ACADEMIC HANDBOOK

2026 - 2027

Phillips Theological Seminary
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Welcome!

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

This handbook is an important guide to the programs and policies of Phillips Theological Seminary.

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 and other non-Christian communions. We are committed to mutuality in helping each person achieve their potential for theological insight, practical wisdom and effective leadership. Through coursework, worship, study, counseling, and communal life, our students, faculty, and staff work together to develop their gifts for faithful witness and service.

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

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

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

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Introduction to Phillips Theological Seminary

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

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

Academic Programs
The school offers four master's degrees with courses in multiple formats:

- Master of Divinity (MDiv): 81 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) (MASJ: 39 semester hours

In addition, the Seminary offers a 30-semester hour Doctor of Ministry (DMin) degree which currently offers four professional specializations: Black Church Traditions and Public Proclamation, Leadership in Public Ministry and Social Transformation, Pastoral Leadership in Worship and Preaching, and Pastoral Leadership in Improvisational Ministry.

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

Information about programs of study and courses offered, please reference the Phillips Theological Seminary Catalog.

Perspectives on Theological Education
Phillips Seminary has a longstanding commitment to preparing leaders and equipping them to create, sustain, and nurture vital communities of faith that are following the ways 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 traditions 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 "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 supervised ministry for those students enrolled in professional degree programs.

The primary areas of study in the Seminary are: General Theological Studies; Biblical Studies; History of Christianity; Theology and Ethics; Practical Theology; and 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 forms of service 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 engagement among faculty and students, for conversations, and for spiritual and vocational formation. Churches and denominations, however, retain the exclusive right and responsibility to determine the appropriate qualifications for ordained and commissioned ministry, to assess the fitness for ministry of individual candidates, and to credential persons for ministerial leadership.

Theological Diversity

The Phillips community welcomes theological diversity among its participants. Its quest to understand and follow the ways 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 will be expected to listen to and learn from others, even as they share their own views in reasoned and respectful dialogue.

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 1,059,803 people in northeastern Oklahoma.

History
Phillips Theological 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 (ATS), 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.

The Seminary was approved to offer distance education in 2009, preparing it for the online teaching future to come. In 2012, the Phillips Board of Trustees adopted new identity and mission statements. Phillips took over operation of the Bible College of Missouri in 2018, continuing its 120-year legacy as the Center for Ministry and Lay Training. The Seminary inaugurated its first female president in 2019. Following a site visit that year, the ATS accredited Phillips Theological Seminary through March 2030.

In May 2024 the Seminary broke ground on its first campus expansion since moving to Tulsa. The new facility, Bedford House, opened in January 2026, and offers hotel-style temporary lodging for visiting students, as well as gathering spaces, a shared kitchen, and a large conference center. The facility creates a physical space to embody Phillips' concern for all people and the Seminary's intention to cultivate vital congregations, communities, conversations, and the public good.

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), MASJ (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.

In addition, in the fall of 2024 Phillips Theological Seminary was granted the status of Candidate for Accreditation with the Higher Learning Commission. 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 Doctor of Ministry Education
Christian Church (Disciples of Christ) in the United States and Canada
Disciples of Christ Historical Society
AllianceQ Disciples
Oklahoma Center for Nonprofits
The United Church of Christ
The United Methodist Church

Governance

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

The Board delegates the governance of academic matters to the Faculty Council chaired by the Vice President of Academic Affairs and Dean. The standing committees which regularly make reports to the Faculty Council include:

Admissions Committee
Black Church Traditions Committee
Committee on the Assessment of Student Learning Degree Programs Committee
Human Subjects 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 11 highly educated and dedicated scholars. Each is devoted to the missions of faith communities, 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 is available for meetings with students on campus and online. Each is also a publishing scholar who seeks to contribute to the ongoing dialogue concerning the demands of following the ways of Jesus.

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. Some members of the faculty have lived and studied 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 theological education by further involvement with the life and mission of the church, the Seminary's teaching faculty includes affiliate members and a number of adjunct instructors, visiting scholars, and ministerial mentors.

The Regular Faculty

Lisa Barnett, Associate 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.

Peter Capretto, Associate Professor of Psychology, Culture, and Religion. BA, Allegheny College, 2010; MTS, Vanderbilt Divinity School, 2012; CPE, Nashville Clinical Pastoral Education Partnership, 2013; MA, Vanderbilt University, 2016; PhD, Ibid., 2019. Phillips Seminary 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 Meinders Professor of New Testament. BA, Victoria University of Wellington, New Zealand, 1975; BA (Hons) First Class, Victoria University of Wellington, New Zealand, 1976; BD, Melbourne College of Divinity, 1985; ThM; Ibid., 1986; PhD, Princeton Theological School, 1991. Phillips Seminary since 2019.

Helen Chukka, Assistant Professor of Hebrew Bible. BD, Gurukul Lutheran Theological College and Research Institute, Chennai, India, 2010; MT, Gurukul Lutheran Theological College and Research Institute, Chennai, India, 2013; STM, Union Theological Seminary, 2017; PhD, Lutheran School of Theology, 2023. Ordained, Andhra Evangelical Lutheran Church, Guntur, Andhra Pradesh, India. Phillips Seminary since 2026.

Lisa Wilson Davison, Vice President of Academic Affairs and Dean , 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.

F. Douglas Powe, Jr., President, Mouzon Biggs, Jr. Professor of Methodist Studies. BA, Ohio Wesleyan University, 1987; MDiv, Candler School of Theology, 1998; PhD, Emory University, 2004. Ordained, United Methodist Church. Phillips Seminary since 2025.

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.

Hannah Stork, Assistant Professor of the History(ies) of Global Christianity(ies). BA Middlebury College, 2013; MA, University of Chicago, 2019; PhD, Yale University, 2026. Phillips Seminary since 2026.

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. Ordained, Presbyterian (USA). Phillips Seminary since 2021.

Affiliate Faculty

Jacob George, Affiliate Instructor of Chaplaincy Studies. BS, Saint Edmund's College, India; , BDiv, Senate of Serampore College, India; MT, Calvin Theological Seminary, 1998; DMin Brite Divinity School, 2002.

Annie Lockhart-Gilroy, Director of the Doctor of Ministry Program and Affiliate Faculty of Practical Theology. BA, Dickinson College, 1997; MDiv, Princeton Theological Seminary, 2005; PhD, Garrett- Evangelical Theological Seminary, 2015. Ordained, United Methodist Church. Phillips Seminary since 2018.

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.

Trista Soendker Nicholson, Interim Director of the Center for Religion in Public Life and Affiliate Instructor of United Methodist Studies. BS, University of Missouri-Columbia, 2002; MS, Trinity University, 2004; MDiv, Saint Paul School of Theology 2012; PhD Candidate, The University of Cambridge and Anglia Ruskin University.

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, Dean of Students, 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.

Adjunct Faculty (2025-2026)

Aimee Moiso, BA, Whitworth College, 1997; MDiv, San Francisco Theological Seminary, 2006; Master of Ecumenical Studies, Bossey Ecumenical Institute and the University of Geneva, Switzerland, 2007; PhD, Vanderbilt University, 2020.

Chelsea Yarborough, BA, Elon University, 2012; MDiv, Wake Forest University School of Divinity, May 2015; PhD, Vanderbilt University, 2021.

Faculty Emeriti/ae

Ellen J. Blue, Mouzon Biggs, Jr. Professor of the History of Christianity and United Methodist Studies Emerita. 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, 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. BA, Carroll College, 1977; MDiv, Garrett-Evangelical Theological Seminary, 1981; PhD, University of Chicago, 1991. Ordained, United Methodist Church. Phillips Seminary 1993-2000, 2005-2019.

Nancy Claire Pittman, President Emerita. BA, Texas Christian University, 1979; MDiv, Brite Divinity School, 1984; PhD, Southern Methodist University, 1997. Ordained, Christian Church (Disciples of Christ). Phillips Seminary 2005-2024.

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 Emeritus. 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.

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 in various digital and in-person formats.

In accordance with current ATS accreditation standards, a minimum number of semester-hours for each degree must be completed "in residence." "In residence" hours are defined as courses listed in the course schedule as in a classroom setting on our Tulsa campus or through an immersion course offered by Phillips. These hours may be completed in a number of convenient formats: week-long and weekend concentrated courses, hybrid courses, and immersion courses in the January or August terms, the fall and spring semesters, or in the summer term.

Effective Spring 2024, up to half of the "in residence" hours for each degree can be met by taking

courses listed as "Synchronous Zoom." Please note that faculty will abide by the format of a class as listed in the Course Schedule. Students may not petition a faculty member to take a course, listed as "in-person" or "asynchronous," synchronously.

The number of "in residence" hours required by degree are as follows:

- MDiv – a minimum of 24 semester-hours of the coursework required (the equivalent of one year of full-time academic study) must be completed "in residence" or via Synchronous Zoom (12).
- MAMC - A minimum of 16 semester-hours of the coursework required (one-third of the 48 semester-hours program) must be completed "in residence" or via Synchronous Zoom (8).
- MTS - A minimum of 16 semester-hours of the coursework required (one-third of the 48 semester-hours program) must be completed "in residence" or via Synchronous Zoom (8).
- MASJ– A minimum of 12 hours of the coursework required must be completed "in residence" or via Synchronous Zoom (6).

Students should remember that Phillips makes no guarantees that all courses necessary for the completion of the degree will be available online in a timely fashion.

According to 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.

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 Phillips Catalog.) 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).

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 Sessions are scheduled in January, June and October.

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.

Course enrollment periods are scheduled as follows:

- a two-week enrollment period each fall (for the next spring semester);
- a 12-day enrollment period each spring (for the coming summer term);
- a two-week enrollment period each spring (for the next fall semester).

Enrollment period dates are provided in the Academic Calendar and in Course Enrollment Materials issued to students each 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 Canvas in the Academic Resources 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.

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 MDiv 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 Academic 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 Academic Dean.

The MASJ 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 Academic 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 9 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 Theological Field Education, if taking a theological field education course, and the Academic 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. **Please note: Security prevents forwarding your Phillips email account to a private email account.**

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, 2016, to June 30, 2026, for example, shows that a total of 248 students

enrolled in the Master of Divinity program, including 13 students (19%) who first matriculated in another academic program at Phillips before transferring to the MDiv; and 56 students (24%) who are still in the program. Of the 192 MDiv students no longer enrolled, 18 students (9%) transferred to another Phillips degree program; and 105 (55%) graduated with the MDiv degree, which on average has taken 4.8 years to complete.

A review of the Master of Arts in Ministry and Culture (MAMC) degree shows that a total of 19 students enrolled in the program over the same period, including 11 students (58%) who first matriculated in another academic program at Phillips before transferring to the MAMC; and 8 students (7%) who are still in the program. Of the 35 MAMC students no longer enrolled in the program, 6 students (17%) transferred to another Phillips degree program; and 17 (49%) graduated with the MAMC degree, which on average has taken 3.8 years to complete.

A review of the Master of Theological Studies (MTS) degree shows that a total of 44 students enrolled in the program over the same period, including 11 students (25%) who first matriculated in another academic program at Phillips before transferring to the MTS; and 17 students (26%) who are still in the program. Of the 65 MTS students no longer enrolled, 2 students (3%) transferred to another Phillips degree program; and 26 (40%) graduated with the MTS degree, which on average has taken 4.0 years to complete.

A review of the Master of Arts (Social Justice) (MA(SJ)) degree shows that a total of 37 students enrolled in the program over the same period, including 7 students (19%) who first matriculated in another academic program at Phillips before transferring to the (MA(SJ)); and 9 students (10%) who are still in the program. Of the 44 MA(SJ) students no longer enrolled, 3 students (7%) transferred to another Phillips degree program; and 18 (41%) graduated with the MA(SJ) degree, which on average has taken 3.2 years to complete.

A review of the 30 semester-hour Doctor of Ministry (DMin) degree program shows that a total of 161 students enrolled in the program over the same period, including 70 students (43%) who are still in the program. Of the 60 DMin students no longer enrolled in the program, 47 (78%) graduated with the DMin degree, which on average has taken 8.0 years to complete.

Faculty Assessments of Student Competency in Meeting Degree Program Goals

The Faculty Committee on the Assessment of Student Learning oversees and administers the assessment of student learning, analyzes the data gathered in the process, and recommends ways to enhance the effectiveness of teaching in the master's degree programs.

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. The faculty oversees this formal process of assessing student learning each semester by examining student assignments from courses in designated areas of

the degrees.

1. A pool of assignments is identified from the courses in the designated area of the degree under review. The faculty assessment committee randomly selects papers/projects for review by a faculty subcommittee. All faculty members take turns on these subcommittees over several years. All personal information about the student authors of the assignments is redacted.
2. The subcommittee members complete the Rubrics form for each paper/project. They report to the Faculty Council at the designated date and select an assignment or two for the whole faculty to read.
3. Faculty Council members meet in groups to note strengths and weaknesses of student performance/competency and to discuss the selected assignment. They assess student performance in relation to program goals. The Assessment Committee receives the reports, affirms accomplishments, and highlights matters for attention that would enhance student performance.
4. Across a three year cycle, this process assesses student performance in the MDiv, MAMC and MTS degrees.

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 at Phillips.
2016-2017: 3.9; 2017-2018: 4.3; 2018-2019: 4.1; 2019-2020: 4.4; 2020-2021: 4.8; 2021-2022: N/A*; 2022-2023: 4.0; 2023-2024: 4.7; 2024-2025: 4.7; 2025-2026: 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; 2021-2022: N/A*; 2022-2023: 4.3; 2023-2024: 4.8; 2024-2025: 4.7; 2025-2026: 5.0
I have grown spiritually.
2016-2017: 4.1; 2017-2018: 4.5; 2018-2019: 4.6; 2019-2020: 4.2; 2020-2021: 4.9; 2021-2022: N/A*; 2022-2023: 4.1; 2023-2024: 4.4; 2024-2025: 4.4; 2025-2026: 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; 2021-2022: N/A*; 2022-2023: 4.6; 2023-2024: 4.8; 2024-2025: 4.9; 2025-2026: 5.0
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; 2021-2022: N/A*; 2022-2023: 3.8; 2023-2024: 4.5; 2024-2025: 4.8; 2025-2026: 4.7

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, MASJ)**
2019-2020	88%	100%
2020-2021	88%	75%
2021-2022	N/A*	N/A*
2022-2023	50%	90%
2024-2025	67%	78%
2025-2026	82%	100%

**Not available*

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.

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. Through the seminary's Ministry Enrichment Program, dedicated continuing education opportunities are offered throughout the year and may be taken for CEU credit. These include Remind & Renew, the Tulsa Race Massacre Lectureship, PRIDE @Phillips, and the Indigenous North American History and Culture event. A summary of each of these events is given below.

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.

Additionally, Phillips Theological Seminary welcomes ministers and other qualified persons to take regular course offerings either as auditors, graduate certificate, or special students.

Ministry Enrichment Program Events

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. Lively worship experiences with great preaching are included at each Remind & Renew conference. The opportunity to earn Continuing Education Units (CEU) is available.

Tulsa Race Massacre Lectureship

The Tulsa Race Massacre, May 31-June 1, 1921, has been identified as the worst "race riot" (riot is a misnomer) in the history of the United States. The community of Greenwood, known across America as "Black Wall Street," was one of the most affluent African American communities in America. It was a self-determined all-Black community within Tulsa's city limits. Famed for having all the markers of any thriving metropolis—businesses, entertainment, professionals, health services, hotels, home ownership, and proud people—the Greenwood District was a shining example of African Americans living in prosperity.

This lectureship commemorates the race massacre, suggests the lessons the history offers, and interprets the historical legacies that must be confronted. Looking back on the prominence of Black Wall Street, the role of faith within the community should not be underestimated. Within the approximately 40 city blocks that constituted Greenwood, there were 13 churches, which meant at least one church existed every three blocks. Socialized within an America that held the belief that prosperity was a sign of God's blessing, and inheriting an African spirituality that held there is no separation between the sacred and the secular, the residents of Greenwood no doubt believed their success was God ordained. Just as religion is a synthetic feature of African cultures, religion and spirituality were the glue that help the people of the decimated Greenwood to survive. Engaging Greenwood's prosperity as evidence of faith, and conceiving the devastation as the destruction of the household of faith, shifts the gaze from the aesthetics of inanimate buildings to the stories of human lives. The traumatic end of Greenwood is the story of how easily the Image of God can be distorted and destroyed as well as the power of resilience and resistance. The opportunity to earn Continuing Education Units (CEU) is available.

PRIDE @Phillips

National Coming Out Day was first observed on October 11, 1988, the one-year anniversary of the

National March on Washington for Lesbian and Gay Rights, and National LGBTQ+ History Month has ben recognized every October since 1994. PRIDE @Phillips is a one-day event held each October that commemorates both observances at the seminary.

For many LBGTQ+ people of faith, the relationship between religious community and personal identity has been a source of exclusion as often as belonging. PRIDE @Phillips exists to name that history honestly and to model what it looks like for a seminary to be a place of welcome rather than judgment. The event brings together students, faculty, alums, and members of the wider community for conversations about faith, identity, and the ongoing work of building religious spaces where LGBTQ+ people are fully seen and fully included. The opportunity to earn Continuing Education Units (CEU) is available.

Indigenous North Americans Event

November is National Native American Heritage Month, a designation that traces back to efforts beginning in 1990 to formally recognize the contributions, cultures, and histories of Indigenous peoples in the United States. The seminary's Indigenous North Americans Event is a one-day gathering held each November that honors this observance. Phillips Theological Seminary is situated on land within the historic territory of the Muscogee (Creek) Nation and near many other tribal nations relocated to Oklahoma.

The event centers Indigenous voices telling their own story, in their own terms, across past, present, and future. Participants hear how Native spiritual traditions continue to shape communities today, and how Indigenous leaders envision the future for their peoples and cultures. The opportunity to earn Continuing Education Units (CEU) is available.

Phillips Center for Ministry and Lay Training

The Phillips Center for Ministry and Lay Training offers courses for persons preparing for commissioned ministry in local congregations, specialized settings or those on the regional apprentice track to ordination. 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. Program information, including costs and schedules of courses, is available on the Phillips website. The opportunity to earn Continuing Education Units (CEU) is available.

The Library

The Phillips Library is located at the North end of the main Phillips Seminary building. The staff is always happy to show you the layout of the library and orient you to the materials and technology you will need to be successful at Phillips. The library collections at Phillips Seminary comprise 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. The collection reflects the ecumenical and non-sectarian mission of the seminary. The library provides access to monographs, electronic books, journals, DVDs, CDs, microtext items, and more. The library has several special collections: *The Beasley Rare Book Room*, *Imbler Discipliana Collection*, and *Merrick Hymnody Collection*. The library serves as an important resource for theological students, religious professionals, and researchers in the area.

Library Contact Information
ptslibrary@ptstulsa.edu, 918-270-6437

Library Hours
Library hours vary by semester. The library is closed on all seminary holidays.

Access
The Phillips Library website contains the library catalog, all online resources, information about library services, access to the Writing & Research Lab, and more. The Phillips Library tile can be found on your SSO page.

Circulation
Books, DVDs, and CDs from our main collection circulate for 28 days. Materials can be renewed as long as no one else has placed a hold on the item. We do not charge overdue fines. Electronic book circulation time periods vary. For renewal and other assistance please contact The Phillips Library at 918-270-6437 or PTSLibrary@ptstulsa.edu.

Online Library Resources
The Phillips Library provides students with a wide variety of online resources, including an extensive collection of electronic peer-reviewed journal and book databases. Access to library information and resources can be found through the Phillips Library tile on your SSO dashboard.

Interlibrary Loan
If the library does not have a book or article that you need, we request it from another library. We mail those books to you. Usually, articles arrive as electronic attachments.

Course Reserves
Course reserves are available two ways: electronic materials (articles, book chapters, etc.) are located in your Canvas course e-reserves folders, and books and other physical materials are located on the Reserves shelves in the reference area. If you have trouble locating reserves materials contact the library circulation desk at ptslibrary@ptstulsa.edu, or 918-270-6437.

Mailing
The library mails books free of charge to students who are outside of the Tulsa area. When mailing books back to the library, be sure to request MEDIA MAIL at the post office. It is the cheapest rate.

Printing and copying
The library offers free printing and copying. Copyright regulations always apply to any duplication activity.

OK-Share
Oklahoma has a program that allows Phillips students to be able to access many academic libraries in the state. Check this list of participating OK Share libraries to see if a library you would like to visit is included. The University of Tulsa does not participate in the OK-Share program; however, we can negotiate with them to get you in if needed.

Technology for Visual Assistance
The library offers an Amigo reader for onsite use.

Reference and Research Assistance
All librarians are happy to assist you in your reference and research endeavors. For in-depth assistance contact Katherine Casey in the Writing and Instruction office.

Writing & Tutoring Resources
The seminary is deeply invested in the success of every student, both master's and doctoral level. Writing support is provided to all students by the Instruction Librarian, Katherine Casey, and by seminary approved writing coaches. Information about writing support is located in the Writing and Research Lab. For more information, contact Katherine at katherine.casey@ptstulsa.edu, or 918-270-6432.

Academic Policies

The following academic policies are relevant to all students enrolled in degree and certificate 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. Administrators, staff members, or students who have knowledge of acts of possible misconduct will report this information to the faculty member concerned or the VPAA and Dean. Such reports will be investigated according to the following policy.

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.

Utilizing any Artificial Intelligence app/tool (i.e., using output generated by putting a prompt into an AI tool) in any assignment (e.g., papers, discussion forums, or any other written assignment) is considered Academic Misconduct unless the professor authorizes the use of AI for a specific assignment.

Plagiarism is an attempt to claim ideas or writings that belong to another as one's work without proper citation. This includes presenting direct quotes from a source without both a footnote and indication within the paper of the quoted material (i.e., quotation marks, block quote formatting, etc.). Paraphrasing, summarizing, using another author's ideas, and extensive rewriting of another's work without a proper citation is also plagiarism.

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.

Any form of Academic Misconduct will be subject to the policies in this handbook.

Procedure for Academic Misconduct Charges:

If a faculty member believes that any student has committed an act of academic misconduct, they shall notify the person involved using that person's Seminary email account to make them aware of possible charges and evidence available. The faculty member in whose class the misconduct is

believed to have occurred will also arrange for a meeting with the student(s) to discuss the charges and evidence unless the student declines the meeting. If the student has not replied to the faculty member's notification within three working days, this will be taken as an indication that the student has declined the initial meeting. If the faculty member has reason to recuse themselves, they should notify the VPAA and Dean for handling of the case.

Should the faculty member decide that a penalty is warranted, they may, at their discretion, assess responsibility and determine consequences. If the student admits fault and accepts such disposition of the case, or if the student has declined the initial meeting, or if the student offers no response to the faculty member during or within 48 hours following scheduled start time of the initial meeting, the faculty member will administer the consequences within three working days following the initial meeting, and file with the office of the Vice President of Academic Affairs and Dean (Academic Dean) a written report of the charge, the evidence and the consequences administered.

If the student maintains innocence or is unwilling to accept the judgment of the faculty member, the student must file a written appeal with the VPAA and Dean within three working days following the initial meeting or notification.

Once the appeal has been filed, the VPAA and Academic Dean, or their designee, will meet with the person filing the appeal within five working days to discuss the charges and review the evidence. This meeting does not presuppose that the person charged is at fault but is only for the purpose 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 fault is admitted, a penalty is fixed according to the guidelines given below, but only after the Academic Dean or their 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 Academic Dean to conduct a hearing to make a determination of fault. Willful failure of a person charged with academic misconduct to appear before the committee means that the student is in default, and consequences will be decided and administered.

The ad hoc committee, chaired by the Academic Dean or their 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 15 working days after the initial filing of charges in the Academic 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 or how that judgment is rendered, shall be as follows. For a first offense, the consequences range from a grade of "F" on the assignment in question [a faculty member may choose to allow student to redo the

assignment] to a grade of "F" in the relevant course, along with a letter to the Academic Dean about the misconduct. For a second offense in a subsequent semester, the consequences are suspension from the Seminary for a calendar year, and the student must reapply for admission after one calendar year. An academic misconduct conviction after returning from suspension (3rd offense) will result in the student's automatic dismissal from Phillips Theological Seminary and termination of the student's degree program.

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 MASJ 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 Complaints

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.

Student Complaints Concerning Grades

Academic evaluation is a responsibility entrusted by the Board of Trustees to the faculty. However, should any student believe that their work has been evaluated by an instructor in a manner that violates a published academic policy or procedure either in the catalog or the professor's own syllabus on an individual assignment or a final grade, an appeal may be made. Students should first

make the appeal to the instructor who then should try to resolve the problem in whatever manner they think 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 Academic Dean will discuss the complaint with the professor and ascertain what additional facts are available. The Academic Dean will then take whatever action deemed appropriate and issue a written decision. This decision may be appealed to the Degree Programs Committee.

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 Academic Dean or the President, the grievance shall be lodged with the Chair of the Rank and Tenure Committee of the Faculty Council.

In all cases of major unresolved complaints, students may contact the Seminary's accrediting association. Contact information may be found in the Academic Catalog.

Out-of-State Student Complaints

Students attending PTS by distance education while living outside Oklahoma are attending PTS through the State Authorization Reciprocity Agreement (SARA). A SARA student who has pursued their complaint with PTS to the highest administrative level available and believes PTS's determination of their complaint is inappropriate may appeal the determination to the Oklahoma State Regents for Higher Education (OSRHE) through its OSRHE SARA Student Complaint process.

More information about SARA student complaints can be found here:
NC-SARA's Student Complaint Process

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 they have 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 MASJ program.

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 Academic 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.

MASJ: 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.

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. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. Students with disabilities can begin the collaborative process of requesting accommodation by contacting the Dean of Students serving as the institution's ADA Coordinator for students to develop a partnership, generate solutions, and implement reasonable accommodations.

For a complete copy of the ADA Accommodation Policies & Procedures and ADA Grievance Procedure, visit the website or Academic Resources page in Canvas.

Distance Learning (NC-SARA)
Phillips Seminary is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit organization [501(c)(3)] that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs. For more information, visit https://ptstulsa.edu/wp-content/uploads/2022/06/NC-SARA-and-Distance-Learning.pdf.

Dropping and Adding Classes
Forms for dropping and adding courses are available in the Registrar's office or on the Academic Resources Site in Canvas.

A student may not add a course beyond the first day of a fall or spring semester, regardless of course schedule configuration (e.g., weekly, weekend, concentrated, online, or arranged). In a January, August, or Summer session, courses must be added at least 3 weeks prior to the beginning of the session.

Fall and Spring Semesters

The policy on dropping/withdrawing from courses is as follows:

- During the first two weeks of a semester (Fall or Spring,) a student may **drop** a course for any reason. No record appears on the transcript.
- In the third through the eighth week of a semester (Fall or Spring,) a student may **withdraw** from course for any reason. Course withdrawals will be listed on the transcript with a "WD" indicating withdrawal. Loan students should discuss possible ramifications with Todd Mantock, Financial Aid Officer.
- After the eighth week of a semester (Fall or Spring,) a student may **withdraw** from a course and receive 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 Registrar. If, after a process of review by the Registrar, course instructor, and Academic Dean that petition is approved, a "WD" will appear on the transcript. If the petition is not approved, the course instructor will assess the student's performance up to the date of the student's request to withdraw, and a grade will be issued and will appear on the transcript. Students may appeal a negative decision to the Degree Programs Committee.

If you are unable to be on campus, you may use the following drop/withdrawal procedure:

- To drop a course during the first two weeks of the semester you may either notify the Registrar via email or forward a completed copy of the Change of Enrollment Form with adviser's signature to virginia.thompson@ptstulsa.edu. Include the reason for dropping the course. Requests to drop a course will not be taken over the phone.
- To withdraw from a class after the third week, you must fill out a Change of Enrollment form and return it to the Registrar's office.
- If you are unable to return for the semester, please notify the Registrar and your adviser.

The Change of Enrollment Form for adding and dropping courses is available on Canvas in the Academic Resources Site. Change of Enrollment forms will be processed the day they are received in the Registrar's office.

Summer, August, and January Sessions

The policy on dropping/withdrawing from courses is as follows:

- From the end of registration and prior to the first day of class of a session (Summer, August, or January,) a student may **drop** a course for any reason. No record appears on the transcript.
- On the first day of class of a session (Summer, August, or January,) a student may **withdraw** from a course for any reason. Course withdrawals will be listed on the transcript with a "WD" indicating withdrawal. Loan students should discuss possible ramifications with Todd Mantock, Financial Aid Officer, at todd.mantock@ptstulsa.edu.
- On the 2nd day of class or later of a session (Summer, August, or January,) a student may **withdraw** from a course and receive 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 Registrar. If, after a process of review by the

Registrar, course instructor, and Academic Dean that petition is approved, a "WD" will appear on the transcript. If the petition is not approved, the course instructor will assess the student's performance up to the date of the student's request to withdraw, and a grade will be issued and will appear on the transcript. Students may appeal a negative decision to the Degree Programs Committee.

If you are unable to be on campus, you may use the following drop/withdrawal procedure:

- To drop (prior to the end of the first day of class) you may either notify the Registrar via email or forward a completed copy of the Change of Enrollment Form with adviser's signature to virginia.thompson@ptstulsa.edu. Include the reason for dropping the course. Requests to drop a course will not be taken over the phone.
- To withdraw from a class on the second day of the course or later, you must fill out a Change of Enrollment form and return it to the Registrar's office.
- If you are unable to return for the semester, please notify the Registrar and your adviser.

The Change of Enrollment Form for adding and dropping courses is available on Canvas in the Academic Resources Site. Change of Enrollment forms will be processed the day they are received in the Registrar's office.

For tuition and fee refund policies, see the Financial Information section of the Phillips Catalog.

Emergency Notification

The Academic Dean and their 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 the information will be posted on Facebook and Canvas, and you will receive notification through One Call Now. Every effort will be made to make closing information available as early as possible on 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 Facebook and Canvas and watch for One Call Now updates before traveling to the Seminary.

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+ (97-89.9%)	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 (DMin only)
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 courseTo 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 2.50 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 the Invitation to the Seminarian's Journey, 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).

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 6 hours per semester and are limited to an enrollment of 9 semester hours.

While on probation, students will be considered in good academic standing and making progress

towards their degree programs as long as they are achieving the minimum grade point average of 2.5 (master's students) or 3.0 (doctoral students) each semester. Students will be removed from probation when their cumulative grade point average reaches the required minimum for their degree program.

Students on probation who fail to achieve the required minimum GPA for two successive semesters (excluding summer terms) will be suspended from the Seminary. Students suspended under this policy may reapply for admission after one calendar year and must apply one month prior to the semester in which they hope to resume their degree program. Students should contact the Director of Recruitment and Admissions to initiate this process. 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.

Health Statement
Phillips Seminary is guided by the safety protocols and recommendations advocated by the Tulsa Health Department and the CDC.

Faculty members reserve the right to mandate masks in their classrooms. Students are required to follow the guidance of the faculty member who is teaching their course. Please note that masking requirements may change at any time based upon CDC guidelines.

Human Subjects Committee
Theological research sometimes requires direct interaction with living human subjects, often in the form of qualitative research. Such interaction can extend human knowledge in ways that will benefit individuals, churches, and society. However, even if intended for good, all human-subject research inherently carries risks of inflicting harm on the persons and communities it studies. For this reason, responsible theological research must make deliberate plans in advance to honor God's compassion, respect, and justice for all human-subject participants. The Human Subjects Committee (HSC) exists to ensure that all human-subject research at Phillips Theological Seminary has taken the necessary steps to provide protection, responsibility, and mutual accountability for all human subjects.

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The HSC requires that all human-subject research conducted at Phillips Theological Seminary undergo a formal review process (detailed below) to assess the safety of such research for persons and communities with which it interacts.

Following preparation and submission of all necessary forms, researchers can usually expect a decision from the HSC within four to six weeks. Summer submissions can expect longer review timelines.

The HSC's oversight applies to all human-subject research conducted under the auspices of Phillips Theological Seminary regardless of the researcher's status as a student or faculty member. Research that does not include direct interaction with living human subjects does not require HSC oversight.

The HSC operates independently from any particular degree program, thesis process, or course design. This means the HSC does not have the authority to make specific curricular recommendations to any such academic program. Rather, it is the HSC's purview to ensure that any human-subject research conducted in any academic program has been properly vetted before being conducted.

No data acquired from human-subject research prior to HSC approval is permitted for use in academic assignments, degree progress, or publication. The HSC has the authority to enforce additional institutional repercussions for researchers who fail comply with its policies, including but not limited to failure of an assignment, suspension, or removal from a degree program.

The HSC consists of three regular Phillips faculty members appointed annually by the Dean, usually with overlapping and staggered terms for continuity. The Dean will designate one of these faculty members as chairperson. The HSC will meet as necessary during the fall and spring semesters to provide oversight to research projects.

For the full Human Subjects Committee policy, see Appendix II.

Immersion Course Policy

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

Professors expect students to begin **reading and working on assignments prior to the start of the Immersion course**. Normally, they will also expect students to **complete research and writing assignments after travel ends**. Despite the intensive schedule for class meetings, such seminary courses should be understood to require academic work throughout the entire semester.

Additional synchronous meetings may be required in preparation for and follow-up to the travel dates. Professors will make such dates available in the course syllabus.

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 (see Other Student Fees in the Financial Information section of the Phillips Catalog.) Please note that tuition aid grants awarded by the Seminary apply to tuition only and do not cover the immersion course fees and that immersion courses are not eligible for Travel Grant reimbursement. 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, baggage fees, other incidentals including non-designated meals 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.

Additionally, Immersion courses are required for certain DMin specializations. Phillips subsidizes all required immersion courses (immersion course fee applies). If an immersion course fits a student's vocational and academic interests, but is not required for their specialization, students are encouraged to use one of their electives for that course. For these students, Phillips will subsidize one immersion course.

If there is room on a trip, students may join additional immersion courses by paying for the full cost of the trip themselves.

For more details, please see the list of course requirements for your specific specialization in the DMin handbook.

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, gender identity, ethnic group, age, profession, religion, economic status, national group, sexual orientation, marital status, etc. The seminary community strives to move beyond binary gender language and makes it a point to be sensitive to each person's preferred pronouns.

- 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 a variety of images and categories for speaking of God.

While we present broad recommendations and guidelines for the use of inclusive language in the Phillips community, Phillips faculty may have particular guidelines for inclusive language outlined in their syllabi. Phillips students must adhere to the guidelines for inclusive language as outlined in each course syllabus.

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 of 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 6 hours in the next semester
- 3 Incompletes: Student can enroll in more than 3 hours in the next semester
- More than 3 Incompletes: Student cannot enroll for the next semester until at least 1 incomplete is finished.

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

Intensive Coursework

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

In 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 as well as wi-fi throughout the building. Online education requires particular tools. Our technology 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 laptop or desktop computer, preferably running Windows 11 or Mac 14.X or higher operating system; more memory (RAM) will allow more applications, such as your online course and Microsoft Word, to be open and speed up your computer
- All students are provided Office 365, and it is compatible with both Mac and Windows; students are expected to utilize this software for coursework and should not use older software versions
- Reliable, high-speed Internet, 5 – 15 Mbps. Check your speed at fast.com
- Speakers and a microphone; a combination headset with microphone solution is specifically recommended for all interactive and synchronous videoconference class sessions
- A webcam

Students should be aware that some courses will require social media activities or activities involving other third-party websites and/or apps other than those the Seminary contracts with. If such an assignment is required for the course, it will be noted in the course description. Please contact instructors in advance of enrolling to address any questions or special concerns about technology use in the course.

The Phillips faculty and staff primarily use up-to-date Windows software so your use of compatible software will make things easier for you. Also, you should be aware that connectivity speeds, which affect the quality of your internet connection, vary with your supplier, time of day, and location. No matter how much they want to help you, Phillips staff members cannot fix this.

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.

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 current charges have already been paid in full or part, all tuition and fee charges along with any payments will be refunded. Different policies may apply to payments received from state and federal sources, as per applicable regulation.

Modes/Formats of Course Delivery
Courses at Phillips Theological Seminary are taught in five modes: on-campus in a weekly format, week long concentrated format or two weekend concentrated format, asynchronous online or synchronous Zoom, hybrid, or arranged as an independent study with a particular professor to meet the learning goals of the student. Online courses are taught only during the fall and spring semesters in a 13-week schedule. Summer, J-Term and A-Term courses are taught in a week-long concentrated format only. Students should see denominational degree requirements or online limitations to determine, in consultation with their advisers, eligibility for specific modes/formats.

On-Campus 13-Week Coursework
Courses taught in a weekly on-campus mode are taught during the Fall and Spring semesters. 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.

Online/Hybrid Coursework
Many of the required and elective courses which contribute to the master's degree program at Phillips may be taken online or hybrid 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". 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." Students in the MASJ program must complete a minimum of 12 semester-hours "in

residence." These "in-residence" hours may be completed in a number of convenient modes or formats (see above). Half of required "residential" hours may be fulfilled through Synchronous Zoom courses.

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.

Courses Offered through Synchronous Videoconferencing and Single Session Approval
Up to half of the in-residence hours for each degree can be met by taking courses listed as Synchronous in the Course Listing. Remaining in-residence hours must be fulfilled through courses identified as on-campus, immersion, and hybrid (asynchronous with 51% of contact hours on campus or courses listed as both synchronous and on campus with no asynchronous hours).

Faculty will abide by the format of a class listed in the course listing. Students may not petition a faculty member to take a course listed as on-campus or asynchronous via Synchronous Videoconferencing.

For courses offered via synchronous videoconferencing students must complete and return a "Synchronous Videoconferencing Request Form" by the date indicated in the current semester Course Enrollment Materials.

In extenuating circumstances, students may petition for permission to participate via Zoom in a single session of a course offered on-campus by completing the "Synchronous Videoconferencing Registration Form" (available on Canvas in the Student Service Site, Registrar Forms). Submit the completed form to Sharon Russ, Executive Assistant to the Dean and the Faculty, 48 hours, if possible, in advance of the identified class session. The associated fee for the petition will be added to the student's bill. The petition is subject to approval and is not guaranteed.

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.

Name Change Request
Students requesting a change of name on their Phillips 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.

Orientation for New Students
New Student orientation is a two-and-one-half-day experience offered every fall and every spring and is a required course within all master's-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.

Orientation for new Doctor of Ministry Students will be held every fall in conjunction with the masters-level orientation session. No orientation for DMin students will be held in advance of spring semesters.

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.

Power Outages and Online Courses
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 email 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.

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 within the church and the broader society. As Phillips is a setting for professional formation, students in all institutional spaces, inside and outside of the classroom, are expected to display behavior suitable to a professional environment. Further, students should observe any requirements for etiquette and/or respectful dialogue as set forth by their instructors. Follow these guidelines to ensure your professional success at Phillips:

- **Be present.** Just as one would in a workplace setting, students should display punctuality in arriving to class, timeliness in submitting work, respectful communication with student colleagues, faculty and staff, and prompt notification if expectations cannot be met.
- **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, use your Phillips Theological Seminary email account unless they request otherwise.
- **Be prepared.** A learning environment is only effective if its members are prepared to participate. In short, your fellow students' ability to learn depends, in part, upon your preparations for and contributions to the classroom conversation. Complete all required readings and assignments in preparation for class, and come prepared to engage verbally and non-verbally with your instructors and classmates.

- **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 Conscientious.** Students disclose many vulnerabilities in classroom settings—from a simple lack of understanding to experiences of great personal import. Be conscious of the ripple effects that can occur when classroom conversations are shared outside of the learning space. Do your best to preserve your student colleagues' professional interests when talking with others about your classroom experiences.
- **Be curious.** We all choose words in ways that reflect our respective cultures, upbringings, backgrounds, and personalities. Sometimes those differences can lead to misunderstandings. 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 intended in jest. Disrespectful, mocking, and/or dehumanizing communication – whether overt or by innuendo – is a violation of this policy. If a discussion becomes hostile through someone else's actions, please do not escalate it. Instead, contact the instructor immediately or follow the "Complaints" procedure outlined in the student handbook.
- **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 arerequired to end in-class discussion of a topic if requested to do so by the instructor. Should you require further follow-up, pursue it by contacting first the instructor and the Academic Dean. Your adviser may also be able to assist you.

Netiquette: Guidelines for Online Engagement

Participants in 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." 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 kind.** Online environments can obscure the fact that there is a person behind the words. Use care in your communications with fellow classmates, and remember that there is another human being on the other side of an email or discussion posting.
- **Be prepared.** Before enrolling in an online class, make sure you have the required technology for such coursework. (See "Internet Access and Technical Requirements, *Phillips Theological Seminary Academic Handbook* for these requirements.) In an online discussion forum, 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 clear.** In online forum posts, strive to be clear, concise, accurate, comprehensible. (Note: Synchronous online chats may be more informal; follow whatever guidelines your instructor provides.) Humor, and especially sarcasm, do not always come across as their authors intend, especially in virtual space, 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 are considered aggressive, and constitute unacceptable classroom conduct and a violation of this policy. In online environments, all-uppercase writing is the visual equivalent of shouting. Be ready to stop writing in all-uppercase if the instructor asks you to do so. Remember, as well, that other members of the class may not know the same internet slang and abbreviations as you might know. As your classroom time is a professional setting, use slang and abbreviations sparingly, if at all.
- **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. Unless given permission by the professor, do not put links to outside sources in class discussion forums.

Inability to follow the guidelines presented here may violate other Seminary policies, including but not limited to the Student Community Covenant and the Title IX Gender Discrimination and Sexual Harassment Policy. Students who violate these policies may face a range of consequences, depending on the nature, severity, and persistence of the violation. These consequences may include, but are not limited to, private reminder from the instructor, in-class reprimand from the instructor, lowering of participation grade, referral to the Academic Dean, removal from the course with no credit, discrimination and/or sexual harassment complaint procedures, and expulsion from the Seminary.

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

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….

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.

Style and Formatting of Papers, Theses, and Projects

Phillips Theological Seminary uses Turabian Style as its official formatting and style guide for all student research papers, theses, and written projects. More specifically, student writers are

required to use the footnoting method of the Notes-Bibliography Style detailed in Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition*. This formatting and style standard applies to all master's theses, DMin projects, and integrative papers. Unless otherwise instructed by a faculty member for a specific assignment, Turabian Style is also to be used as the default style and formatting guide for all written coursework assignments at both the master's and doctoral level.

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.

Transfer Students

A maximum of 42 semester-hours may be transferred for the MDiv degree; 24 hours for an MTS or MAMC degree; and 18 hours for the MASJ. Credit cannot be transferred to a Graduate Certificate program.

Of those transfer hours, a maximum of 42 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 MASJ 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. Normally, approval is **not** granted for required courses regularly offered by Phillips.
2. 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.
3. Final determination of all transferred credit will be made by the Vice President and Academic Dean (in consultation with appropriate faculty). 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.
4. Normally, work must have been undertaken at a school accredited by The

Association of Theological Schools in the United States and Canada.

5. Courses must be compatible with the Phillips curriculum and have been completed no more than 10 years prior to matriculation at Phillips.
6. 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.

7. The student must have received a grade of B- or higher for a course to be considered for transfer credit.Students may not transfer credit for coursework taken after admission to Phillips unless prior approval is granted by the Academic Dean. 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 MASJ degree programs. Program compatibility is required.
2. 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.
   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, MASJ or MAMC degree programs. As in all other transfer cases, curricular compatibility must be demonstrated.
3. Seminary Scholars students are limited to the following transfer hours according to student's degree program:
   - MDiv – 18 transfer hours allowed
   - MTS/MAMC – 12 transfer hours allowed
   - MASJ – 9 transfer hours allowed

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 Vice President of Academic Affairs and 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. If the professor grants participation through remote access, the student 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.

Withdrawal

All students, including auditors, who wish to withdraw from a Seminary course 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.

Student Resources and Related Information

Community Life and Worship
Community life is an integral part of the educational process and spiritual and vocational formation at Phillips Theological Seminary. Learning is enhanced by opportunities to develop bonds 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. Students develop close relationships through online small group work, virtual chapel services, and contact with colleagues and professors.

Community worship opportunities are held in person or in a virtual space at various times throughout the traditional schedule of weekly classes and during intensive and weekend courses. The Director of Spiritual Life and Chaplain, in consultation with the Worship Committee, plans these services. 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 and communion is celebrated occasionally. Faculty members and guest preachers are often invited to participate.

Constitution Day
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.

Counseling Services and Spiritual Direction
If students need assistance from someone outside their life situation, referrals can be made to mental health professionals, spiritual directors, and/or life coaches. Information about these resources can be found in Student Handbook. Student Services practices confidentiality of student circumstances and services rendered.

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 denomination 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.

Denominational Ministerial Formation

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

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

Ministerial formation directors are generally regular members of the faculty or individuals appointed by the Dean. 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, 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 Barnett, Associate 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).

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

United Church of Christ: Kathleen D. McCallie, 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: Delores J. Williamston, Bishop, Louisiana Conference of the UMC, Baton Rouge, LA. BS, Manhattan Christian College, Manhattan, KS, 2000. MDIV, Kansas City Missouri, 2007. Ordained Elder, United Methodist Church, 2010.

Unitarian Universalist Association: M. Randy Lewis, Assistant Minister, All Souls Unitarian Church (Tulsa). MDIV, Seminary Phillips Theological Seminary, 2013. Ordained, Unitarian Universalist Association, 1999.

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.

Honors and Awards

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

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

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

Baptist Student Award. An award is given annually to the student from a Baptist tradition who has done outstanding academic work and shows great promise for leadership and ministry.

Biblical Language Award. This award is given annually to a student or students who have done outstanding work in the language (Hebrew or Greek) taught in that particular academic year.

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.

Christian Church (Disciples of Christ) Award. An award is given annually to an exceptional graduating senior and to outstanding students who are members of the Christian Church (Disciples of Christ).***Community Life Award.*** An award is given annually by the Student Senate in recognition of a student's special contribution to the quality of community life in the Seminary.

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 recognizes a preacher who demonstrates a passion for empowering ***their community with pastoral preaching in the wilderness of social change.***

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.

Phillips University Legacy Scholarship. This award is offered annually to a Master of Divinity student committed to recognized ministries of the Christian Church (Disciples of Christ).

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.

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.

Sandy Wylie Preaching Award. This annual award is given to an outstanding student preacher ***who has taken preaching courses during the current academic year.***

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

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

Tyrrell Original Research Award. Established by Phillips alumnus Kelly Tyrrell, this annual award honors a student in any Master's degree program for original academic research.

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.

United Church of Christ Awards. These awards are given annually to an exceptional graduating senior and an outstanding student who are members of the United Church of Christ.

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

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

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

Student Housing

Students attending on-campus classes have several lodging options available. A list of local lodging

resources can be found in the Academic Resources Canvas site under Module #5 Student Services and Resources. Phillips also offers convenient on-campus lodging at **Bedford House**, providing students with a comfortable place to stay while attending Concentrated Course Weeks, Weekend Intensives, and other approved campus events. Designed to foster community, Bedford House offers opportunities for students to build relationships and engage in meaningful conversations outside the classroom. For more information, contact the Office of Student Services.

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 Student Senate members can be found in the Academic Resources site of Canvas, under Module #5 Student Services and Resources.

Seminary Trustees, Officers, and Staff

Trustees of the Board

Chair of the Board

Claire Meredith, Wichita, Kansas
Christian Church (Disciples of Christ)

Vice-Chair of the Board

Steve Fate, Tulsa, Oklahoma
Christian Church (Disciples of Christ)

Secretary of the Board

Susan Payne, Tulsa, Oklahoma
Christian Church (Disciples of Christ)

Members

Todd Adams, Indianapolis, Indiana
Christian Church (Disciples of Christ)

Jacqueline Blue, Sumter, South Carolina
Baptist

Larry Brown, Chickasha, Oklahoma
Christian Church (Disciples of Christ)

Connie Dietz, Wichita, Kansas
Christian Church (Disciples of Christ)

Marcia Hagee, Tulsa, Oklahoma
Christian Church (Disciples of Christ)

Myrna Jones, Tulsa, Oklahoma
Christian Church (Disciples of Christ)

Sally Kelley, Tulsa, Oklahoma
United Church of Christ

Chebon Kernell, Oklahoma City, Oklahoma
Christian Church (Disciples of Christ)

Kelly Kirby, Tulsa, Oklahoma
Christian Church (Disciples of Christ)

Stacy Minnick, Norman, Oklahoma
Christian Church (Disciples of Christ)

Ron Nofziger, Tulsa, Oklahoma
Christian Church (Disciples of Christ)

Karen Webster Parks, Atlanta, Georgia
United Methodist

Tom Stanley, Topeka, Kansas
Christian Church (Disciples of Christ)

Dawn Weaks, Odessa, Texas
Christian Church (Disciples of Christ)

Minna Zelch, Chagrin Falls, Ohio
Unitarian Universalist

Alum Association Representative to the Board
Travis Smith McKee, Wichita, Kansas
Christian Church (Disciples of Christ)

Faculty Representative to the Board
Joe Bessler, Tulsa, Oklahoma

Staff Representative to the Board
Jenny Wynn, Tulsa, Oklahoma
Christian Church (Disciples of Christ)

Student Representative to the Board
Stephen Ivey, Bartlesville, Oklahoma
Baptist

Trustees Emeritus
Ruth Ann Fate, Tulsa, Oklahoma, Member Emerita
Christian Church (Disciples of Christ)

Kyle V. Maxwell, Yukon, Oklahoma, Member Emeritus Christian
Church (Disciples of Christ)

Lynnwood R. Moore, Jr., Tulsa, Oklahoma, Chair Emeritus
United Methodist Church

Dan Woods, Colorado Springs, Colorado, Member Emeritus Christian
Church (Disciples of Christ)

Executives of the Seminary

President: F. Douglas Powe, Jr., PhD
Vice President of Academic Affairs and Dean: Lisa Davison, PhD
Vice President of Operations: Holly Becker, MPA, PhD
Vice President of Finance and Administration: Karen McMillan, BSBA

Staff of the Seminary

Academic Affairs

Vice President of Academic Affairs and Dean: Lisa Davison, PhD
Director of Doctor of Ministry Program: Annie Lockhart-Gilroy, PhD
Director of Black Church Studies: Arthur Carter, PhD
Director of Theological Field Education: Eric Gill, DMin Director
of Instructional Design: Chris Whetstine
Registrar: Virginia Thompson
Financial Aid Officer: Todd Mantock
Executive Assistant to the Dean and Faculty: Sharon Russ

Admissions and Student Services

Dean of Students: Anne Carter Walker, PhD
Senior Director of Recruitment and Retention: Ulysses Allen, MS, MDiv
Director of Spiritual Life and Chaplain: Jennie Wachowski-Estes, MDiv
Program Manager for Recruitment and Admissions: Devaunjue "Jay" Williams
Manager of Student Services: Megan Lovins
Administrative Assistant for Student Services: Staci Higgins

Advancement

Assistant Vice President of Advancement: Malisa Pierce, MDiv
Director of Advancement: Jenny Wynn, MDiv
Director of Alum Community: Tara Thompson, MDiv
Database Specialist: Bryon McDaniel
Executive Assistant to Advancement and Donor Relations Specialist: Tammy Ryan

Business Office

Vice President of Finance and Administration: Karen McMillan, CPA CGMA
Director of Student Accounts: Ann Nelson, MBA
Executive Assistant to the Business Office: Tammye Jurena

Centers at Phillips

Interim Director of the Center for Religion in Public Life: Trista Soendker Nicholson
Senior Director of the Center for Ministry and Lay Training: Leslie LeSieur
Administrative Assistant to the Center for Ministry and Lay Training: Emma Francois
Program Coordinator, Center for Ministry and Lay Training: Teresa Spear

Chapel

Director of Spiritual Life and Chaplain: Jennie Wachowski-Estes, MDiv Chaplain
Emerita: Marilyn (Mady) Fraser, DMin

Communications

Senior Director of Communications: Kurt Gwartney, MDiv
Online Media Specialist: Matt Dean
Director of Marketing and Communications: Vanessa Carter

President's Office
President: F. Douglas Powe, Jr., PhD
Vice President of Operations: Holly Becker, MPA, PhD
Assistant Vice President of Operations: Anna Gross, M.M
Executive Assistant to the President: Ashley Gibson
President Emeritus: Gary Peluso-Verdend, PhD
President Emerita: Nancy Claire Pittman, PhD

Events and Hospitality
Director of Events and Hospitality: Krystal Grizzle
Events and Hospitality Associate: Ashton Gacsal

Facilities
Maintenance Manager:
Maintenance Assistant: Slade Dodson

People and Culture
Manager of People and Culture: Randon Young, MBA

Information Technology
Senior Director of Institutional Technology: Zachary Mussett
Senior IT Analyst: James Solecki
IT Analyst: Hunter Dallas
Junior IT Analyst: Henry Abel
A/V Technician: Aaron Henderson
Director of Instructional Design: Chris Whetstine

Library
Dean of the Library and Research Services: Sandy C. Shapoval, MLIS, MTS
Assistant Dean of the Library and Instruction Librarian: Katherine Casey, MLIS Reserves, Electronic Resources, and Journals Librarian: Avery Phillips, MLIS Cataloging and Technical Services Librarian: Lucy Franklin, MLIS
Special Collections and Archives Librarian: Phillipa Rosman, MLIS
Assistant Librarian in Special Collections and Archives; and Public Services: Paige Long-Wheeler, MLIS

Security
Administrative Assistant, Reception, and Safety Officer: Gina Robertson
Safety Specialist: Danny Melton

Academic Calendar (Fall 2026 – Fall 2028)

Fall	**2026**	**2027**	**2028**
Registration reopens for Fall	Jul 31	Jul 30	Aug 4
A-Term Week 1	Aug 3-7	Aug 2-6	Aug 7-11
A-Term Week 2	Aug 10-14	Aug 9-13	Aug 14-18
Master/DMin Student Grades Due (Summer)	Aug 17	Aug 16	Aug 15
New Student Orientation	Aug 18-20	Aug 17-19	Aug 15-17
First Day of Classes	Aug 24	Aug 23	Aug 28
Labor Day (seminary closed)	Sep 7	Sep 6	Sep 4
Student Disbursement Date	Sept 21	Sept 20	Sept 25
Concentrated Course Week 1	Oct 12-16	Oct 11-15	Oct 9-13
Pride@Phillips Event	Oct 13	Oct 12	Oct 10*
Withdrawal Deadline (Fall)	Oct 16	Oct 15	Oct 20
Concentrated Course Week 2	Oct 19-23	Oct 18-22	Oct 16-20
Registration (J-Term/Spring)	Oct 26-Nov 6	Oct 25-Nov 5	Oct 30-Nov 10
New Student Registration (J-Term/Spring)	Nov 9	Nov 8	Nov 13
Indigenous North Americans History/Culture Event	Nov 10	Nov 9	Nov 14*
Thanksgiving Recess (no classes)	Nov 23-27	Nov 22-26	Nov 20-24
Thanksgiving Holidays (seminary closed)	Nov 25-27	Nov 24-26	Nov 22-24
Incomplete Request Deadline	Dec 4	Dec 3	Dec 8
Last Day of Classes	Dec 11	Dec 10	Dec 15
BCTAAFL Celebration Dinner	Dec 11	Dec 10	Dec 15
Winter Break (seminary closed)	Dec 25-31	Dec 25-31	Dec 25-31
Master's/DMin Student Grades Due (Fall Term)	Jan 4, 2027	Jan 3, 2028	Jan 2, 2029
Spring	**2026**	**2027**	**2028**
New Year's Day (seminary closed)		Jan 1	Jan 3
Master's/DMin Student Grades Due (Fall Term)		Jan 4	Jan 4
Registration reopens for Spring		Jan 4	Jan 4
J-Term Week		Jan 4-8	Jan 10-14
Remind and Renew		Jan 13-14	Jan 19-20
MLK Jr. Day (seminary closed)		Jan 18	Jan 17
New Student Orientation		Jan 19-21	Jan 25-27
First Day of Classes		Jan 25	Jan 31
Ash Wednesday		Feb 10	Mar 1
Student Disbursement Date		Feb 22	Feb 28
Seminary Scholars Interview Weekend		TBA	TBA
Concentrated Course Week 1		Mar 8-12	Mar 6-10
Concentrated Course Week 2		Mar 15-19	Mar 13-17
Withdrawal Deadline (Spring)		Mar 19	Mar 24

Spring (continued)	**2026**	**2027**	**2028**
Early Registration Opens (Summer)		Mar 19	Mar 13
Holy Week Recess		Mar 22- 26	Apr 10-14
Good Friday (seminary closed)		Mar 26	Apr 14
Easter Monday (seminary closed)		Mar 29	Apr 17
Early Registration Ends (Summer)		Mar 30	Mar 24
Early Registration for Returning Students (A-Term/Fall)		Apr 19 - 30	Apr 18 - 28
New Student Registration Begins		Apr 26	Apr 24
Tulsa Race Massacre Lecture		Apr 26	TBA
Incomplete Request Deadline		May 7	May 12
Senior Grades Dues		May 7	May 12
Awards Day		May 11	May 16
Last Day of Classes & Senior Banquet		May 14	May 19
Graduation		May 15	May 20
Memorial Day (seminary closed)		May 31	May 29
Master's/DMin Student Grades Due (J-Term, Spring)		Jun 1	Jun 1
Summer	**2026**	**2027**	**2028**
Master's/DMin Student Grades Due (J-Term, Spring)	Jun 1	Jun 1	Jun 1
Concentrated Course Week 1	Jun 1-5	Jun 7-11	Jun 5-9
Concentrated Course Week 2	Jun 8-12	Jun 14-18	Jun 12-16
Immersion Intensive Week	Jun 9-18	TBD	TBD
Juneteenth Holiday (seminary closed)	Jun 19	Jun 21	Jun 19
Independence Day (seminary closed)	Jul 3	Jul 5	Jul 4
Incomplete Request Deadline (Master's/DMin)	Jul 10	Jul 9	Jul 7

Appendix I: Title IX Sexual Harrassment and Gender Discrimination

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 learning environment, b) the behavior is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's learning; or c) otherwise adversely affects an individual's opportunities for learning.

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 (EEOC) 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. Phillips understands this definition to also include academic settings and learning environments.

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.

Title IX protects students from sexual harassment in educational programs or activities operated by recipients of federal funding. The protection against sexual harassment derives from the general prohibitions against sex discrimination contained in the Title IX common rule at _.400. Those provisions state in relevant part:

a) General. Except as provided elsewhere in these Title IX regulations, no person shall, on the basis of sex, be excluded from participation in, be subjected to discrimination under any . . . education program or activity operated by a recipient that receives Federal financial assistance.
b) . . . in providing any aid, benefit, or service to a student, a recipient shall not, on the basis of sex:
    - Treat one person differently from another in determining whether such persons satisfies any requirement or condition for provision of such aid, benefit, or service;
    - Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
    - Deny any person any such aid, benefit, or service;
    - Subject any person to separate or different rules of behavior, sanctions, or other treatment;
    - Aid of perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person that discriminates on the basis of sex in providing any aid, benefit or service to students or employees:
    - Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

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 acase-by-case manner up to and including termination, and (4) protect the privacy of all those involved to the extent possible.

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

The Title IX Coordinator/Manager of People and Culture 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/Manager of People and Culture 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/Manager of People and Culture (or other trained designee if Manager of People and Culture 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/Manager of People and Culture 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/Manager of People and Culture 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/Manager of People and Culture 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/Manager of People and Culture 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/Manager of People and Culture 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/Manager of People and Culture, 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/Manager of People and Culture 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/Manager of People and Culture and, if appropriate, recommendations for disciplinary and/or corrective action to be taken. The Title IX Coordinator/Manager of People and Culture 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) Randon Young, Title IX Coordinator/Manager of People and Culture, Rm 26– 918.270.6424, randon.young@ptstulsa.edu
2) Holly Becker, Title IX Coordinator/ Vice President of Operations, Rm 41- 918-270-6446, holly.becker@ptstulsa.edu

3) Karen McMillian, Vice President of Finance and Administration, Rm 39–918.270.6402, karen.mcmillan@ptstulsa.edu
4) Lisa Davison, Vice President of Academic Affairs and Dean, Rm 2–918.270.6407, lisa.davison@ptstulsa.edu
5) 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 FORVIS IntegraReport at Toll free **833-792-1180** or online at www.ptstulsa.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 coordinatoroversees 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:
    - Randon Young, Title IX Coordinator/Manager of People and Culture, by telephone at 918-270-6424, or by email at randon.young@ptstulsa.edu.
    - Holly Becker, Title IX Coordinator/Vice President of Operations, by telephone at

918-270-6446, or by email at holly.becker@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.robertson@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.
- Lisa Davison, Vice President of Academic Affairs and Academic Dean, 918.270.6407, or by email at lisa.davison@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.

Inquiries or complaints that involve potential violations of Title IX may also be referred to the U.S. Department of Education's Office for Civil Rights, which can be reached at the regional office: https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm or the Educational Opportunities Section of the Civil Rights Division of the U.S. Department of Justice (DOJ): http://www.justice.gov/crt/complaint/#three.

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

A. Training for Students, Faculty, and Staff

The Title IX Coordinator/Manager of People and Culture 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.

B. 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

C. 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.

D. 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.

Appendix II: Policy for Human Subjects Committee

Purpose, Purview, and Basic Structure

Theological research sometimes requires direct interaction with living human subjects, often in the form of qualitative research. Such interaction can extend human knowledge in ways that will benefit individuals, churches, and society. However, even if intended for good, all human-subject research inherently carries risks of inflicting harm on the persons and communities it studies. For this reason, responsible theological research must make deliberate plans in advance to honor God's compassion, respect, and justice for all human-subject participants. The Human Subjects Committee (HSC) exists to ensure that all human-subject research at Phillips Theological Seminary has taken the necessary steps to provide protection, responsibility, and mutual accountability for all human subjects.

The HSC requires that all human-subject research conducted at Phillips Theological Seminary undergo a formal review process (detailed below) to assess the safety of such research for persons and communities with which it interacts.

Following preparation and submission of all necessary forms, researchers can usually expect a decision from the HSC within four to six weeks. Summer submissions can expect longer review timelines.

The HSC's oversight applies to all human-subject research conducted under the auspices of Phillips Theological Seminary regardless of the researcher's status as a student or faculty member. Research that does not include direct interaction with living human subjects does not require HSC oversight.

The HSC operates independently from any particular degree program, thesis process, or course design. This means the HSC does not have the authority to make specific curricular recommendations to any such academic program. Rather, it is the HSC's purview to ensure that any human-subject research conducted in any academic program has been properly vetted before being conducted.

No data acquired from human-subject research prior to HSC approval is permitted for use in academic assignments, degree progress, or publication. The HSC has the authority to enforce additional institutional repercussions for researchers who fail comply with its policies, including but not limited to failure of an assignment, suspension, or removal from a degree program.

The HSC consists of three regular Phillips faculty members appointed annually by the Dean, usually with overlapping and staggered terms for continuity. The Dean will designate one of these faculty members as chairperson. The HSC will meet as necessary during the fall and spring semesters to provide oversight to research projects.

What Constitutes Human-Subject Research:

Generally, human subject-research includes any planned future interaction with a living human

or humans, where data will be collected, stored, and shared to produce generalizable knowledge. Questions about what counts as human subject research may be referred to the HSC, or guidance from the National Institute of Health.

Oversight Process and Instructions:

After assessing that a research project requires direct interaction with human subjects to be successful, all researchers at Phillips Theological Seminary must follow the following process before commencing any direct interaction with human subjects. This process requires completion of one of three potential review pathways depending on the complexity and potential risk of the proposed research:

I. **Expedited Review:** a single-form evaluation process for projects that do not utilize formal qualitative research tools (e.g., surveys, questionnaires, tests) and are likely to pose minimal risk to research participants

II. **Standard Review**: an evaluation process for projects utilizing formal qualitative research tools that warrant their own review and informed consent materials to assess potential risk to research participants

III. **External Review**: an evaluation process through an NSF-approved Institutional Review Board external to Phillips Theological Seminary, typically reserved for complex projects with delicate- or high-risk factors to consider alongside research benefits

I. Expedited Review Process and Instructions:

1. Researcher must prepare and send the **Detailed Project Description Form** to the HSC by email attachment to hsc@ptstulsa.edu. Student researchers must cc any academic advisors who have signed forms submitted to the HSC.
2. Following an examination of the safety, ethical benefits, and potential risks of the project design using the **HSC Project Evaluation Rubric**, the HSC will render one of three decisions for the researcher:
    a. **Approval:** The HSC deems the project sufficiently safe to proceed to human-subject interaction.
    b. **Revisions Required:** The HSC identifies safety concerns that must be addressed prior to proceeding to human-subject interaction. This decision will include specific recommendations for how project must be revised. This decision requires revision and resubmission of the Detailed Project Description Form to the HSC for re-evaluation.
    c. **Resubmission to Standard or External Review Required:** The HSC determines that project involves research methods, tools, and risks that are too complex for assessment through the expedited review process. Researcher is required to resubmit their project for evaluation through either the HSC's standard review process or through an external IRB review before proceeding to human-subject interaction.

3. The HSC chair will file the researcher's Detailed Project Description Form and their Project Evaluation Rubric with the HSC Repository, where it will be digitally archived and encrypted for no fewer than ten years.
4. If approved, researchers must store all collected human-subject data in a password-protected and encrypted fashion to protect confidentiality until the designated time of data disposal indicated on their approved Detailed Project Description Form.

II. Standard Review Process and Instructions:

1. Researcher must prepare the following forms that detail the rationale, risk assessment, and benefits of the proposed human-subject research design:
    a. **Detailed Project Description Form**
        - Note: If research includes planned research tools such as questionnaires, interview guides, or tests, such tools must be included with the Detailed Project Description Form; omitting or revising such tools will require resubmission to the HSC.
    b. **Informed Consent Research Disclosure Form**
    c. **Informed Consent Form**
        - Note: If research focuses on individuals, utilize the "Individual Participants" form; if research requires formal involvement of a larger organization (e.g,. a church), utilize the "Institutional Participants" form; some research designs may require both.
2. Researcher sends all forms to the HSC by email attachment to hsc@ptstulsa.edu. Student researchers must cc any academic advisors who have signed forms submitted to the HSC.
3. Following an examination of the safety, ethical benefits, and potential risks of the project design using the **HSC Project Evaluation Rubric**, the HSC will render one of three decisions for the researcher:
    a. **Approval:** The HSC deems the project sufficiently safe to proceed to human-subject interaction.
    b. **Revisions Required:** The HSC identifies safety concerns that must be addressed prior to proceeding to human-subject interaction. This decision will include specific recommendations for how project must be revised. This decision requires revision and resubmission of HSC forms (step #1) to the HSC for re-evaluation.
    c. **Referral Due to Complexity:** In rare circumstances involving highly complex ethical issues or methods that extend beyond the limits of typical theological research, the HSC may require a researcher to be referred to an external and NSF-approved Institutional Review Board for evaluation. If such a decision is made, the HSC will provide the researcher with recommendations for external IRBs to consider.
4. The HSC chair will file all submitted forms and their Project Evaluation Rubric with the HSC Repository, where it will be digitally archived and encrypted for no fewer than ten years.

5. Researchers are required to safely archive any signed informed consent forms for a minimum of three years following the completion of the human-subject research. Such storage must be password protected and encrypted to protect confidentiality.

III. External Review Process and Instructions:

Human-subject researchers at Phillips may also elect to submit their research project directly to an external NSF-approved Institutional Review Board for ethical evaluation without referral from the HSC. In such cases, external IRB approval will be treated as meeting HSC standards and will adhere to the following process:

1. Verify that the identified external Institutional Review Board is in full compliance with the National Science Foundation and Department of Human Service's federal standards.
2. Follow the full guidelines and review procedures of that external IRB.
3. Once approved by the external IRB, researchers must submit written record of that approval and all reviewed accompanying materials by email attachment to the Phillips HSC at hsc@ptstulsa.edu before proceeding with human-subject interaction.
4. The HSC chair will file the external IRB approval and all reviewed accompanying materials with the HSC Repository, where it will be digitally archived and encrypted for no fewer than ten years.
5. Researchers are required to safely archive any signed informed consent forms in accordance with the standards specified by the external IRB that reviewed their project. In most instances, this will involve archiving signed informed consent form for a minimum of three years following the completion of the human-subject research, as well as storage all human-subject data in a password-protected and encrypted fashion to protect confidentiality.

Classroom Assignments Requiring Human-Subject Interaction:

Certain classes taught at Phillips Theological Seminary may include assignments that require low-risk interaction with human subjects. Because student researchers for such assignments are fulfilling a mandatory course requirement, such individual assignments are usually not required to undergo formal HSC review.

In such instances, course instructors must both submit assignment prompts and/or descriptions to the HSC for safety evaluation and include educational guidance to students regarding HSC procedures within the course.

In instances where a classroom assignment does not explicitly require human-subject research, any student wishing to pursue independent human-subject research is subject to HSC oversight. In such cases, Phillips faculty are encouraged to direct students to the HSC.

HSC Committee Conflicts of Interest:

In the event that a researcher or faculty advisor of a research project requiring HSC approval is currently serving as one of the three members of the HSC, they must recuse themselves from

evaluation of the project. In the event that the remaining two members of the HSC cannot come to a consensus on the safety or revision recommendations required for a project, the academic dean will be called upon to serve as a tiebreaking vote on the matter.

In the event that two or more of the current HSC members are involved in a research project requiring HSC approval, the academic dean will appoint an ad hoc HSC committee to adjudicate the project.

Distinction from Federally Regulated "Institutional Review Boards":

Because designated Institutional Review Boards (IRB's) are subject to narrow federal regulation from the National Science Foundation and include requirements that are both impractical and unfeasible for the context of theological education, the Phillips HSC exists in the model of a more tailored form of ethical accountability for theological research that usually does not involve biomedical and empirical research that is typical of the natural sciences. The Phillips HSC operates with respect and deference to the NSF's "Common Rule," which "gives discretion to institutions and IRBs to match the intensity of the review to the potential risk of harm to subjects." For further detail, see the Code of Federal Regulations §690.101-124.