral imagination, and pays attention to moral distress. The churches' mission(s) will be considered in relation to contemporary ethical challenges such as just war, media, bioethics, globalization, religious pluralism, race, sexuality, and more. Prerequisites: PC 550, PC 600, and PC 650.

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: PC 550, PC 600, and PC 650.

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: PC 550, PC 600, and PC 650.

ET 880 Seminar in Ethics 1-3 hours
An advanced seminar on a selected theological ethicist, problem, or theme in Christian ethics. Prerequisites: PC 550, PC 600, and PC 650. 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. Prerequisites: PC 550, PC 600, and PC 650. Offered on request only to advanced students.
AREA V: PRACTICAL THEOLOGY

Goals

Courses in the division of Practical Theology require students to demonstrate a beginning proficiency in the following areas of practical wisdom for ministry: preaching, public worship, care, administrative leadership, education, and spiritual disciplines.

The courses required for graduation in the division of Practical Theology seek: (a) the development of practices of ministry that demonstrate imaginative, integrative use of the theological curriculum; (b) the ability to articulate vocational identity as preacher, teacher, leader; (c) the ability to exhibit knowledge of, and engagement with, Christian practices that are rooted in the praxis of God and that exhibit the love, mercy, peace and justice of God in the world; and (d) the development of leadership skills for faith communities and institutions of care.

A. Preaching

PR 500 The Art and Practice 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: PC 500 PC 600 and PC 650.

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: PC 500, PC 600 and PC 650.

PR 540 History of 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. Prerequisites: PC 550 and PC 650.

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: PC 500, PC 600 and PC 650.

PR 550 Storytelling in Ministry 3 hours
A practical introduction to the art of storytelling as it applies to teaching and preaching ministries. Students will learn to re-imagine and tell biblical stories using a midrashic process and personal narratives based on life experiences. The creation of a digital story will explore the use of a technological tool in a faith community. Grading is pass/fail. Class size is limited.

PR 575 Narrative Preaching 3 hours
This course explores a sub-discipline of homiletics called “narrative preaching.” Through preaching, reading, discussion, and analysis of one another’s sermons the class will: discover and define what characterizes a ‘narrative’ sermon, come to an understanding of what methodologies are appropriate to create and preach “narrative” sermons, and use these characteristic methodologies to expand and
deepen the students’ preaching ministries. Prerequisites: PC 500, PC 600 and PC 650. Recommended prerequisites: PR 535, PR 545 or PR 550.

**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. Prerequisites: PC 500.

**PR 880 Seminar in Preaching** 1-3 hours
Advanced study focusing on an issue, person, or practice in Christian preaching. Prerequisites: PC 600, PC 650 and 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. Prerequisite: PC 600, PC 650, completion of a preaching course listed above or permission of instructor.

**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. Prerequisite: PC 500, PC 550 and PC 600.

**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: PC 500, PC 550, PC 600 and 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. Prerequisite: PC 500, PC 550, PC 600 and PW 540.

**PW 700 Worship Practicum** .5 hour
Practicum in worship planning for the seminary. No prerequisite.

**C. Pastoral Theology and Care**

**PT 520 Care in Christian Communities** 3 hours
The purpose of this course is to help students understand in a more comprehensive and dynamic way practices of Christian care within their communities. Students will explore ways to analyze suffering and to identify resources within and outside of the church that contribute to the ability to offer care. Prerequisite: PC 550, PC 600, and PC 650.
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: PC 550, PC 600, and PC 650.

PT 600 Orientation to Clinical Pastoral Education 3 hours
A course designed to introduce students who are interested in preparing for ministry as a chaplain in a clinical or health care setting. Class sessions will be held in a local hospital where students will conduct patient visits, receive didactic instruction, process written verbatim accounts of patient visits in a group setting, reflect theologically, psychologically, and socially on the meaning of human suffering through the lens of the clinical method of learning. Although the course does not constitute an actual unit of CPE training, significant exposure to the history, experiential learning process, and pastoral care unique to CPE will be presented as a way to help develop greater self-awareness, insight and effective skills for hospital ministry. Students will serve as volunteer chaplains while making visits with patients in the hospital. Students with previous CPE training are not eligible to enroll in this course. Certain hospital regulations and fees may be required. Prerequisite: PC 550 and PC 600.

PT 650 Death and Dying 3 hours
This course explores the social, religious, and pastoral care issues that face dying persons, caregivers, and communities of faith at the end of life. Prerequisite: PC 550 and PC 600.

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: PC 550 and PC 600.

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: PC 550, PC 600 and 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. Offered on request only for advanced students. Prerequisite: PC 550, PC 600 and PT 520.

D. Pastoral Leadership

PL 650 Practices in Congregational Leadership and Administration 3 hours
A survey of practices involved in leading a congregation, 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: PC 550, PC 600, and PC 650.

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. Prerequisite: None.

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: PC 650.

PL 775 Ministry in Urban Contexts 3 hours
The approach of this course is an alternation of on-campus study and 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: PL 650 and PC 650.

PL 800 Ministry and Conflict Management 3 hours
A course that explores aspects of human conflict and contemporary theories of constructive conflict management. Prerequisite: None.

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: all four portal courses and 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. Prerequisite: all four portal courses and PL 650.

E. Christian Education

CE 500 Educational Dimensions of Ministry 3 hours
The course provides practice in basic teaching, teacher training, and educational ministry-development skills; looks broadly at ways congregations and other Christian ministries “teach,” and concludes with focused educational planning for each student's current or envisioned ministry context. Prerequisite: PC 550 and PC 600.

CE 550 Christian Education with Children 3 hours
After reviewing learning at various stages of childhood, students will consider the roles of children in the teaching ministries of congregations and other ministry contexts, examining various models of employing classroom space, time, outreach projects, peer teaching, and professional and/or volunteer staffs. Prerequisite: PC 550 and PC 600.

CE 575 Christian Education with Adult Learners 3 hours
Through the study of various approaches to adult development, this course explores how teachers can engage in transformative, life-giving work with adult learners in various Christian ministry contexts. Prerequisite: PC 550 and PC 600.

CE 600 Creative Youth Ministry 3 hours
The course will consider the unique gifts and needs of adolescents within Christian teaching ministries as well as pertinent biological and cultural factors. Students will examine different models of Christian ministry with youth. Prerequisite: PC 550 and PC 600.
**Courses of Instruction in Master's Programs**

**CE 650 Human Development and Learning Styles**
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 learning through the human lifespan and multiple styles of learning. Prerequisite: PC 550 and PC 600.

**CE 880 Seminar in Christian Education**
1-3 hours
Advanced study of selected issues in Christian education. May be repeated with different topics. Prerequisite: all four portal courses.

**CE 900 Research in Christian Education**
1-3 hours
Advanced individual research on selected issues. Offered on request only to advanced students. Prerequisite: all four portal courses.

**E. Spiritual**

**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. CULTURES AND CONTEXTS

Goals

Students completing coursework in this division 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 510 Contemporary Buddhist Traditions  
1-3 hours 
An introduction to the central beliefs and practices of contemporary Buddhist communities, with a special focus on Zen and Tibetan Buddhism.

HR 520 Contemporary Christian Traditions  
1-3 hours 
An introduction to the central beliefs and practices of contemporary Christian communities: Roman Catholic, Eastern Orthodox, and Protestant.

HR 530 Contemporary Hindu, Jain, and Sikh Traditions of India  
1-3 hours 
An introduction to the central beliefs and practices of contemporary Hindu communities, with a focus on ritual, meditation, and devotional life.

HR 540 Contemporary Islamic Traditions  
1-3 hours 
An introduction to the central beliefs and practices of contemporary Islamic communities, Sunni and Shi’a.

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 560 Contemporary Native American Traditions  
1-3 hours 
An introduction to the central beliefs and practices of contemporary Native American communities, with a special attention to the history of the encounter with Christianity.

HR 565 Reading and Reciting Scripture  
1-3 hours 
A study of authoritative sacred texts and their interpretation within religious communities.

HR 575 Religious Women/Religious Men: Practicing Their Faith  
1-3 hours 
A consideration of the formative religious practices of women and men that ensure the continuation of their community’s heritage.
HR 580 Rituals and Festivals
1-3 hours
A study of the major public and private rites and celebrations on the holiday calendar of various religious communities.

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 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. Prerequisites: all four portal courses.

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: all four portal courses.

IU 900 Research: Interreligious Understanding and Christian Mission
1-3 hours
Advanced individual research on selected issues. Offered on request only to advanced students. Prerequisite: all four portal courses.

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 and in New Orleans with churches and organizations dealing with the aftermath of Hurricane Katrina. Dates, places, and foci of immersion courses will be announced.
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. Prerequisite: PC 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 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. Prerequisites: PC 550 and PC 600.

**AH 880 Seminar in Religion in the Arts and Humanities**
1-3 hours
Advanced study in selected issues in Religion, the Arts and the Humanities. May be repeated with different topics.

**AH 750 Research in Religion in the Arts and Humanities**
1-3 hours
Advanced individual research on selected issues. Offered on request only to advanced students. Satisfies a CC requirement for MDiv or MTS students.
Courses of Instruction in the Doctor of Ministry Program

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 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.
Courses of Instruction in DMin Program

Specialization Courses: Pastoral Leadership in Church and Society

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 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 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 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. The summer 2014 immersion trip explored Christian ministries among the poor in Nicaragua organized through JustHope.

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.

Specialization Courses: Pastoral Leadership in Church and Society: Women in Ministry

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 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. The summer 2014 immersion trip explored Christian ministries among the poor in Nicaragua organized through JustHope.
DPLC 734 Strategies for Collaborative and Transformational Leadership in Community
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 the Renewal of Christian Vocation

DPLR 750 Ethics of Christian Work and Life
In this course, students will examine ethical dimensions of decisions and practices Christians confront throughout their lives. An ethics of vocation considers work and life to present regular moral dilemmas and opportunities for exercising moral imagination. This course will use a case study method to study ethics in the contexts of relationships, identities, healthcare, work and sabbath, family, birthing, living and dying. In addition, the course will attend to a larger framework of contextual moral reflection around themes of environment, creation, and technology.

DPLR 751 Ecclesiologies and Communal Life
In this class students will explore a variety of contemporary models of church and the kinds of vocation they encourage. Special attention will be given not only to re-imagining Christian theologies of church but also to current emphases on the transformation movement as it is expressed in various denominational programs and other forms of church in the 21st century.

DPLR 752 Pastoral Leadership for the Learning Congregation
In this course, students will examine sites of ministry as learning communities by engaging educational theories that affirm the importance of teaching and learning to Christian vocation independent of the particular form that one’s life’s work takes. The course assumes that leaders in faith communities serve as teachers and hosts to learning for all people. Students will reimagine teaching for transformation as central to the life and work of the church through attention to philosophies of teaching, ethics of teaching, cultural aspects of teaching, and various practices of teaching that support a vibrant life of learning that is part of a life of faith.

Project Courses (all specializations)

DMPR 904 Project Development Seminar I
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
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 902 Project Proposal Course
In this course, students work with their advisers and readers to prepare a project proposal.

DMPR 902.01 Project Proposal Continuation
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.
Courses of Instruction in DMin Program

**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** 0 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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Assistant to Stewardship: Evette Sims
Annual Fund Program Director: Malisa Pierce, MDiv
Data Management Specialist: Judy L. Krase, BS
Academic Calendar

**Fall 2015**

- August Term (A-Term) Week 1: Aug 3-7
- Faculty Retreat: Aug 12-13
- A-Term Week 2: Aug 17-21
- New Student Orientation: Aug 17-19
- First day of class: Aug 24
- Labor Day: Sep 7—seminary closed
- Concentrated course week 1: Oct 12-16
- WD deadline: Oct 16
- Concentrated course week 2: Oct 19-23
- Registration for Spring 2016: Oct 26-Nov 6
- AAR/SBL: Atlanta: Nov 21-24
- Thanksgiving recess: Nov 23-27—seminary closed
- Incomplete request deadline: Dec 4
- Last day of classes: Dec 11
- Grades due: Jan 4, 2016

**Spring 2016**

- J-term week 1: Jan 4-8
- J-term week 2: Jan 11-15
- DMin Fortnight: Jan 4-15
- MLK J r. Day: Jan 18—seminary closed
- Orientation (if needed): Jan 21
- First day of classes: Jan 25
- Ash Wednesday: Feb 10
- Concentrated course week 1: Mar 7-11
- Concentrated course week 2: Mar 14-18
- WD deadline: Mar 18
- Holy Week recess: Mar 21-25—seminary closed
- Easter Monday: Mar 28—seminary closed
- Registration for Summer/Fall 2016: Mar 29-Apr 8
- Incomplete request deadline: May 6
- Grades due for graduates: May 6
- Awards Day: May 10
- Last day of classes: May 13
- Board of Trustees: May 13-14
- Graduation: May 14
- Grades due: May 27
- Memorial Day: May 30—seminary closed

**Summer 2016**

- Summer I term: May 30-Jun 1
- DM in fortnight: Jun 20-Jun 1
- Summer II term: Jul 4-29
- Summer coursework deadline: Jul 29
- Summer grades due: Aug 5
Appendix I: Sexual Harassment Policy

Phillips Theological Seminary (PTS) is committed to fostering and maintaining an environment of rigorous education and preparation of men and women for ministry. This environment must be free of sexual harassment.

Sexual harassment is illegal under Title VII of the 1964 Civil Rights Act and Title IX of the 1972 Higher Education Act Amendments. The Equal Employment Opportunity Commission (EEOC) of the United States Government defines sexual harassment in the workplace or in the academic setting as: "The use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal; or the creation of an intimidating hostile or offensive working environment through verbal or physical conduct of a sexual nature." Sexual harassment is a violation of professional ethics, and it should be regarded and treated as such by all members of the seminary community.

Sexual harassment by a vendor, contractor, or other third-party individual or entity having an agreement or contract with PTS may be grounds for the cancellation of such agreement or contract. The policy of PTS is to condemn sexual harassment.

Descriptions

It is imperative that members of the PTS community maintain the integrity of an environment that is not coercive, intimidating, hostile, or offensive. The work of educating women and men for ministry is best carried out in an atmosphere that fosters collegiality and mentoring, even though power differentials exist. Friendships are common between members of the staff, faculty, and students of the PTS community. This cuts across lines of gender and sexual orientation, promoting trust and acceptance among the members of the community. Sexual harassment can destroy or undermine the security of this atmosphere.

Sexual harassment prevents or impairs an individual's full enjoyment of educational or workplace rights, benefits, environments, or opportunities. Among those behaviors that could be considered sexual harassment are the following:
1. sexual remarks, sexually-oriented jokes, kidding, teasing, and double meanings. behavior;
2. unwelcome verbal sexual advances, including comments regarding physical or personality characteristics of a sexual nature;
3. unwelcome physical sexual advances, including unwanted touching, pinching patting, or brushing up against;
4. requests for sexual favors, including subtle pressure for sexual activity;
5. the use of professional authority to inappropriately draw attention to the gender, sexuality, or sexual orientation of an employee, colleague, or student;
6. insults, including lewd remarks or conduct;
7. visual displays of degrading sexual images or pornography;
8. indecent exposure;
9. pressure to accept unwelcome social invitations.

Sexual harassment occurs from these behaviors and other verbal or physical conduct of a sexual nature when any or all of the following conditions apply:

(Institutional dates can also be found on the PTS website at www.ptstulsa.edu under the “Seminary Calendar” link.)
Appendix I: Sexual Harassment Policy

1. Submission to or rejection of such conduct by an individual is used, implicitly or explicitly, as a basis for employment decisions or academic decisions affecting such individuals; or
2. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Such an atmosphere cannot and does not foster intellectual rigor or valuable, trusting human relationships. Both are necessary ingredients for good scholarship and professional excellence. The impact on the victim of sexual harassment can be profound. Studies on the effect of sexual harassment reveal disturbing consequences, such as loss of self-confidence, decline in academic performance, and inhibited forms of professional interaction. Sexual harassment has no place in the seminary community in any relationship-formal or informal. It is behavior that the seminary must seek to identify and eradicate.

Phillips Theological Seminary is obligated to take reasonable steps to identify and prevent sexual harassment. If an individual in a supervisory capacity has direct knowledge of an incident of sexual harassment on the part of a member of the PTS community, that supervisor is responsible for bringing the matter to the attention of the Director of Admissions and Student Services. If grounds for action exist, he or she may serve as complainant in such a matter and pursue whatever procedure is deemed appropriate.

Sexual Harassment Grievance Procedure

The Sexual Harassment Grievance Procedure provides an equitable mechanism to implement the sexual harassment policy of Phillips Theological Seminary. The procedure seeks to provide confidentiality and a fair process for all parties involved. Together, the Policy and the Grievance Procedure help PTS create and maintain the highest standards of professional conduct and academic integrity.

The grievance committee has primary responsibility for interpretation of the PTS Sexual Harassment Policy, for the evaluation of complaints brought under it, and for making recommendations regarding such complaints to the seminary president. The grievance committee will not accept complaints it deems capricious or principally vindictive. Except in unusual circumstances, it will not pursue a case while the dispute is pending in another forum such as with another educational institution, a church judicatory, or through civil or criminal proceedings. Review of a complaint by the grievance committee should not be regarded as substitute for legal action.

Composition of the Grievance Committee

The grievance committee will have a direct line of accountability to the PTS president and members of the PTS community. It will be representative of the diversity and variety of roles within the seminary community. The committee will be chaired by the Director of Admissions and Student Services who will act as chief investigating officer. The rest of the committee will be comprised of a representative from each of the following groups:
1. Masters students, or Doctor of Ministry students
2. Support Staff,
3. Administrative Staff,
4. President's Cabinet, and
5. Faculty Senate

The grievance committee membership will include at least two males and two females. No person who has been accused in the complaint will participate in the investigation or resolution of the complaint. If the Director of Admissions and Student Services or the designated representative from any group is the
Appendix I: Sexual Harassment Policy

A representative of each of the groups will be chosen by voluntary appointment with majority approval by that group by July 1 each year, to serve a one year term on the grievance committee, as needed. Representatives may serve as many consecutive terms as the group deems appropriate.

Complaint Procedure

1. The complainant should verbally present the complaint to the Director of Admissions and Student Services or to the complainant's designated representative as promptly as possible after the alleged harassment occurs. If the complaint is made to the complainant's representative, the representative should refer the complainant to the Director of Admissions and Student Services or accompany the complainant to talk with the Director of Admissions and Student Services.

   A. The initial discussion between the complainant and the Director of Admissions and Student Services will remain confidential, with no written record.

   B. Only in accordance with legal requirements, the PTS Sexual Harassment Policy, or where any individual's personal safety is at issue or the well-being of the seminary is threatened shall information be acted upon or disclosed to others without the permission of the person making the complaint and the person against whom the complaint is made.

   C. The Director of Admissions and Student Services has the authority to make a good faith effort to resolve the issue brought by the complainant through informal processes, at this stage. Informal resolution of the issue may occur with the consent of the complainant and the accused.

   D. If the complainant, after the initial discussion with the Director of Admissions and Student Services or after a good faith effort on the part of the Director of Admissions and Student Services to resolve the issue, decides to proceed with a formal complaint, the complainant is to submit a written statement. This statement should be very specific, including everything that was said and done by both parties.

   E. As soon as possible, preferably within seven (7) calendar days after receiving the written complaint, the Director of Admissions and Student Services will inform the alleged offender, in writing, of the allegation and of the identity of the complainant. A copy of this document will be sent to the complainant and the alleged offender.

   F. The accused may respond to the allegation and is encouraged to do so within seven (7) calendar days after receiving notification of the complaint.

   G. The Director of Admissions and Student Services will provide the complainant and the respondent with written notification of the names of the persons serving on the grievance committee. The notice also shall state the time and place of the first meeting of the grievance committee regarding this complaint and shall be postmarked at least ten (10) days prior to the date of the hearing.

   H. The complainant and the alleged offender may file a written objection with the Director of Admissions and Student Services regarding the service of any grievance committee member, setting forth specific reasons for the objection. After reviewing such objection, the chair may, but need not, request the seminary president to replace any member of the grievance committee with another person. The complainant and the accused are expected to cooperate with the Director of Admissions and Student Services in this investigation, to the extent of answering pertinent questions and supplying or authorizing the release of relevant information when requested. If this cooperation is denied, the Director of Admissions and Student Services shall inform the grievance committee, providing where possible his or her understanding of the reasons for the lack of cooperation.

   I. Efforts will be made to protect the complainant from retaliatory action by the person(s)
Appendix I:  Sexual Harassment Policy

1.  A named in the complaint.
   a. The accused party will be asked to refrain from any interaction with the complainant, except during official procedures regarding the complaint.
   b. The accused party will also be asked to keep the complaint private and to ask anyone with whom s/he shares this information to also keep it private and to refrain from any interaction with the complainant.
   c. Any other requests or procedures the Director of Admissions and Student Services deems appropriate to the particular situation.

2. Within no more than thirty (30) days and as soon as possible after a formal complaint has been lodged, the Director of Admissions and Student Services will alert the grievance committee that a complaint has been filed and promptly call a meeting of the committee. Each member of the committee will receive a copy of the formal statement made by the complainant and any written response made by the accused.

3. The grievance committee has two options: to dismiss or to proceed to further investigation. The grievance committee will base its decision on:
   A. The seriousness of the complaint;
   B. The degree to which the complaint alleges specific violations of the PTS Sexual Harassment Policy;
   C. Whether the committee deems this to be a matter better handled by legal authorities.
   If the committee decides to decline consideration of the complaint, it will submit an explanation in writing to the complainant and the alleged offender. A copy of the explanation will also be sent to the president of PTS. Dismissal of the complaint will end the seminary's involvement with the case, except where involvement may be required by a legal process.

4. The Director of Admissions and Student Services will gather all facts pertinent to the allegations of the complaint.
   A. The investigation will be conducted promptly and impartially.
   B. The investigation will include statements by the complainant(s), person(s) accused, and others, as necessary.

5. The grievance committee has the following options:
   A. If the committee concludes that on the basis of the investigation insufficient evidence of harassment exists to warrant any action, it may close the investigation and so notify the complainant and alleged offender in writing.
   B. If the committee concludes on the basis of the investigation that sexual harassment has occurred, a report will be made to the president of PTS with recommendations for further action, such as:
      a. Dismissal from the seminary
      b. Probationary period followed by further review
      c. Notice of censure placed in the perpetrator's file
      d. Counsel to the victim to file civil action
   C. At the same time, the complainant and alleged offender will each be sent a copy of the report.
   D. Every effort will be made to maintain confidentiality throughout the process, but total confidentiality cannot be guaranteed. The grievance committee will protect the privacy of both the complainant and persons accused in every way possible during the process of the complaint and thereafter.

6. PTS prohibits any form of retaliation against any faculty, staff, or student of PTS filing a complaint against any other faculty, staff, or student. Any retaliatory action of any kind taken against a complainant under this procedure will be the basis for a separate complaint subject to disciplinary action by the president of PTS.
Appendix I: Sexual Harassment Policy

7. If the grievance committee determines that a complainant knowingly made a false complaint or knowingly provided false information regarding a complaint, the committee may decide to send a report regarding this issue to the president of PTS for further action, such as:
   A. Dismissal from the seminary
   B. Probationary period followed by further review
   C. Notice of censure placed in the perpetrator's file
   D. Counsel to the victim to file civil action.

8. One set of documents relevant to the complaint and procedures of the committee will be held in a confidential file for a period of five years. Cases concerning students will be filed in the Registrar's office. Those concerning faculty or staff will be filed in the office of the Director of Human Resources. The Registrar and Director of Human Resources will purge the files annually, as appropriate. All other copies of relevant documents must be shredded or otherwise destroyed.

Additional Matters

1. Cooperative Relationships: In the event a complaint is lodged against a PTS faculty, staff, or student by a faculty, staff, or student of another educational institution with which PTS has entered a formal relationship, the Director of Admissions and Student Services will meet as soon as possible with her or his counterpart (who handles sexual harassment complaints) at that institution.

   Because of the accusation of a PTS faculty, staff, or student, the PTS procedures will take precedence with the institutional counterpart or her or his representative invited to sit on the grievance committee for information and process. If the invitation is declined, that person shall be kept informed of disposition.

2. Emergency Situations: In an emergency, where the health or well-being of a member of the PTS community or the well-being of the seminary as an institution is threatened, any individual with knowledge of the situation should promptly inform the president, or vice president of administration, or vice president of academic affairs. The president or vice president of administration, vice president of academic affairs, or another person designated to act on the seminary's behalf, is authorized to take such steps as may be necessary and appropriate to ensure the well-being of the seminary community and the seminary.

3. Federal and State Rights: This policy is intended to supplement but not replace the rights under federal and state law of members of the seminary community to be protected from sexual harassment. Those laws have their own procedural requirements, including time limits, for filing a complaint. Proceeding under this policy may not satisfy those requirements.

4. Seminary Agent Protection: Members of the PTS community who hold formal responsibilities for the enforcement of this policy are considered, in the exercise of those responsibilities, to be acting as agents of the seminary and, accordingly, to the extent permitted by law shall be defended legally by the seminary for all such actions taken in good faith, even if mistaken.

5. Relation to Other Policies, Rules, Guidelines, Regulations or Procedures: This policy is designed to provide definitions and procedures for handling cases of sexual harassment. If a conflict should arise between the provisions of this policy and other seminary procedures, rules, regulations, or terms or conditions of employment, the provisions of this policy shall govern and control in cases of sexual harassment, unless those other procedures, rules, regulations, or terms or conditions of employment shall specifically provide to the contrary.
6. Amendments: The Director of Admissions and Student Services may, from time to time, after consultation with appropriate faculty, staff, and student groups, propose amendments to this policy and procedure.
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