

PHILLIPS SEMINARY

ACADEMIC HANDBOOK

2021 - 2022

Phillips Theological Seminary

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 *where faith leads*

Revised November 10, 2021

Welcome!

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

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

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

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

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

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

Table of Contents

INTRODUCTION	4
IDENTITY STATEMENT.....	4
MISSION STATEMENT.....	4
ACADEMIC PROGRAMS.....	4
COVID STATEMENT	5
THE FACULTY.....	9
CERTIFICATE AND CURRICULAR EMPHASES	21
GRADUATE CERTIFICATE PROGRAM	21
BLACK CHURCH TRADITIONS PROGRAM EMPHASIS	21
ACADEMIC POLICIES	25
CONTINUING EDUCATION OPPORTUNITIES	62
ADMISSIONS	64
MASTER’S DEGREE AND GRADUATE CERTIFICATE PROGRAMS	64
DOCTOR OF MINISTRY PROGRAM.....	72
FINANCIAL INFORMATION	75
FINANCIAL AID FOR MASTER’S DEGREE AND DMIN DEGREE PROGRAMS.....	77
FINANCIAL AID FOR GRADUATE CERTIFICATE AND SPECIAL STUDENTS	80
FEDERAL DIRECT UNSUBSIDIZED STUDENT LOANS (FDUSL)	80
SEMINARY TRUSTEES, OFFICERS, AND STAFF.....	84
TRUSTEES OF THE BOARD.....	84
OFFICERS OF THE SEMINARY	86
STAFF OF THE SEMINARY.....	86
ACADEMIC CALENDAR.....	88

Introduction to Phillips Theological Seminary

Identity Statement

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

Mission Statement

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

Academic Programs

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

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

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

For those who hold a baccalaureate degree, the seminary offers a for-credit, graded Graduate Certificate Program, requiring 15-16 semester hours of work.

Perspectives on Theological Education

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

In addition, leaders must be attentive to the depth and variety of human experiences and questions, to the arts of preaching, teaching, and leading communities in prayer and worship, to the practices of care within and outside the church, and to the negotiation of conflicts that is part of the life of faith in any community. They must also seek to enrich their faith community's engagement with the most vital elements of cultural expression and

the most enduring and perplexing questions of any given age. They invite their churches to consider deeply and endlessly the haunting questions of the gospels: “who is my neighbor?” and “how shall we love our neighbor?”

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

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

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

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

Covid Statement

Since the beginning of the COVID-19 pandemic, Phillips Seminary has been guided by the safety protocols and recommendations advocated by the CDC. We have also sought to maintain a posture that is consistent with the best practices being exercised by our peer institutions. During the month of June 2021, President Nancy Claire Pittman decided and announced a transition plan for reopening our campus to students and the general public beginning August 2021.

Because Phillips faculty values the learning that results from face-to-face teaching, our degree programs were designed as 2/3 online and 1/3 face-to-face. The *Academic Handbook* describes residency as “the number of semester-hours that must be taken in various degree programs in an in-person, on-campus classroom setting (or an immersion

course) in contrast to the number of semester-hours that may be taken online or by videoconference” (Academic Policies: Residency Requirements).

President Pittman wrote: “Our plan is to phase in a return to campus according to the following schedule:

- A-Term Concentrated Courses (August 2-20, 2021): Individual faculty members who are teaching in this period will decide whether they will offer their courses via videoconference or on-campus and notify the dean’s office as soon as possible. Should the faculty member decide to teach an on-campus course, students will be allowed to make a formal request to take the course via videoconference.
- Fall Courses on-campus (August 23-December 10, 2021): All these courses will be offered on-campus. Again, students will be allowed to make a formal request to take these courses via videoconference. We should also note that student videoconferencing will be allowed in accordance with ATS standards and the United Methodist University Senate rules.
- **Courses on-campus (beginning January 2022):** All on-campus courses will be offered on-campus and students will not be allowed to take courses via videoconference. The faculty has agreed that during academic year 2020-2021, all courses taken synchronously (during a regular semester, during a concentrated week, or concentrated weekend) will be applied toward the fulfillment of a student’s on-campus residency requirement. At the point Phillips resumes face-to-face classes on campus, the residency requirement as written in the *Academic Handbook* will be followed.”

Theological Diversity

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

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

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

Location

Phillips Seminary is located in Tulsa, a metropolitan area of about 991,500 people in northeastern Oklahoma. The seminary moved into new campus facilities at 901 North Mingo Road, near the Tulsa International Airport and only a few miles from the University of Tulsa campus, in the summer of 2003.

History

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

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

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

Accreditation

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

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

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

Affiliations

The seminary's affiliations include:

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

Governance

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

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

- Admissions Committee
- Black Church Traditions Committee
- Committee on the Assessment of Student Learning
- Degree Programs Committee
- Library Committee

Rank and Tenure Committee
Teaching with Technology Committee
Worship Committee

The Faculty

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

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

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

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

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

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

Faculty Emeriti/ae

Ellen J. Blue, Mouzon Biggs, Jr. Professor of the History of Christianity and United Methodist Studies. BS, University of Louisiana, Monroe, 1980; MA, *Ibid.*, 1989; MDiv, Southern Methodist University, 1995; PhD, Tulane University, 2002. Ordained, United Methodist Church. Phillips Seminary 2002-2020.

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

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

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

Gary E. Peluso-Verdend, President Emeritus. Visiting Professor of Religion in Public Life. BA, Carroll College, 1977; MDiv, Garrett-Evangelical Theological Seminary, 1981; PhD, University of Chicago, 1991. Ordained, United Methodist Church. Phillips Seminary 1993-2000 and since 2005.

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

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

Richard F. Ward, Fred B. Craddock Professor of Homiletics and Worship. BA, Oklahoma Baptist University, 1973; MFA, Trinity University, 1976; MAR, Christian Theological Seminary, 1980; PhD, Northwestern University, 1987. Ordained, United Church of Christ. Phillips Seminary 2010-2020.

The Regular Faculty

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

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

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

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

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

Arthur Francis Carter, Assistant Professor of New Testament. BA, Wake Forest University, 2004; MDiv, Colgate Rochester Crozer Divinity School, 2007; MA, Brite Divinity School, 2008; PhD, Vanderbilt University, 2016. Phillips Seminary since 2018.

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

Lisa Wilson Davison, Johnnie Eargle Cadieux Professor of Hebrew Bible. BA, Lynchburg College, 1988; MDiv, Brite Divinity School, 1991; MA, Vanderbilt University, 1996; PhD, *ibid.*, 1999. Ordained, Christian Church (Disciples of Christ). Phillips Seminary since 2010.

Annie Lockhart-Gilroy, Assistant Professor of Christian Education and Practical Theology. BA, Dickinson College, 1997; MDiv, Princeton Theological Seminary, 2005; PhD, Garrett-Evangelical Theological Seminary, 2015. Phillips Seminary since 2018.

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

Nancy Claire Pittman, Associate Professor of the Practice of Ministry. BA, Texas Christian University, 1979; MDiv, Brite Divinity School, 1984; PhD, Southern Methodist University, 1997. Ordained, Christian Church (Disciples of Christ). Phillips Seminary since 2005.

Allie Utley, Assistant Professor of Liturgy and Practical Theology. BA, Appalachian State University, 2007; MA, Ohio State University, 2009; MDiv Austin Presbyterian Theological School, 2013; PhD, Vanderbilt University, 2020. Phillips Seminary since 2021.

Visiting Research Faculty

Lisa A. Dellinger, Visiting Assistant Professor of Constructive Theologies. BS, University of Central Oklahoma, 1994; MDiv, Phillips Theological Seminary, 2008; PhD, Garrett-Evangelical Theological Seminary, 2020.

Gary E. Peluso-Verdend, President Emeritus. Visiting Research Professor in Public Life. BA, Carroll College, 1977; MDiv, Garrett-Evangelical Theological Seminary, 1981; PhD, University of Chicago, 1991. Ordained, United Methodist Church. Phillips Seminary 1993-2000 and since 2005.

Affiliate Faculty

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

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

Anne Carter Walker, Affiliate Assistant Professor of Practical Theology and Vocational Formation. BA, Oklahoma City University 1997; MA Claremont School of Theology 2000 and 2010; PhD, *Ibid.*, 2012.

Susanna Weslie Southard, Affiliate Instructor in Ministry Studies. AB, Washington University, 1985; MDiv, Southern Methodist University, 1989; MA, Vanderbilt University, 2006. Ordained, United Methodist Church.

Adjunct Faculty (2020-2021)

Kelly Buckeley, Visiting Professor of Spirituality. BA, Stanford University, 1984; MTS, Harvard Divinity School, 1986; PhD, University of Chicago Divinity School, 1992.

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

Charles Jackson, Practice of Ministry. BS, University of Tulsa, 1973; MA, Ibid., 1977; EdD, Ibid., 1993. Ordained, Christian Church (Disciples of Christ).

Gina Jackson, Practice of Ministry. AA, Claremore Junior College, 1980; MDiv, Phillips Seminary, 2007. Ordained, Christian Church (Disciples of Christ).

Charles Kimball, Visiting Professor of Religious Studies. BS, Oklahoma State University, 1972; MDiv, Southern Baptist Theological Seminary, 1975; ThD, Harvard University, The Divinity School, 1987.

Karlos Hill, Visiting Professor of African American Studies. BA, Macalester College, 2002, PhD, University of Illinois at Urbana-Champaign, 2009.

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

Sandhya Jha, Social Justice. BS, Johns Hopkins University, 1998; MDiv, University of Chicago, 2005.

David Latimore, Visiting Professor of Theology. MDiv, Duke University, 2008; Dmin, McCormick Theological Seminary, 2015; PhD, University of Chicago, 2020.

Robin Meyers, Visiting Professor of Homiletics. MDiv, The Graduate Seminary of Phillips University, 1979; Dmin, The Theological school of Drew University, 1981; PhD, University of Oklahoma, 1991.

Courtney Richards, Instructor of Practice of Ministry. BA, Angel State University, 1992; MDiv, Brite Divinity School, 1996.

Yuki Schwartz, Adjunct Assistant Professor of Social Justice. BA, Oklahoma State University, 2004; BA University of Oklahoma, 2006; MDiv, Phillips Theological Seminary, 2010; PhD, Garrett-Evangelical Theological Seminary, 2019. United Church of Christ.

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

The Library

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

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

Community Life and Worship

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

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

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

Comprehensive Online Program

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

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

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

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

Independent Study courses will not count toward a student's required in-residence hours.

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

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

Student Senate

The Student Senate is a body of student representatives elected each spring semester for the following academic year. The Senate works to create and support a spirit of hospitality

within our diverse community. Student Senate members are available as resource persons for both on-campus and online students. According to the mission statement, “The Phillips Student Senate exists to promote the interests of students in the larger seminary community and to support the students in academic, social, and personal facets of their seminary experience.” The Senate members will serve as liaisons to the faculty, staff, and administration of the seminary. A list of current senators and their contact information can be found in the Student Services site in Moodle.

Denominational Ministerial Formation

In order to be faithful in the preparation of students for ecumenically oriented ministries within the context of historic denominational communions, the seminary appoints directors of ministerial formation from a variety of denominations as warranted by student enrollment. Currently, the seminary has appointed directors of ministerial formation to serve students affiliated with Christian Church (Disciples of Christ), United Methodist Church, United Church of Christ, Unitarian Universalist Association of Congregations, Presbyterian Church (USA), Metropolitan Community Churches, and Baptist traditions.

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

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

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

The current directors of denominational formation include:

Baptist Churches: Arthur Francis Carter, Assistant Professor of New Testament. BA, Wake Forest University, 2004; MDiv, Colgate Rochester Crozer Divinity School, 2007; MA, Brite Divinity School, 2008; PhD, Vanderbilt University, 2016. Phillips Seminary since 2018.

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

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

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

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

United Methodist Church: Susanna Weslie Southard, Dean of Chapel. AB, Washington University, 1985; MDiv, Southern Methodist University, 1989; MA, Vanderbilt University, 2006. Ordained, United Methodist Church. Phillips Seminary since 2007

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

Denomination

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

Counseling Services and Spiritual Direction

If students need assistance from someone outside their life situation, referrals can be made to pastoral counselors, spiritual directors, diversity & inclusion coaches, and/or consumer indebtedness counselors. For more information, contact the Office of Admissions and Student Services.

Relationship to the University of Tulsa

Phillips Seminary and the University of Tulsa maintain a cooperative relationship in higher education. Phillips and TU occasionally cross-list courses and facilitate cross-registration,

with students paying tuition to their home institutions. Seminary students interested in enrolling in TU courses should consult the Office of the Vice President of Academic Affairs and Academic Dean at Phillips.

Educational Effectiveness

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

Graduation Rates

Phillips tracks graduation rates for all degree programs, both at the master's and doctoral levels. A ten-year review, from July 1, 2011 to June 30, 2021, for example, shows that a total of 332 students enrolled in the Master of Divinity program, including 28 students (8.4%) who first matriculated in another academic program at Phillips before transferring to the MDiv; and 71 students (21%) who are still in the program. Of the 259 MDiv students no longer enrolled, 34 students (13%) transferred to another Phillips degree program; and 149 (58%) graduated with the MDiv degree, which on an average has taken 4.5 years to complete.

A review of the Master of Arts in Ministry and Culture (MAMC) degree shows that a total of 36 students enrolled in the program over the same period, including 14 students (39%) who first matriculated in another academic program at Phillips before transferring to the MAMC; and 15 students (42%) who are still in the program. Of the 31 MAMC students no longer enrolled in the program, 10 students (32%) transferred to another Phillips degree program; and 13 (42%) graduated with the MAMC degree, which on average has taken 3.5 years to complete.

A review of the Master of Theological Studies (MTS) degree shows that a total of 68 students enrolled in the program over the same period, including 21 students (31%) who first matriculated in another academic program at Phillips before transferring to the MTS; and 19 students (28%) who are still in the program. Of the 49 MTS students no longer enrolled, 7 students (14%) transferred to another Phillips degree program; and 20 (41%) graduated with the MTS degree, which on average has taken 4 years to complete.

A review of the Master of Arts (Social Justice) (MA(SJ)) degree shows that a total of 31 students enrolled in the program over the same period, including 5 students (18%) who first matriculated in another academic program at Phillips before transferring to the (MA(SJ)); and 14 students (45%) who are still in the program. Of the 14 MA(SJ) students no longer

enrolled, 3 students (21%) transferred to another Phillips degree program; and 8 (57%) graduated with the MA(SJ) degree, which on average has taken 2.7 years to complete.

A review of the 32 semester-hour Doctor of Ministry (DMin) degree program shows that a total of 104 students enrolled in the program over the same period, including 61 students (59%) who are still in the program. Of the 43 DMin students no longer enrolled in the program, 26 (60%) graduated with the DMin degree, which on average has taken 5.0 years to complete.

Faculty Assessments of Student Competency in Meeting Degree Program Goals

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

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

Graduating Student Questionnaire Evaluations

The Graduating Student Questionnaire distributed through the Commission on Accreditation of the Association of Theological Schools in the U.S. and Canada (ATS). We track student responses over time to a number of questions using a 5-point Likert scale: 1 (strongly disagree); 2 (disagree); 3 (neutral), 4 (agree); 5 (strongly agree). Statistical responses to the following illustrative types of questions may be analyzed in relation to different degree programs and gender.

I have been satisfied with my academic experience in the MDiv program at Phillips.

2016-2017: 3.9; 2017-2018: 4.3; 2018-2019: 4.1; 2019-2020: 4.4; 2020-2021: 4.8

Faculty members were supportive and understanding.

2016-2017: 4.0; 2017-2018: 4.6; 2018-2019: 4.6; 2019-2020: 4.8; 2020-2021: 4.9

I have grown spiritually.

2016-2017: 4.1; 2017-2018: 4.5; 2018-2019: 4.6; 2019-2020: 4.2; 2020-2021: 4.9

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

2016-2017: 4.1; 2017-2018: 4.4; 2018-2019: 4.4; 2019-2020: 4.6; 2020-2021: 4.8

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

2016-2017: 4.1; 2017-2018: 5.0; 2018-2019: 4.5; 2019-2020: 4.6; 2020-2021: 4.9

Ministerial Appointment Rates

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

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

MDiv Students		Non-MDiv Students (e.g., MAMC; MTS, MA(SJ))	
2016-2017	82%		100%
2017-2018	80%		67%
2018-2019	88%		55%
2019-2020	88%		100%
2020-2021	88%		75%

Certificate and Curricular Emphases

Phillips Seminary offers an opportunity 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.

Graduate Certificate Program

Individuals who hold a baccalaureate degree from an appropriately accredited college or university may be admitted as non-degree Graduate Certificate Students, if they wish to enroll for graduate credit. In the graduate certificate program, master's level learning objectives and specific academic requirement will be set forth by the instructor in the syllabus for each course.

Faculty members will keep attendance and evaluate written assignments. In accordance with the seminary's attendance policy, students missing more than 20% of the class sessions will not receive credit for the course. Transcripts will be maintained, and course credits may be applied later to a Phillips degree program.

Black Church Traditions Program Emphasis

Purpose

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

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

Emphasis Goals

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

- demonstrate an appreciation for the histories and diversities of Black Church Traditions;

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

Requirements and Curricular Tracks

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

Phase I Declaration:

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

Currently, the sole requirements for declaring intent are that a student:

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

Phase II Courses:

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

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

- In-Program Electives (6 hours)

Phase II Integrations:

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

- Traditional Track
 - Application for Emphasis completion
Students will notify the committee on BCTAF of their intention to complete the emphasis during the normal registration period with an Application for Emphasis completion. The application will require the student to:
 - select their chosen track;
 - demonstrate completion of all other requirements;
 - identify a topic for their integrative paper;
 - Approval of Integrative paper
Students will submit an 8-12 page integrative paper that explores and/or reflects on a pre-approved topic/theme to the Committee on FDC 800 Foundations in Black Church Traditions and African American Faith-Life. This integrative paper demonstrates a student's grasp on emphasis goals. Successful completion of the Emphasis will be marked by majority approval of the Committee on BCTAF. Students may register for RW 500 to receive transcript documentation for the Application and Approval processes.
- Enhancement Track
 - Two class Enhancements
Course enhancements help students develop vital translation skills for effective ministry and study. For each enhancement, students will:
 - select a course that is not sponsored by BCTAF;
 - submit the course syllabus;
 - develop, in consultation with the Committee on BCTAF, an annotated bibliography that compliments the original course and relates the subject material within the BCTAF curriculum.
 - Submit a 3-8 page paper that positions the original course and annotated bibliography within the BCTAF curriculum.Course enhancements do not have to be completed concurrently with the selected course. Students may propose or submit a course

enhancement at any time prior to their Application for Emphasis Completion. For the enhancement to count, a student must receive a grade of C or higher in the selected course.

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

Academic Policies

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

Academic Misconduct

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

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

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

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

wish to decide the case, written charges must be filed in the dean's office within three working days following the initial meeting.

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

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

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

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

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

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

Academic Year

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

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

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

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

Arranged, Independent Study, Courses

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

Independent Study courses will not count toward a student’s required in-residence hours.

Assessment of Student Learning

There are two formal and overlapping assessment processes for student academic achievement in all degree programs at Phillips. The first involves the instructors’ grade evaluations, awarded in each course for the quality of the students’ academic achievements, including their work with mentors in supervised ministry settings. The second seeks to measure the overall competency of students in meeting the seminary’s degree-program goals. This formal process of assessing student learning measures that

overall competency by identifying assignments in designated courses that will be assessed by a subcommittee of the faculty using rubrics specifically designed for the assessment process. Student participation in this process is both vital and required and can be summarized in three key terms: *Identify, Save, Submit* assignments when requested.

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

Attendance Policy

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

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

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

Bypass of a Required Course

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

Class Nomenclature

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

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

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

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

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

Commencement

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

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

Complaints (provisional)

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

The Academic Affairs Office of the Seminary shall investigate every complaint brought by a student or faculty member. It is best if the complainant brings forward the complaint in a

timely manner in order that it can be dealt with expeditiously and in accordance with Seminary policies.

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

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

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

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

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

Complaints by Students concerning Grades

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

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

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

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

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

Constitution Day Policy

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

As noted in Section 11(b) of the Consolidated Appropriations Act of 2005, “Constitution Day” must be recognized on September 17 in commemoration of the signing of the Constitution of the United States of America on September 17, 1787. Therefore, Phillips Seminary in compliance with the U.S. Department of Education will participate in the designated day of September 17 as “Constitution Day.” The Office of Student Services will organize this annual event.

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

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

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

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

	Supervised Year in Ministry (SYM)	Clinical Pastoral Education (CPE)
Target Student Audience	MDiv and MAMC students	Pastors, religious professionals, qualified laypersons and MDiv and MAMC students
Educational Purpose	To offer students opportunities for reflection on the practice of	To offer students opportunities for the reflection on pastoral formation

	ministry and expand skills in leadership and community service	including personal strengths and weaknesses
Professional Purposes	To prepare students for leadership and ordination in church and community as it meets degree requirements for the MDiv and MAMC	To help students meet personal and vocational developmental goals; to prepare students for leadership and certification in church, community and institutional ministries as it meets degree requirements for the MDiv and MAMC (and MTS with approval from Director)
Outcomes	Students will be able to: articulate how their theology and praxis work together recognize and name how context shapes theological reflection lead communities in purposeful engagement in cross cultural settings	Students will be able to: demonstrate ability as spiritual care providers in the areas of pastoral formation/identity, pastoral competency, and pastoral reflection/purpose of ministry
Teaching Methods and Format	Action-reflection Discussion facilitation through the use of case studies. Offered in on campus or online formats	Action-reflection Ministry supervision through the use of verbatims and peer-group learning. Offered only on campus (usually Mondays)
Instructor	Phillips faculty, including adjuncts	Certified ACPE supervisor
Program Requirements	26 hours in the classroom 260 hours in ministry practice Onsite Reflectors (OSR) Mentor	100 hours in the classroom 300 hours in ministry practice Onsite Reflectors (OSR) Preceptor Option
Academic Credit	4 credit hours	6 credit hours; 1 unit of CPE (ACPE) <i>Note: a student may earn academic credit if they meet the PTS attendance policy but may not earn a unit of CPE if they have less than the required 100 classroom hours.</i>
Application Procedures	Enroll during previous spring pre-registration period Make application to Director of SYM, following instructions in SYM Handbook	Enroll during previous spring pre-registration period Make application to Director of CPE, following instructions in CPE Handbook Interview with Supervisor and members of the Professional Advisory Group

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

Several avenues are available for locating an appropriate ministry context. Students are encouraged to make contact with the judicatory officials representing their denomination.

These representatives can provide information on licensing and endorsement, as well as identify church openings available to student ministers. Job postings and career resources are available on the Student Services Site in Moodle. All decisions to engage students as part-time ministers or staff members are made by local congregations and agencies. Therefore, although qualified students desiring part-time positions are generally able to find suitable settings, a field setting cannot be guaranteed by the seminary.

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

Academic credit granted in the SYM or CPE programs reflects class contact hours in the courses, as well as a student's total time commitment to this special component of professional education. Failure to satisfactorily engage all components of the program as outlined in the "Handbook for the Supervised Year in Ministry Program" or the "Clinical Pastoral Education Handbook," such as evaluation reports submitted in a timely manner, may result in a lower grade or a failing grade.

Directory of Seminary Community

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

Disabilities Policy

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

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. The seminary's Senior Director of Human Resources shall serve as the institution's ADA Coordinator for student with disabilities.

Dropping and Adding Classes

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

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

The policy on dropping courses is as follows:

- During the first through fourth weeks (12 contact hours) of a 13-week course, or within the first 12 class contact hours of a concentrated course (in the Fall or Spring semester, or in a January, August, or Summer term) or a hybrid course in any term (keeping in mind that hybrid attendance may be online or on-campus) a course may be dropped for any reason. No record appears on the transcript.
- In the fifth through eighth weeks (15-24 class contact hours) of a 13 week Fall or Spring Semester, or between 15-24 class contact hours of a concentrated course (in the Fall or Spring semester or in a January, August or Summer term), or a hybrid course in any term (keeping in mind that hybrid attendance may be online or on-campus) may be dropped for any reason. The dropped courses will be listed on the transcript with a "WD" indicating withdrawal. Loan students should discuss the possible ramifications with the financial aid officer.
- After the eighth week of a 13-week Fall or Spring semester or after 24 contact hours of a concentrated course (in the Fall or Spring semester or in a January, August or Summer term), or a hybrid course in any term (keeping in mind that hybrid attendance may be online or on-campus) a course may be dropped with a grade of "WD" only for verified extenuating circumstances of a non-academic nature. A written petition, explaining the extenuating circumstances, must be presented to the academic dean. If that petition is granted a "WD" will appear on the transcript. If the petition is not granted, the academic dean will notify both the student and the course instructor of the decision. The course instructor will assess the student's performance up to the date of the student's request to withdraw, and a grade will be issued and will appear on the transcript. Student's may appeal a negative decision by the academic dean to the Master's Committee.

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

Duration of Programs and Course Load

A student may only be enrolled in a single Phillips academic program at any given time. In so far as The Association of Theological Schools (ATS) judges full-time equivalency as 12 hours per semester and the recommended course load for completing the DMiv program in three years is 12 hours per semester plus summer courses.

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

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

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

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

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

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

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

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

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

Email Accounts

Students will be assigned a Phillips student email account hosted by Office365 in order to facilitate seminary communication. This will be the only email address used by Phillips faculty and staff; thus, students should check it often and regularly for coursework, student

affairs, and other official communication from Phillips. If students encounter technical difficulties with this email account, they should contact the student help desk helpdesk@ptstulsa.edu.

Grading and Credit

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

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

A (93-100%)	Excellent; 4.0 grade points
A- (90-92.9%)	earns 3.7 grade points
B+ (87-89.9%)	earns 3.3 grade points
B (83-86.9%)	Good; earns 3.0 grade points
B- (80-82.9%)	earns 2.7 grade points
C+ (77-79.9%)	earns 2.3 grade points
C (73-76.9%)	Marginal; earns 2.0 grade points
C- (70-72.9%)	earns 1.7 grade points
D+ (67-69.9%)	earns 1.3 grade points
D (63-66.9%)	Poor; earns 1.0 grade point
D- (60-62.9%)	earns 0.7 grade points
F (0-59%)	Failure; earns no grade points, but is computed in the grade point average
P	Passing work, evaluated as B- or better, that counts as credit toward a degree, but does not compute in the grade point average
PD	Pass with distinction
I	Incomplete work
WD	Withdrawal from a course that does not compute in the GPA
AU	Indicates satisfactory attendance by an auditor
U	Indicates unsatisfactory attendance by an auditor or unsatisfactory progress in a master's thesis course
S	Indicates satisfactory progress in a master's thesis course or in a DMin project course
SA	Satisfactory attendance in a certificate course
UA	Unsatisfactory attendance in a certificate course

To calculate a grade point average, the total grade points are divided by the total semester-hours of coursework. A final cumulative grade point average of at least 2.70 is required for a graduate certificate or any master's degree.

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

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

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

Honors and Awards

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

With honors: 3.80-3.89

With high honors: 3.90-4.00

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Immersion Courses

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

All DMin specializations also require at least one immersion course. Aside from the prerequisites in the master's programs, the policies delineated here also apply to DMin courses.

Although Phillips provides most of the financial support for students enrolled in Phillips degree programs, students should plan for an additional expense to support travel expenditures of approximately \$350 for domestic immersion courses, \$700 for level I international immersion courses and \$1250 for level II international immersion courses. Please note that tuition aid grants awarded by the seminary apply to tuition only and does not cover the immersion course fees.) This fee is not refundable once travel and housing arrangements have been made, approximately 3 months before the trip itself. In addition, students are responsible for meals in route to and from the immersion site and trip insurance, which is generally optional. Students should also be prepared to show proof of health insurance coverage or purchase additional health coverage as needed. Information about these matters is available from the professor of the immersion course or the Office of the Vice President of Academic Affairs and Academic Dean.

Inclusive Language Policy

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

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

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

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

Incompletes and Extensions

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

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

- 1 Incomplete: Student can enroll in no more than 9 hours in the next semester
- 2 Incompletes: Student can enroll in no more than 8 hours in the next semester
- 3 Incompletes: Student can enroll in more than 6 hours in the next semester
- More than 3 Incompletes: Student cannot enroll for the next semester until at least 1 incomplete is finished.

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

Intensive Coursework

Each semester a number of courses are offered on-campus in an on-campus intensive mode either in a one week configuration or on 1-2 weekends (depending upon number of credit-hours earned), or in a hybrid format. During each fall and spring semester, two concentrated course weeks are provided approximately in the middle of the semester.

Online classes, hybrid classes, and non-intensive classes do not meet during these weeks. In addition, the fall semester begins with a two-week period commonly known as “A-Term” and the spring semester begins with a two-week period commonly known as “J-Term” in which students may enroll in intensive courses. Almost all immersion courses are taught in an intensive mode.

In this intensive format, all class contact hours are concentrated in a limited period of time. Thus, faculty will expect students to begin reading and working from the beginning of semester, or in the case of Summer and DMin courses, a month before the first class session. Normally, they will also expect students to complete research and writing assignments after the date of the last class session. In other words, despite the concentrated schedule for class meetings, such seminary courses should be understood to require academic work throughout the entire semester. It is the responsibility of all students who register for such courses to contact the academic dean’s office by the first day of the fall or spring semesters (or at least four weeks before the first class session of an August, January or summer term course) to obtain a course syllabus, which will specify assignments that must be completed prior to the first class session.

Internet Access and Technical Requirements

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

Students should plan on having:

- A reliable computer, running an up-to-date operating system (e.g., Apple OS X 10.9 or newer or Windows 8 or newer)
- All students, not just online students, need a Word processing program compatible with Microsoft Word 2010 or newer
 - Note: Office 2016 free download is available through your Phillips Office 365 account
- A presentation program compatible with Microsoft Power Point 2010 or newer
- Apple computer users should plan to export to a Microsoft compatible extension (.docx, .pptx, .pdf, etc.)
- Broadband internet access, or faster, (strongly preferred, regardless of whether it is delivered by satellite, cable, or DSL)
- Speakers and a microphone; a combination headset with microphone solution is specifically recommended for all interactive and synchronous videoconference class sessions
- A webcam

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

Limited Enrollment Courses

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

MDiv Equivalency

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

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

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

Applicants without a Master of Divinity degree from an ATS approved school will be eligible to apply when they can demonstrate meeting the following requirements, **meeting these does not guarantee admission**. Students who enroll in courses to complete bridge work in hopes of becoming qualified to apply to the Doctor of Ministry Program must assume responsible understanding that there is no guarantee of admission to the DMin program. Their completed application file for the DMin program cannot be submitted and reviewed until they achieve the following:

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

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

Military Service

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

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

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

Modes/Formats of Course Delivery

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

Name Change Request

Students requesting a change of name on their PTS record will need to provide a copy of one of the following documents, along with a request in writing to the Registrar. Documentation must be received prior to any name or email address changes.

Accepted documents for change of name would be marriage license, court document showing approved change of name, or driver's license.

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 Academic Dean.

Online/Hybrid Coursework

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

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

In accord with policies adopted by the University Senate of the United Methodist Church, United Methodist students enrolled in an ordination track degree program (MDiv or MAMC) are limited to "in-residence" courses only and may not register for full online distance education courses offered by any non-UMC seminary, including Phillips. However, the University Senate does treat as "in-residence" courses, those taught in a "hybrid" format, in which 51% of the course work occurs on the main campus of the approved educational institution (Phillips), and up to 49% of the course work occurring online. Because of this ruling by the University Senate, more faculty members are offering their courses in a hybrid format.

Because of registration limits, the seminary may privilege enrollments in some online courses of students who must travel more than 150 miles one-way to campus. The

enrollment of students who meet this criterion will be prioritized according to seniority defined by number of hours in their degree programs.

Orientation for New Students

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

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

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

Professional Behavior and Netiquette

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

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

Therefore, students should observe the following guidelines concerning appropriate 'netiquette' – i.e. basic guidelines about how to behave in an online format. Although individual professors may have unique standards or procedures regarding class etiquette that are specific to their course design and learning goals, members of the seminary community should attend to the following general institutional standards:

- **Be present.** In the Student Community Covenant, students at Phillips Theological Seminary commit themselves to “be[ing] present in gifts and voice, willing to share my relevant life experiences as well as increase my knowledge of the lives and experiences of others by listening carefully[.]” Online environments can obscure the fact that there is a person behind the words. Remember that there is another human being on the other side of an email or discussion posting.
- **Be reachable.** Please check your Phillips Theological Seminary email account five days a week, and communicate with your instructors. When communicating with faculty or staff via email, please use your Phillips Theological Seminary email account unless they request otherwise.

- **Be prepared.** Before enrolling in an online class, make sure you have the required technology for such coursework. (Please see “Internet Access and Technical Requirements, *Phillips Theological Seminary Academic Handbook* for these requirements.) In an online discussion forum, complete the readings and other assignments and read the instructor’s directions before composing your discussion forum post. If you are responding to someone else, read their post carefully before responding. In all cases, read your post through before submitting it.
- **Be appropriate.** In the Student Community Covenant, students at Phillips commit to “develop[ing] a vocational identity that transforms and sustains me throughout my ministry, wherever and however that may be.” In your Phillips Seminary courses you are doing much more than learning information; you are practicing your vocational identity. Your conduct in class – both online and on-campus – should reflect the integrity, respect, seriousness, and skill your vocation deserves.
- **Be clear.** In your written work, including online forum posts, strive to be clear, concise, accurate, comprehensible, and intelligent. (Note: Synchronous online chats may be more informal; follow whatever guidelines your instructor provides.) Everyone in an online course shares responsibility for the course’s success, and your fellow students cannot learn from you if they cannot figure out what you’re saying. Humor and especially sarcasm do not always come across as their authors intend, so exercise particular care with them.
- **Be purposeful in your choice of words.** If something has upset you so much that you cannot choose your words with responsibility, purpose, and care, do not send a message or submit a post until you have collected yourself and reflected on your reaction. Rude, offensive, abusive, and/or insulting communications (“flaming”) are considered aggressive, and constitute unacceptable classroom conduct and a violation of this policy. Such comments may violate other Seminary policies, including but not limited to the Student Community Covenant and the Title IX Gender Discrimination and Sexual Harassment Policy.
- **Be trustworthy.** Do not share the email address or comments of any other member of the class without that class member’s express permission. To do so constitutes a violation of their privacy. Do not send any type of unsolicited junk email (including but not limited to advertisements, chain emails, solicitations, or sexually explicit material) to others in the seminary community. In addition to violating this netiquette policy, such actions may also violate other Seminary policies, including but not limited to the Student Community Covenant and the Title IX Gender Discrimination and Sexual Harassment Policy.
- **Be curious.** We all choose words in ways that reflect our respective cultures, upbringings, backgrounds, and personalities. Sometimes those differences can lead to misunderstandings, especially in online formats where visual and auditory clues are lacking. If someone’s meaning is unclear to you, be curious about it, and ask for clarification. Think about ways that your own meaning might be unclear to someone from a different context.

- **Be respectful in disagreement.** Respectful statements of disagreement are welcomed, and even encouraged, because exposure to other opinions is part of the learning experience. Personal attacks are never permitted, even if they are purportedly said in jest. Disrespectful, mocking, and/or dehumanizing communication – whether overt or proceeding by innuendo – is a violation of this netiquette policy and may constitute a violation of other Seminary policies, including but not limited to the Student Community Covenant and the Title IX Gender Discrimination and Sexual Harassment Policy. If a discussion becomes hostile through someone else’s actions, please do not escalate it. Instead, please contact the instructor immediately or follow the “Complaints” procedure outlined in the student handbook.
- **Be aware of your surroundings:** Remember that, in online environments, all-uppercase writing is the visual equivalent of shouting. As with in-person shouting, it may be appropriate for the classroom in some circumstances (like congratulating someone on a major milestone) and entirely inappropriate in others (lashing out in anger or hostility, for example). Please avoid using all-uppercase writing in anger, use your best judgement when it comes to other uses, and be ready to stop writing in all-uppercase if the instructor asks you to. Remember as well that other members of the class may not know the same internet slang and abbreviations as you might know. Be prepared to use such slang and abbreviations less often than you might in other online discussions.
- **Be willing to move on.** Sometimes an instructor will put an end to a discussion so that the class may best meet the learning goals of the course. Understand that you are required to end in-class discussion of a topic if requested to do so by the instructor. Should you require further follow-up, please pursue it by contacting first the instructor and the Academic Dean. Your adviser may also be able to assist you.

Students who violate this policy may face a range of consequences, depending on the nature, severity, and persistence of the violation. These consequences may include, but are not limited to: private reminder from the instructor, in-class reprimand from the instructor, lowering of participation grade, referral to the Academic Dean, removal from the course with no credit, discrimination and/or sexual harassment complaint procedures, and expulsion from the Seminary.

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

Residency Requirements

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

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

Satisfactory Academic Progress

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

Students on academic probation are encouraged to take no more than 7.5 hours per semester and are limited to an enrollment of 9-10 semester hours, excluding enrollment in PW700 Worship Practicum, one-hour seminars in spirituality, and TRG 501-504 Theological Reflections groups.

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

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

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

Semester Credit Hour Definition

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

appropriate educational assignments designed by the instructor to ensure that students achieve the learning objectives of the course as published in the course syllabus.

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

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

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

Sexual Harassment

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

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

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

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

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

Definitions

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

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

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

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

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

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

Sexual Harassment can have two forms:

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

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

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

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

- Both victim and the harasser can be persons of any sex, gender, or gender identity.
- Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

- The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

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

Initiating a Title IX Complaint

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

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

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

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

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

A. Initial Investigation

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

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

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

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

The initial investigation will be completed as soon as practical.

B. Recommendation

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

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

C. Appeal of Formal Complaint Resolution / Disciplinary Action

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

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

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

D. Withdrawal of Complaint

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

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

1. Torii Ransome Freeman, Title IX Coordinator/Senior Director of Human Resources, Rm 34, –918.270.6424, torii.freeman@ptstulsa.edu
2. Karen McMillan, V.P. of Finance and Administration, Rm 39 –918.270.6402, karen.mcmillan@ptstulsa.edu
3. Lee H. Butler, Jr., V.P. Academic Affairs and Academic Dean, Rm 2 –918.270.6455, lee.butler@ptstulsa.edu
4. Gina Robertson, Safety Officer, Reception Area –918.852.4930, gina.robertson@ptstulsa.edu

After 5:00 pm

Danny Melton, Safety Specialist – 918.852.4930

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

Tulsa Police Department – 918.596.9222
Emergency 911

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

Role and Duties of the Title IX Coordinator

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

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

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

- seek information or training about students' rights and courses of action available to resolve reports or complaints that involve potential sex,
- discrimination, including sexual misconduct,
- file a complaint or make a report of sex discrimination, including sexual misconduct,
- notify the Seminary of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sex discrimination, including sexual misconduct, and
- ask questions about the Seminary's policies and procedures related to sex discrimination, including sexual misconduct.
- The Seminary's Title IX compliance team includes:
 - Torii Ransome Freeman, Title IX Coordinator/Senior Director of Human Resources, by telephone at 918.270.6424, or by email at torii.freeman@ptstulsa.edu.
 - Gina Robertson, Seminary Safety Officer, in person at the Seminary's Reception Desk, by telephone at 918-698-3598, or by email at gina.roberts@ptstulsa.edu.
 - After 5:00 p.m. Danny Melton, Safety Specialist at the Seminary Reception Desk, by telephone 918-852-4930, or by email danny.melton@ptstulsa.edu.
 - Lee H. Butler, Jr., V.P. Academic Affairs and Academic Dean, 918.270.6455, or by email at lee.butler@ptstulsa.edu.

- Karen McMillan, Vice President of Finance and Administration, by telephone at 918-270-6402, or by email karen.mcmillan@ptstulsa.edu.
- In the event that the incident, policy, or procedure about which the student seeks to file a report or complaint creates the appearance of a conflict of interest with one of the members of the Title IX compliance team, students may contact any other member of the team or notify Torii Ransome Freeman, Title IX Coordinator/Senior Director of Human Resources, by telephone at 918.270.6424, or by email at torii.freeman@ptstulsa.edu.

Inquiries or complaints that involve potential violations of Title IX may also be referred to the U.S. Department of Education's Office for Civil Rights, which can be reached at the regional office: <https://wdcrocolp01.ed.gov/cfapps/OCR/contactus.cfm> or the Educational Opportunities Section of the Civil Rights Division of the U.S. Department of Justice (DOJ): <http://www.justice.gov/crt/complaint/#three>.

Functions and Responsibilities of the Title IX Coordinator

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

1. Training for Students, Faculty, and Staff

The Title IX Coordinator/Senior Director of Human Resources provides or facilitates ongoing training, consultation, and technical assistance on Title IX for all students, faculty, and staff, including:

- Each academic/fiscal year, training for an alternate lead investigator and for the persons who might be seated on a panel.
- Regular training for faculty and staff outlining their rights and obligations under Title IX, including the appropriate response to reports of sexual misconduct, the obligation to report sexual misconduct to appropriate Seminary officials, and the extent to which counselors and advocates may keep a report confidential, and;
- Regular training for students outlining their rights under Title IX; regarding sexual misconduct, this training will include what constitutes sexual misconduct and when it creates a hostile environment, the definition of consent, reporting options (including reports to responsible employees, campus, and local law enforcement, and confidential reporting to counselors or advocates), the grievance procedures used to process complaints, applicable disciplinary code provisions relating to sexual misconduct and the consequences of violating those provisions, the role of alcohol and drugs in sexual misconduct, the effects of trauma, strategies and skills for bystander intervention, the offices or individuals with whom students can speak confidentially, the offices or individuals who can provide support services, the employees who must report incidents to the Title IX coordinator, and Title IX's protections against retaliation.

2. Investigations

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

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

3. Remedies, Including Interim Measures

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

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

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

4. Monitoring and Advising

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

- Reviews the Seminary's sexual misconduct policies, procedures, and resources, and the consequences of violating such policies, and the effectiveness of the Seminary's efforts to ensure that the Seminary is free from sexual misconduct,
- Reviews regularly all reports and complaints raising potential Title IX issues throughout the Seminary to ensure that the Seminary responded consistently with

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

Student Housing

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

Student Records and Directory Information

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

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

Substance Abuse

Phillips Seminary has adopted a policy statement on Drug Free Schools. The policy statement is distributed to all faculty, staff, and students. A copy also is maintained in the seminary library. It is seminary policy that no member of the seminary community may engage in substance abuse which includes the unlawful possession, use, or distribution of drugs or alcohol; and addiction or dependency on alcohol or any controlled substance under

the Controlled Substance Act of the United States. If there is reason to believe that any member of the seminary community has been using illegal substances, the seminary may require drug testing at the employee or student's expense. The seminary will distribute annually an informative statement including such topics as legal sanctions and health risks to all students and employees.

Transfer Students

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

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

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

Videoconferencing Classes

Except for courses in biblical languages (i.e., Hebrew and Greek) and the Worship Practicum, no courses may be taken completely via synchronous videoconferencing. The credit hours for participating in this way are considered distance hours and do not apply to the required on-campus hours of any given degree. For the above three exempted courses, students must still complete and return the videoconference request form by the date indicated on the current semester course schedule.

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

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

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

Waiver of Course Prerequisite

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

Weather Issues

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

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

1. **Weather Advisory**

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

2. **On Campus Class Cancellation**

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

3. **Seminary Closure**

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

Online Courses and Power Outages

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

Emergency Notification

The academic dean and dean's designees will make every attempt to consult with instructors whose classes warrant an advisory or cancellation. If a decision for an advisory or class cancellation is made, a recording will be posted on the seminary weather information line: 918-270-6467; the information will also be posted on the Phillips website, Facebook, Moodle pages and you will receive notification through One Call Now. Every effort will be made to make closing information available by 6:00 a.m. of the day in which classes are affected. When weather conditions change, the decision to keep the seminary open may be modified. Therefore, students and instructors are advised to re-check the website or the phone message before traveling to the seminary.

Withdrawal

All students, including auditors, who wish to withdraw from all of the seminary courses in a particular semester for which they are registered, must notify the Registrar, in writing, explaining the reason for the withdrawal.

Students must do the same to withdraw from the degree program in which they are enrolled. In these cases, they may be required to have an exit interview with the financial aid officer.

Continuing Education Opportunities

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

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

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

Phillips Center for Ministry and Lay Training

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

Remind & Renew

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

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

A special guest lecturer is invited to keynote an evening lecture, which is free and open to the public who may not be able to fully participate in two days of conference events and presentations. The opportunity to earn Continuing Education Units (CEU) is available.

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 academic dean for a study extension.

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

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

Admissions

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

Office of Admissions and Student Services
Phillips Seminary
901 North Mingo Road
Tulsa, OK 74116-5612
Phone: 918-270-6420; Toll-free: 1-800-843-4675
Email: admissions@ptstulsa.edu

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

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

Master's Degree and Graduate Certificate Programs

Pre-seminary Studies

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

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

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

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

Requirements for Admission

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

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

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

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

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

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

Requirements for Application

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

Master of Divinity Application

A completed application includes the following items:

- Application form and fee

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

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

Master of Arts in Ministry and Culture Application

A completed application includes the following items:

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

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

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

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

Master of Theological Studies Application

A completed application includes the following items:

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

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

Master of Arts (Social Justice) Application

A completed application includes the following items:

- Application form and fee
- Essay, described on the application form
- Three references from the following individuals:
 - Professor (or business associate for those who have been out of college for a while)
 - Professional associate
 - Lay leader in your church or another person who has held a leadership, mentoring or supervisory role in your life

- Official transcripts from any undergraduate school where you received a degree and from any graduate school where you have completed work for credit. Official transcripts have the official institution seal and are sent directly from the institution, not by the applicant. For full admission, the undergraduate transcript must show the degree and date received.
- Authorization for criminal background check
- Free Application for Federal Student Aid (FAFSA) and Financial Aid form for anyone interested in a federal loan

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

Criminal Background Checks

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

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

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

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

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

Transfer Students

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

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

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

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

General rules pertaining to transfer credits are as follows:

1. Written application for transfer credit for previous graduate level studies should be made during the first year of coursework at Phillips Seminary or at least one month before matriculation if previous coursework affects class selections for the first semester.
2. Final determination of all transferred credit will be made by the academic 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 academic dean. Normally, approval is not granted for required courses regularly offered by Phillips. In all cases, residency requirements must be met.

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

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

Advanced Standing

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

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

1. Clinical Pastoral Education at an appropriately accredited center;
2. Graduate level coursework at accredited institutions of higher education whose transcripts do not record graded participation and/or achievement. In such cases, a student may apply for advanced standing for particular courses by presenting evidence s/he has met the learning requirements of a compatible Phillips course. Examples of such evidence may include exams, major papers, detailed correspondence from the student's course professor, etc. In all cases, requests for advanced standing must be submitted to the academic dean in writing and should describe the evidence to be provided for consideration. A maximum of 12 semester-hours of advanced standing with credit is available in the MDiv program, a maximum of 6 semester-hours is available in the MTS or MAMC programs, and a maximum of 3 semester-hours for the MA(SJ) program.

International Students

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

The following information is required of all international applicants:

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

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

Readmission

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

Special Students

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

Audit Students

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

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

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

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

Auditors are expected to complete all reading assignments. Instructors will determine the appropriate level of auditors’ class participation, but auditors are not expected to complete any written assignments.

Doctor of Ministry Program

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

Application for is on the seminary website:

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

Admission Requirements

The requirements for admission to the DMin program are:

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

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

Applicants to the DMin program must submit their application, including all supporting materials, by April 15 for June admission or October 15 for January admission.

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

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

Doctor of Ministry Application

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

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

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

Financial Information

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

Tuition (for the academic year 2021-2022)

Tuition for doctor or ministry students per semester-hour	\$480
Tuition for degree-seeking students per semester-hour	\$480
Tuition for graduate certificate students per semester-hour	\$140
Tuition for special students per semester-hour	\$140
Audit fee per semester-hour	\$40

Student Fees

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

Course Fees

Immersion Course Fee (international trip, level II).....	\$1250
Immersion Course Fee (international trip, level I).....	\$700
Immersion Course Fee (domestic trip)	\$350
Outside CPE Program Transfer Fee (per credit hr.)	\$100
DMIN 807 class	\$75

Other Student Fees

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

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

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

Payment

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

Credit Balances

If a student account has a credit balance after all qualified educational expenses have been paid, the Bursar will issue a refund within 14 days of the loan being released. Students will be contacted by the Business Office when refunds are available. Please note that no more than \$200 from loan disbursements can be applied to previous terms.

Refund Policies

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

Tuition Refund Policy for Fall and Spring Semesters

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

During the first and second weeks of the semester	100%
During the third week of the semester	80%
During the fourth week of the semester	50%
During or beyond the fifth week of the semester	0%

This tuition refund policy applies equally to students enrolled in all courses regardless of schedule configuration (e.g., weekly, weekend, concentrated, arranged, online). 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	100%
From July 24 to beginning of class	80%
On the first day of class	50%
On or after the second day of class	0%

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	100%
From December 24 to beginning of class	80%
On the first day of class	50%
On or after the second day of class	0%

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	100%
From the first day of the term to the day before class starts	80%
On the first day of class	50%
On or after the second day of class	0%

Tuition Refund Policy for DMin Fortnights

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

On or before the first day of the fortnight	100%
During the second day of the fortnight	80%
During the third day of the fortnight	50%
After the third day of the fortnight	0%

DMin Project Proposal or Project Course (including Continuations)

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

Military Service Refund Policy

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

Financial Aid for Master's Degree and DMin Degree Programs

The Financial Aid Office develops financial aid plans with all new and returning students for the duration of their academic programs. Students may consult with the Financial Aid Officer.

Tuition Aid Grants

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

- DOC/UCC students: 80% of their qualifying tuition costs
- Underrepresented Racial/Ethnic Groups: 80% of their qualifying tuition costs
- All other Students: 60% of their qualifying tuition costs

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

(These percentages will be honored over the course of your specific degree's projected time of completion. Please see page 34 of the Academic Handbook.)

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.

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

When a student receives a grade of "F" in a course, any seminary tuition aid granted for that course must be returned to the seminary. The amount of seminary tuition aid grant given for that course will be posted to the student's account as a balance due and must be paid by the student before reenrolling.

When a student withdraws from more than 6 hours, any seminary tuition aid grant awarded for those additional hours must be returned to the seminary. The amount of seminary tuition aid grant for those hours will be posted to the student's account as a balance due and must be paid by the student before reenrolling.

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

Financial Aid Leave of Absence

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

Scholarships at Phillips Seminary

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

- Matthew A. Thompson Fellowship for Student Leaders
The Matthew A. Thompson Fellowship for Student Leaders, funded annually, offers the selected student a 100% fellowship. This fellowship covers tuition, fees and

books and provides a living stipend. The recipient will be selected through an application process which includes the writing of an essay on the theology and praxis of leadership. The application and essay are received and reviewed each spring and the fellowship is awarded the next academic year. The recipient must maintain good academic standing. Normally, this award is made to students in a master's degree program.

- **Robert T. and Harriet M. Peake Endowed Scholarship**
The Robert T. and Harriet M. Peake Endowed Scholarship requires the completion of an application. Candidates must be full-time students, who maintain at least a 2.5 grade point average and who demonstrate qualities of leadership, devotion to Christ, outreach involvement, and intellect. The fellowship covers 100% of tuition and fees and includes a book allowance. Application is made in the spring. One fellowship is available per year. Normally, this award is made to a student in a master's degree program and affiliated with the Christian Church (Disciples of Christ).

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

External Sources of Financial Aid

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

Veteran Educational Benefits. Phillips Theological Seminary is approved to offer VA benefits to students enrolled in a degree program. Please check with the Financial Aid Officer or the Registrar regarding which benefits are available. All students utilizing VA benefits must turn in all training records and prior transcripts to be evaluated for prior credit, whether or not prior credit is granted. Note: Students receiving VA benefits may be in debt to the VA for early withdrawal or dismissal from the seminary.

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

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

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

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

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

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

Financial Aid for Graduate Certificate and Special Students

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

Federal Direct Unsubsidized Student Loans (FDUSL)

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

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

Applying for a FDUSL

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

- be a U.S. citizen or an eligible noncitizen
- have a valid Social Security number

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

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

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

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

Satisfactory Academic Progress

As defined by Phillips, satisfactory academic progress is measured at the end of each semester when each student's cumulative grade point average is computed. Students whose cumulative GPA falls below 2.5 for master's students or 3.0 for Doctor of Ministry students will be placed on academic probation. Students will be making satisfactory academic progress as long as they achieve the minimum GPA for their respective degree programs each semester.

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

Pace of Completion

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

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

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

Disbursement of FDUSL

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

Exit Counseling

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

Return of FDSUL Funds

According to Department of Education (DOE) policy, Phillips posts FDUSL funds to a student's account on the day it receives notice from the DOE that the funds are available. The funds are not fully earned however, until a student remains in attendance for 60% of the enrollment period. If a student withdraws before completing 60% of the enrollment period, Phillips or the student must return the amount of unearned funds as calculated on a pro-rated basis. If the funds were held on the student's account, then Phillips will return the funds. If any funds over and above the balance on the student's account were given to the student, then the student must either return the funds to the seminary, who will return

them to the DOE, or make arrangements with their loan servicer to return the funds to the DOE.

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

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

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

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

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Administrative Assistant to the Center for Ministry and Lay Training: Emma Francois

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Assistant Dean of the Library and Instruction Librarian: Katherine Casey, MLIS
Reserves and Access Services Librarian: Avery Welden, MLIS
Coordinator of Cataloging and Technical Services: Lucy Franklin, MLIS
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IT Server Administrator: Zachary Mussett
Educational Technologist: Garrison Ethridge
Maintenance Manager: Bill Sebeni
Safety Specialist: Danny Melton

Academic Calendar

Fall 2021

Registration reopens for Fall 2021	Aug 02
A-Term Week 1	Aug 02-06
A-Term Week 2	Aug 16-20
Orientation	Aug 17-18
First day of classes	Aug 23
Labor Day (seminary closed)	Sep 06
Board of Trustees	Oct 03-05
Concentrated Course Week 1	Oct 11-15
WD Deadline	Oct 15
Concentrated Course Week 2	Oct 18-22
Registration for Spring 2022	Oct 25-Nov 05
New Student Registration for Spring	Nov 15
Thanksgiving Recess (seminary closed Nov 24-26)	Nov 22-26
Incomplete Request Deadline - Masters	Dec 03
Last Day of Classes	Dec 10
Winter Break (seminary closed)	Dec 27-Jan 02
Master Student Grades Due	Jan 04, 2022

Spring 2022

Registration reopens for Spring 2022	Jan 03
J-Term Week 1	Jan 03-07
DMin Session	Jan 10-14
DMin Project Courses	Jan 15
J-Term Week 2	Jan 10-14
MLK Jr. Day (seminary closed)	Jan 17
Orientation	Jan 19-20
First Day of Classes	Jan 31
Board of Trustees	Feb 28-Mar 01
Incomplete Request Deadline – DMIN	Mar 01
Ash Wednesday	Mar 02
Concentrated Course Week 1	Mar 14-18
WD Deadline	Mar 18
Concentrated Course Week 2	Mar 21-25
Registration for Summer/Fall 2022	Mar 28-Apr 08
Holy Week Recess (seminary closed Apr 15)	Apr 11-15
Easter Monday (seminary closed)	Apr 18
New Student Registration Summer/Fall	Apr 19
Incomplete Request Deadline - Masters	May 13
Senior Grades Due	May 13
Awards Day	May 17
Last day of classes & Senior Banquet	May 20

Board of Trustees	May 20-21
Graduation	May 21
Memorial Day (seminary closed)	May 30
Maser Student Grades Due	Jun 03

Summer 2022

Summer Term	Jun 06-Jul 01
Concentrated Week 1	Jun 06-10
Concentrated Week 2	June 13-17
Juneteenth Holiday (seminary closed)	June 20
DMin Session	Jun 20-24
DMin Project Courses	Jun 25
Independence Day (seminary closed)	Jul 04
Summer Coursework Deadline	Jul 22
Master Student Grades Due	Aug 05
Incomplete Request Deadline – DMIN	Sept 01
DMIN Student Grades Due	Sep 15

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

Index

- Academic Calendar, 88
- Academic Misconduct, 25
- Academic Programs, 4
- Academic Year, 27
- Accreditation, 8
- Admissions
 - DMin Program, 72
 - Master's Degree Programs, 64
- Advanced Standing, 70
- Assessment, 27
- Attendance Policy, 28
- Audit Policy, 72
- Black Church Traditions, 21
- Center for Ministry and Lay Training, 62
- Class Nomenclature, 29
- Commencement, 29
- Community Worship, 14
- Complaints, 29
- Comprehensive Online Program, 15
- Computer Requirements, 41
- Constitution Day Policy, 31
- Counseling Services, 17
- Course Delivery Modes/Formats, 43
- Covid Statement, 5
- Credit Balances, 76
- Credit Hour Definition, 48
- Criminal Background Check, 68
- Denominational Formation
 - Program, 16
- Disabilities Policy, 33
- Dropping and Adding Courses, 34
- Duration of Programs/Course Load, 34
- Educational Effectiveness, 18
- Email Accounts, 35
- Faculty
 - Adjunct, 13
 - Affiliate, 12
 - Emeriti/ae, 10
 - Regular, 11
- Federal Loans, 80
- Financial Aid, 76
- Governance, 8
- Grades, 36
- Graduate Certificate Program, 21
- Honors and Awards, 37
 - Marshall Scholar Program, 63
- Identity Statement, 4
- Immersion Coursework, 39
- Inclusive Language, 39
- Incompletes, 40
- Intensive Coursework, 40
- International Students, 71
- Introduction, 4
- Library, 14
- Limited Enrollment, 42
- Master of Divinity (MDiv)
 - MDiv Equivalency, 42
- Military Service, 43, 77
- Mission Statement, 4
- Name Change Request, 43
- On-Campus Weekly Coursework, 44
- Online Coursework, 44, 61
- Orientation, 45
- Payment, 76
- Perspectives on Theological Education, 4
- Prerequisite Waiver, 60
- Probation, 48, 65, 81, 82, 83
- Professional Behavior, Netiquette, 45
- Readmission, 71
- Remind and Renew, 62
- Residency Requirements, 47
- Satisfactory Academic Progress, 36, 48, 81, 82
- Scholarships at Phillips Seminary, 78
- Sexual Harrassment, 49
- Special Students, 72
- Spiritual Direction, 17
- Staff, 86, 87
- Student Fees, 75
- Student Records, 58
- Student Senate, 15
- Substance Abuse, 59
- Supervised Year in Ministry, 31
- Transfer Students, 59, 69
- Trustees, 84
- Tuition Aid Grants, 78
- Tuition and Fees
 - Certificate, Diploma and Master's Programs, 75
- Tuition Refund, 76, 77
- Videoconferencing Coursework, 59
- Weather Issues, 60
- Withdrawal, 36