



# ACADEMIC CATALOG

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2021-2022

Letter from the President	3
Accreditation	4
2021-2022 Academic Calendar	5
Master's Level Programs	6
General Information	6
Policy on Credit Hours	6
Master of Divinity (MDiv)	8
Master of Arts in Ministry (MAM)	11
Master of Arts in Ministry (MAM)—Latinx Theology Concentration	13
Dual Competency Programs	15
Master of Theological Studies (MTS)	16
Certificate in Theological Studies	19
Black Church Studies Certificate	19
Certificate in Latin@ Theology and Ministry	19
Certificate in Environmental Leadership and Ministry	19
Master's Admissions Procedures	20
Master's Financial Information	28
Master's Academic Procedures and Information	33
Plagiarism Policy for Cross-Registration Students	47
Master's Programs Courses	48
Master's Fellowships and Awards	63
Doctor of Ministry Programs	69
Application and Class Start Dates	69
McCormick Doctor of Ministry Program Description	70
Learning Outcomes	70
Credit Hours & Course Format	70
M-617 Research Methods in Ministry	71
I-648 Thesis Residency	71
I-649 Thesis in the Practice of Ministry and Oral Presentation	71
Cooperative Doctor of Ministry Programs	72
Admissions Procedures	73
International Students	75
Cost of Study	75

Awards and Prizes	76
Registration for Courses	76
Transcripts	77
Syllabi and Textbooks	77
Deadlines and Grades	77
Grade Appeal Procedure	78
Auditing Doctoral Level Courses	79
DMin Students from Other Institutions	79
Independent Study	80
Changes in Student Status	80
Program Limit Extensions	82
Graduation	82
JKM Library	83
Resources and Partnerships	85
Continuing Education	85
Institute for Cross-Cultural Theological Education	86
Urban Ministry	87
Partners in Education	88
The Faculty	89
Core Faculty	89
Affiliate Faculty	94
Master's Adjunct Faculty	98
Doctor of Ministry Thesis Advisors	99
Doctor of Ministry Adjunct Faculty	99

# Letter from the President

On behalf of our faculty, staff, and students, it is my pleasure to invite you to explore the amazing courses and learning opportunities provided at McCormick Theological Seminary. In the pages that follow you will find exciting, life-changing offerings taught by world-class faculty.

McCormick is a teaching/learning community that is *cross-cultural, urban, Reformed, and ecumenical*. In our delivery of theological education and among our students and extended community, we believe that we are participating in a vision of what the Church is and will become—a living image of God’s life-giving presence among a beautiful and diverse humanity.

We are a graduate institution of higher learning, proudly affiliated with the rich intellectual and theological tradition of the Presbyterian Church (U.S.A.). Now in its 189<sup>th</sup> academic year, McCormick has a long history of being on the cutting-edge of theological education. From the time that it moved to Chicago in 1860, the seminary’s identity has been deeply connected to this thriving urban center in all of its rich complexity.

Leaders in theological education have declared that McCormick has one of the most diverse, if not the most diverse, student body in North America. All engage traditions that are both ancient in their wisdom, yet, contemporary in practice. They study with professors whose vocational identity has been transformed by the rich diversity that McCormick uniquely offers. Prepare to be transformed.

Come to McCormick. Come and be challenged. Come and learn at McCormick, a community where diversity is not a goal, but a reality. Come, “taste and see that the Lord is good” (Psalm 34:8).

Peace and grace to you,

David H. Crawford  
President

# Accreditation

McCormick Theological Seminary is a seminary of the Presbyterian Church (U.S.A.), an accredited and charter member of the Association of Theological Schools in the United States and Canada (10 Summit Park Drive, Pittsburgh, PA 15275; phone: 412-788-6505), an accredited member of The Higher Learning Commission of the North Central Association of Colleges and Schools (30 North LaSalle Street, Chicago, IL 60602; phone: 312-263-0456), a member of the Association of Chicago Theological Schools (ACTS; <http://www.actschicago.org>) and the Hyde Park Cluster of Theological Schools, and is associated with the University of Chicago.

The following degree programs are approved by the two accrediting bodies mentioned above:

- Master of Divinity
- Master of Arts in Ministry
- Master of Theological Studies
- Doctor of Ministry

It is the policy of McCormick Theological Seminary not to discriminate on the basis of sex, race, color, physical ability, national or ethnic origin, or sexual orientation in its educational programs, student activities, employment or admissions policies, in the administration of scholarship or loan programs, or in any other seminary-administrated programs. This policy complies with the requirements of the Internal Revenue Service Procedure 321-I, Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Educational Amendments as amended and enforced by the Department of Education.

Under the Family Educational Rights and Privacy Act (FERPA), McCormick students have the right to inspect and review education records; the right to seek and amend education records; and the right to have some control over the disclosure of information from education records. For a complete description of student rights under FERPA please consult either the *DMin Handbook* or the *Master's Level Campus Life Handbook*.

The seminary strictly enforces its policy against all forms of prohibited harassment involving members of the McCormick Seminary community. The rules and procedures of this policy, which apply to the entire seminary community, are available from the Human Resources office. This policy prohibits harassment against members of the seminary community, applicants for employment and admission into the seminary. The Seminary will not tolerate any form of prohibited harassment, nor will it tolerate retaliation against individuals who, in good faith, complain of or oppose prohibited harassment or participate in a harassment investigation.

By action of the Board of Directors on October 28, 1976, and in other actions, the seminary has been responsive to the deliverance of the 183rd General Assembly of the United Presbyterian Church in the United States of America (1971), recommending the use of inclusive language in all church documents.

McCormick Theological Seminary evaluates its educational effectiveness through an annual review of its degree programs and its analysis of how well students have met the learning outcomes that McCormick has established for each degree program.

The faculty, led by the Director of Assessment and the Dean of the Faculty, participate in this review, which is reported to the Board of Trustees. The current report, the Statement of Educational effectiveness can be found at <https://www.mccormick.edu/accreditation>.

## 2021-2022 Academic Calendar

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Fall Registration, New Student Orientation	September 1-3, 2021
Fall classes begin	September 7
Convocation	September 7
Last day to drop a course w/o penalty	September 17
Reading week	October 19-22
Jan term & spring semester registration	November 16-17
Thanksgiving break (Mon-Fri)	November 22-26
Fall semester ends	December 10
Christmas break	December 11, 2021 -January 2, 2022
Jan term begins	January 3
M.L. King, Jr. Day -NO Classes	January 17
Jan term ends	January 21
Winter break	January 22
Spring semester begins	January 31
Last day to drop a course w/o penalty	February 11
Reading week	March 14-18
Holy Thursday & Good Friday -NO Classes	April 14-15
Easter	April 17
Summer & fall registration	April 4-15
Senior work due	April 22
Spring semester ends	May 6
Commencement	May 7

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# Master's Level Programs

## General Information

The call to ministry and to vocations of public religious leadership demands that women and men become bridge-builders and reconcilers in a broken and divided world. Faithful leadership in Christian ministry requires meeting the challenges of a changing world that is marked by multiple and complex cultural, socioeconomic, political, and spiritual realities and relationships. McCormick's master's level programs offer students opportunities to be formed as leaders in church and society through academic excellence, critical reflection, and faithful witness. McCormick Theological Seminary offers the following master's level programs:

Master of Divinity Degree  
Master of Arts in Ministry Degree  
Master of Arts in Ministry Degree—Latinx Theology Concentration  
Dual Competency Degree Programs  
Master of Theological Studies Degree  
Certificate in Theological Studies  
Black Church Studies Certificate  
Certificate for Latin@ Theology and Ministry

McCormick introduced a new curriculum in the 2014-15 academic year. There are several important components of the curriculum: an increased number of open electives, a sharper focus on learning outcomes in classwork, increased attention to integrative courses, and provision for focused study in the development of degree concentrations. Pathways through the curriculum and examples are found in the Advisory Handbook section of the *Master's Level Campus Life Handbook*.

The seminary environment itself undergirds the educational program with a rich and varied community life, including regular occasions of worship, regular common meals, community forums, special lectures, and workshops.

## Policy on Credit Hours

### Traditional Classroom Instruction

McCormick master's level courses each carry three credit hours. The standard format for each course is to meet for three hours once a week for twelve weeks of the fourteen-week semester, amounting to thirty-six contact hours. For every contact hour in class, master's level students are expected to engage in two hours of study, preparation, and assignments outside of class. In addition, during reading week, students are expected to spend nine hours of reading, research, and writing. During the final week of the semester, students, if they are not meeting in a class session, are expected to spend at least nine hours in study, exam prep, research, or presentation. In some courses, an exam, presentation, or other activity during the final week of the semester may extend the number of contact hours in that course to thirty-nine hours.

In addition to the standard semester format, courses may be offered as a five-day intensive, a three-week intensive, or as an evening/weekend intensive. In each of these formats, students are provided thirty-six hours of class contact. Each course may include a variety of pre-course and post-course assignments, as well as projects and online assignment and discussion options. In these alternate delivery formats, students are expected to spend the equivalent hours of study outside of class as expected in the semester delivery format.

The McCormick Master of Divinity degree consists in twenty-seven courses. All MDiv students also complete a year of supervised ministry amounting to approximately 350 hours. The McCormick Master of Arts in Ministry degree consists in sixteen courses, and includes a year of supervised ministry amounting to approximately 350 hours. The McCormick Master of Theological Studies degree consists in eighteen courses. In addition, MTS students compose a research thesis.

### **Online Instruction**

McCormick master's level courses taught online each carry three-credit hours. Each online course, as each traditional course, includes thirty-six contact hours, with synchronous in-course instruction and forums provided by the instructor for discussion, feedback, and revision of assignments. Online courses also include pre-course reading assignments and off-line asynchronous educational components such as participatory events, community surveys, group interviews, self-assessment and community assessment tasks, journal work, and directed readings. For every contact hour of class, students are expected to engage in two additional hours of study. The number of contact and non-contact hours of study is thus equivalent to traditional courses.



## Master of Divinity (MDiv)

The MDiv, a three-year degree program when pursued full-time, prepares individuals for ordained ministry in the Church and for vocations in:

- Pastoral ministry
- Teaching ministry
- Agency, governing body, or ecumenical staff ministries
- Ministry of social service, including community organizations
- Chaplaincy in school, college, hospital, other agency, or in the armed forces

The MDiv degree must be completed within six years of matriculation into the program. Students will plan their course of studies with an advisor according to guidelines outlined in the Advisory Handbook section of the *Master's Level Campus Life Handbook*.

### Program Learning Outcomes

1. Think critically
2. Construct theological meaning using Christian tradition(s)
3. Communicate effectively
4. Exhibit cross-cultural competence
5. Exhibit pastoral imagination
6. Lead just and sustainable communities

### Requirements for the Degree

The Master of Divinity degree is awarded for successful completion of an approved program of 27 courses, which includes academic, field-based, and integrative studies in the fields of Bible, History, Theology and Ethics, and Ministry.

### Required Courses, Pre-requisites, and Distribution of Courses

Ten courses at the introductory level are required and prerequisite to most other courses in their fields:

I-301 Pilgrimage in Faithfulness	I-311 Academic Research & Writing*
I-302 Leadership Across Diversity	B-300 Introduction to Biblical Studies
H-300/301 History Survey I / II	T-300 Introduction to Christian Theology
E-300 Introduction to Christian Ethics	MIN-404/405 Reflection on the Practice of Ministry

These courses include methods, the conceptual language, and range of content basic to their fields. They are foundational for theological education at McCormick. Students with sufficient background in any of these fields may move directly to more advanced courses, following an assessment of their previous study by their advisor and the teaching faculty of the field. Students who have previously completed a masters level degree program (or higher) in a field in the humanities and have extensive academic writing experience may apply to the Associate Dean of Student Academics and Support to take I-478 instead of I-311.

All MDiv students are required to complete the following courses:

#### *I-301 Pilgrimage in Faithfulness (PIF)*

PIF is an integrative course designed around major themes and traditions in Christian life, worship, and witness through the ages and in today's world. The course brings the entire entering class together with a team of faculty for plenary and small group meetings, a common meal, and worship.

### *I-302 Leadership Across Diversity*

Leadership Across Diversity is an integrative course challenging students to consider questions regarding the church's nature, organization, and leadership in order to become effective leaders in a variety of contexts.

### *I 101 Healthy Boundaries*

I 101 Healthy Boundaries is a graduation requirement for all Masters level students. This is a self-directed online course available on Alexandria upon registration. For students in the Master of Divinity and Master of Arts in Ministry degree programs, *Healthy Boundaries* must be completed prior to enrolling in Field Studies.

Students enrolled in the Master of Theological Studies degree program must complete the requirement prior to graduation.

The course is offered during all semesters, Fall, Spring, J-Term and Summer Term.

I 101 Healthy Boundaries, acknowledges that keeping good boundaries and maintaining ethics are an innate part of self-care and of care for the body of Christ. This course explores theological, contextual, personal and fiduciary aspects of ethical boundary keeping. It emphasizes the foundational identity and mission of the Christian community and our responsibilities as pastoral and ministerial leaders.

The distribution of courses required for the MDiv degree is as follows:

- Integrative Courses: Two courses, I-301 and I-302
- Biblical Studies: Five courses, including B-300 and at least two courses each in Old Testament and New Testament. Hebrew Exegesis I and II and Greek Exegesis I and II may only be counted as open electives, not as biblical studies requirements
- Church History: Three courses, including H-300 and H-301
- Theology: Three courses, including T-300
- Christian Ethics: One course, E-300
- Ministries: Six courses, including MIN-404 and MIN-405
- Open electives: Seven courses

### **Biblical Exegesis in the Original Languages**

McCormick Theological Seminary is committed to teaching exegetical skills based on the Hebrew and Greek texts of the Bible. Because such skills must be demonstrated to pass the Standard Ordination Examination in Biblical Exegesis given by the Presbyterian Church (U.S.A.), the two double courses in Hebrew and Greek are considered a normal part of the MDiv program for Presbyterian students. McCormick maintains that the full, double-course sequence in each language is needed to provide a foundation for exegetical competency. All students are invited to study the biblical languages; however, the language courses are not required for the MDiv degree.

### **Experiential Education and Field Studies**

The Experiential Education and Field Studies Program is designed to provide an integrative experience of study and reflection on the theology and practice of ministry. Students engaged in experiential education and field studies are in a process of spiritual, academic, personal, and professional formation while simultaneously developing, practicing, and refining the arts and skills of ministry. Students who are in good standing register for field studies upon the completion of seven units.

MIN-404 and 405, a two-semester **indivisible** field studies sequence, designed to be taken sequentially during one academic year, is required of all Master of Divinity and Master of Arts in Ministry students. One unit of credit is granted for each semester for a total of two credits. All students are expected to satisfy the requirement in one of three ways:

- Participate in one academic year [September-May] of ministry under supervision within an approved ministry setting in either a parish or agency while enrolled in MIN-404/MIN-405 Reflection on the Practice of Ministry
- Receive transfer or equivalency credit from another accredited seminary or theological education program upon approval from the faculty advisor and Director of Experiential Education and Field Studies
- Persons currently engaged in full-time Christian ministry will enroll in MIN-404/MIN-405 Reflection on the Practice of Ministry and be assigned a mentoring pastor for reflection, guidance, and evaluation.

### **Readiness for Ministry**

The award of a Master of Divinity degree from McCormick Theological Seminary is a statement by the seminary that the graduate is educationally ready to consider and be considered by a presbytery or other church authority for ordination. The seminary does not prejudge the conclusion that should be reached, nor does it substitute its judgment for that of an ordaining body. In the case of graduates already ordained or endorsed for ministry by a church authority, the degree affirms the graduates' readiness to continue their work in more meaningful ways. The faculty's judgment of each student's progress toward the degree and its final decision as to whether to recommend the student favorably to the Board of Trustees is based upon the satisfactory completion of educational requirements.

Candidates for the degree are cautioned that fulfillment of the formal academic requirements is a necessary but not sufficient condition for graduation. The ability of persons to communicate with and relate effectively to peers and faculty, to act responsibly and with integrity as a member of the community, and to demonstrate capacity for ministry in field education settings are criteria which are important to the faculty in determining readiness for conferral of the degree.

### **Church Relationships**

Applicants who intend to seek ordination in the Presbyterian Church (U.S.A.) ordinarily should come under the care of a presbytery prior to entering the seminary. If this is not possible, the applicant will plan to come under care of a presbytery by the conclusion of nine full courses. Students from other denominations and traditions are advised to sustain appropriate relationships with their governing bodies.

Students should consult the Office of Student Services regarding all aspects of relationships with presbytery committees and with presbyteries, as well as similar relationships in other denominations. The seminary will assist students who have not already done so to initiate contact with their appropriate church governing bodies.

### **Reclassification**

Students may request to transfer to other master's programs by applying for reclassification. Interested students can initiate this process by consulting the Associate Dean of Student Services.

# Master of Arts in Ministry (MAM)

The MAM, a two-year degree program when pursued full-time, provides basic theological education to ministers for whom the Master of Divinity is not required by their churches or denominations, to lay leaders, and to those serving as commissioned elders and licensed pastors who are interested in general or specialized forms of ministry.

## Program Learning Outcomes

1. Think critically
2. Construct theological meaning using Christian tradition(s)
3. Communicate effectively
4. Exhibit cross-cultural competence
5. Serve effectively in congregational ministries

## Requirements for the Degree

The Master of Arts in Ministry requires coursework in biblical studies, theology, church history and the arts of ministry. The degree is awarded for successful completion of 16 courses, including a supervised practice in a ministerial setting.

## Required Courses and Distribution of Courses

I-301 Pilgrimage in Faithfulness	B-300 Introduction to Biblical Studies
I-302 Leadership Across Diversity	T-300 Introduction to Christian Theology
H-300/301 History Survey I or II	Min-404/405 Reflection on the Practice of Ministry
E-300 Introduction to Christian Ethics	Three intro or elective courses in the field of ministry
Five open electives	

All MAM students are required to complete the following courses:

### *I-301 Pilgrimage in Faithfulness*

PIF is an integrative course designed around major themes and traditions in Christian life, worship, and witness through the ages and in today's world. The course brings the entire entering class together with a team of faculty for plenary and small group meetings, a common meal, and worship.

### *I-302 Leadership Across Diversity*

Leadership Across Diversity is an integrative course challenging students to consider questions regarding the church's nature, organization, and leadership in order to become effective leaders in a variety of contexts.

### *I 101 Healthy Boundaries*

I 101 Healthy Boundaries is a graduation requirement for all Masters level students. This is a self-directed online course available on Alexandria upon registration. For students in the Master of Divinity and Master of Arts in Ministry degree programs, *Healthy Boundaries* must be completed prior to enrolling in Field Studies.

Students enrolled in the Master of Theological Studies degree program must complete the requirement prior to graduation.

The course is offered during all semesters, Fall, Spring, J-Term and Summer Term.

I 101 Healthy Boundaries, acknowledges that keeping good boundaries and maintaining ethics are an innate part of self-care and of care for the body of Christ. This course will explore theological, contextual, personal and fiduciary aspects of ethical boundary keeping. It emphasizes the foundational identity and mission of the Christian community and our responsibilities as pastoral and ministerial leaders.

# Master of Arts in Ministry (MAM)—Latinx Theology Concentration

The MAM—Latinx Theology Concentration is a degree program that provides students with theological education to ministers for whom the Master of Divinity is not required by their churches or denominations, as well as lay leaders and those serving in the Latinx community and congregations who are interested in general or specialized forms of ministry. Intentionally contextualized in the Latinx/Hispanic experience, the courses in the program are grounded in theological, historical, social, and cultural reflection and will help prepare students for cultural challenges as well as strengthen their work associated with ministering in Latinx/Hispanic communities.

## Language

Courses are offered in Spanish with bilingual instructors.

## Program Learning Outcomes

1. Think critically
2. Construct theological meaning using Christian tradition(s)
3. Communicate effectively
4. Exhibit cross-cultural competence
5. Serve effectively in congregational ministries

## Meeting times

Courses are mostly offered in the evening and weekends.

Students in the program will be able to take classes offered in other degree programs provided that they are proficient in English.

## Duration of the program

Three years (part-time study)

## Requirements for the Degree

The Master of Arts Ministry—Latinx Theology Concentration requires coursework in biblical studies, theology, church history and the arts of ministry. The degree is awarded for successful completion of **16 courses** including a supervised practice in a ministerial setting.

## Required Courses and Distribution of Courses

I-301 Pilgrimage in Faithfulness	B-300 Introduction to Biblical Studies
I-302 Leadership Across Diversity	T-300 Introduction to Christian Theology
H-300/301 History Survey I or II	Min-404/405 Reflection on the Practice of Ministry
E-300 Introduction to Christian Ethics	Three intro or elective courses in the field of ministry
Five open electives	

All MAM students are required to complete the following courses:

### *I-301 Pilgrimage in Faithfulness*

PIF is an integrative course designed around major themes and traditions in Christian life, worship, and witness through the ages and in today's world. The course brings the entire entering class together with a team of faculty for plenary and small group meetings, a common meal, and worship.

### *I-302 Leadership Across Diversity*

Leadership Across Diversity is an integrative course challenging students to consider questions regarding the church's nature, organization, and leadership in order to become effective leaders in a variety of contexts.

### *I 101 Healthy Boundaries*

I 101 Healthy Boundaries is a graduation requirement for all Masters level students. This is a self-directed online course available on Alexandria upon registration. For students in the Master of Divinity and Master of Arts in Ministry degree programs, *Healthy Boundaries* must be completed prior to enrolling in Field Studies.

Students enrolled in the Master of Theological Studies degree program must complete the requirement prior to graduation.

The course is offered during all semesters, Fall, Spring, J-Term and Summer Term.

I 101 Healthy Boundaries, acknowledges that keeping good boundaries and maintaining ethics are an innate part of self-care and of care for the body of Christ. This course will explore theological, contextual, personal and fiduciary aspects of ethical boundary keeping. It emphasizes the foundational identity and mission of the Christian community and our responsibilities as pastoral and ministerial leaders.

### **Reclassification**

Students may request to transfer to other master's programs by applying for reclassification. Interested students can initiate this process by consulting the Associate Dean of Student Services.

## Dual Competency Programs

The seminary, in conjunction with other Chicago area seminaries, has developed a program whereby students in the MDiv programs may enroll in an approved master's degree program in a coordinate discipline such as social work. These opportunities for dual competency degrees provide an enriched preparation for ministry and a coordinate field. Students who wish to study for the McCormick MDiv as part of the dual competency program must indicate that desire during the admission process and receive written approval for their proposed programs from their advisor within the first year of matriculation.

McCormick MDiv students may propose dual competency programs in other schools in the Chicago area such as The Loyola School of Social Work, The Graduate School of Library and Information Science at Dominican University, the School of Social Service Administration of the University of Chicago, Aurora University School of Social Work or in other areas. All dual competency degree programs must be approved by the faculty advisor and the Associate Dean of Student Services before making application to the coordinate master's degree program.

The dual competency program may take one of several configurations, such as two years at McCormick, followed by two years of work in a coordinate field, or one year at McCormick, two years in the coordinate field, and a final year at McCormick. Each student's program is individually designed in consultation with their faculty advisor. Ordinarily, up to seven units of study may be transferred from the coordinate program toward the McCormick MDiv degree.



# Master of Theological Studies (MTS)

The purpose of the MTS is to provide a basic understanding of theological disciplines for further graduate study or for general educational purposes. MTS students are encouraged to: a) survey various theological disciplines, b) pursue a focused enquiry in a specific discipline, or c) develop interdisciplinary knowledge.

This program is designed to meet a variety of the needs of international students pursuing graduate theological studies and individuals who wish to begin or to continue graduate theological education for personal or vocational enrichment.

Students will plan their course of studies with an advisor according to guidelines outlined in the Advisory Handbook section of the *Master's Level Campus Life Handbook*.

## Program Learning Outcomes

Students who complete this degree will be able to:

- Think critically
- Construct theological meaning using Christian traditions(s)
- Exhibit cross-cultural competence
- Engage in theological research and analysis based upon an argument and construct a theological essay or thesis article

## Requirements for the Degree

The MTS degree is awarded for successful completion of an approved program of 18 courses. The MTS degree program can be completed in two years of full-time study. The degree must be completed within four years of matriculation into the program. Students will plan their course of studies with an advisor according to guidelines outlined in the *Advisory Handbook section of the Master's Level Campus Life Handbook*.

McCormick students will complete a *thesis* or a *research quality paper* as part of the MTS program. Students will select a topic in consultation with the student's advisor, and will compose a thesis or research quality paper that demonstrates skill in research, exposition, and interpretation. The thesis or paper displays the results of graduate level research, presented in a publishable form. Both the thesis and the paper will demonstrate graduate level abilities to pursue research with skill in investigation, assessment, and expression.

All MTS students will take I-478 Research Methods. An exception may be granted to those who have taken a research course AND defended a thesis at the BA or master's level in religious studies or theological studies. There will be no exceptions for those coming from other disciplines.

MTS students will EITHER defend the paper developed in I-478 OR write a thesis based on the paper developed in I-478. Those selecting to write a thesis can take I-479 (thesis work unit) during the spring. I-479 is an independent study course in which the student works closely with the thesis advisor.

## Required Courses and Distribution of Courses

The Master of Theological Studies degree is awarded upon the successful completion of 18 units, including courses devoted to work on the master's thesis. All MTS students are required to take I-301 Pilgrimage in Faithfulness, I-302 Leadership Across Diversity, The Boundaries Workshop,

and I-478 Research Methods (fall of second year). The course I-311 Academic Research and Writing may be waived if students show evidence of strong writing and research skills.

All MTS students are required to complete the following courses:

### *I-301 Pilgrimage in Faithfulness*

PIF is an integrative course designed around major themes and traditions in Christian life, worship, and witness through the ages and in today's world. The course brings the entire entering class together with a team of faculty for plenary and small group meetings, a common meal, and worship.

### *I-302 Leadership Across Diversity*

Leadership Across Diversity is an integrative course challenging students to consider questions regarding the church's nature, organization, and leadership in order to become effective leaders in a variety of contexts.

### *I 101 Healthy Boundaries*

I 101 Healthy Boundaries is a graduation requirement for all Masters level students. This is a self-directed online course available on Alexandria upon registration. For students in the Master of Divinity and Master of Arts in Ministry degree programs, *Healthy Boundaries* must be completed prior to enrolling in Field Studies.

Students enrolled in the Master of Theological Studies degree program must complete the requirement prior to graduation.

The course is offered during all semesters, Fall, Spring, J-Term and Summer Term.

I 101 Healthy Boundaries, acknowledges that keeping good boundaries and maintaining ethics are an innate part of self-care and of care for the body of Christ. This course will explore theological, contextual, personal and fiduciary aspects of ethical boundary keeping. It emphasizes the foundational identity and mission of the Christian community and our responsibilities as pastoral and ministerial leaders.

The distribution of courses required for the MTS degree is as follows:

- Integrative Courses: Two courses, I-301 and I-302
- Research and Writing Courses: Two courses I-311 and I-478
- Open electives: 14 courses

The majority of the courses for this degree work are selected in conversation with the faculty advisor to meet individual learning goals and research interests for the MTS degree. Few courses in the area of ministry will count for the MTS

### **Reclassification**

Students may request to transfer to other master's programs by applying for reclassification. Interested students can initiate this process by consulting the Associate Dean of Student Services.

### **Degree Concentrations**

Students may wish to focus on a particular area of study in their degree program by adding a "concentration" to their MDiv, MAM, or MTS program. A concentration is four or more courses taken in a particular area of study and is intended to deepen knowledge and skills in a field. Students in the MDiv degree program may develop a concentration drawn from coursework in

any field. Students in the MAM program may develop a concentration drawn from coursework within the ministries field. Students in the MTS degree program may develop a concentration drawn from coursework in any one of the fields except ministry, to include the introductory course, three electives in that field, and a thesis written within that discipline. Students wishing to develop a concentration should work closely with their academic advisor in planning the course of study. Some examples of possible concentrations include: Presbyterian studies; interfaith ministry; science and ecology; urban ministry; Christian spiritual formation; cross-cultural ministry; field-specific concentrations, or independent concentrations developed by a student in close consultation with their advisor. Examples and planning guides are provided in the Advisory Handbook section of the *Master's Level Campus Life Handbook*.

## **Certificate in Theological Studies**

The certificate program prepares persons to serve the Church as lay leaders or enables students to correlate theological study with university studies, leading to a graduate degree in another field. The program includes exposure to basic studies in the biblical, theological, and historical fields. The Certificate in Theological Studies is awarded on successful completion of an approved program of 9 courses, including the courses Pilgrimage in Faithfulness (I-301), Leadership Across Diversity (I-302), and completion of the program within three years of the date of matriculation.

## **Black Church Studies Certificate**

McCormick is the place for ministers to define the next twenty years of the Black Church movement. The Black Church Studies Certificate program brings together religious scholars and prophetic leaders from Black Churches to guide students in rigorously studying the history, theology, and heritage of the church. The Black Church Studies Certificate is awarded on successful completion of an approved program of 6 courses.

## **Certificate in Latin@ Theology and Ministry**

Taught in a bilingual model, this certificate provides the opportunity to study theology and ministry within the context of the Hispanic/Latin@ church and community today. The program brings together scholars and prophetic leaders with experience in the Hispanic/Latin@ context to guide, celebrate, and strengthen the formation and renewal of Latin@ church and community leaders. The Certificate in Latin@ Theology and Ministry is awarded on successful completion of an approved program of 6 courses.

## **Certificate in Environmental Leadership and Ministry**

In partnership with Faith in Place, McCormick offers an interactive, cross-disciplinary approach to the faith-and-environment conversation. Our goal is to equip religious leaders with tools to further sustainable and just practices in their contexts. All students are guided in a final project that explores in-depth an issue or practice of ministry within their current context. The Certificate in Environmental Leadership and Ministry is awarded on successful completion of an intensive one-week course of study. Students may also take this intensive for masters or doctoral level credit, on completion of additional assignments set in the syllabus.

# Master's Admissions Procedures

## General Admissions Procedures

McCormick Theological Seminary welcomes applications for admission to its master's level programs. McCormick Theological Seminary does not prescribe a specific pre-theological course. It is expected that previous education and experience will have prepared the applicant in oral and written communication skills, to think clearly, to enter into his or her spiritual and cultural heritage, and to understand the world in which he or she lives. **International students** please take note of special instructions beginning on page 24 of this catalog.

## Admission to Master's Degree Programs

Applications for admission to the Master of Divinity, Master of Theological Studies, and Master of Arts in Ministry degree programs at McCormick Theological Seminary are ready for consideration when the Office of Admissions and Enrollment receives the following:

- A completed application form along with a non-refundable application fee of \$50 USD
- Three confidential letters of recommendation, submitted with the official forms provided in the application, from persons, other than relatives, who can write thoughtfully and specifically about the applicant's personal, academic, spiritual, and vocational qualifications
- Official transcripts of all academic work beyond the high school level, whether or not a degree was awarded
- An autobiographical statement
- An interview with a member of the McCormick faculty or Admissions Committee
- Proof of English language proficiency for those students for whom English is not their first language (see page 24)
- A background check completed by the applicant through the company, CastleBranch (<https://www.castlebranch.com>)

## Admissions Requirements

Prospective students seeking admission to the Master of Divinity, Master of Theological Studies, or the Master of Arts in Ministry programs at McCormick must meet the following requirements:

- Hold a Bachelor's degree (BA or BS) from an accredited institution or Bachelor's equivalent (see BA equivalency requirements below)
- Maintain a grade point average of at least 3.0 on a 4.0 system in post-secondary education
- Exhibit readiness and aptitude for graduate study attested by an academic reference and autobiographical statement
- Possess a commitment to emotional health and spiritual formation as attested by personal and church references
- Display evidence of a commitment to the values and principles upon which the McCormick community is based

Applicants to the MDiv program should also be able to:

- Show evidence of a vocational interest or a sense of call to the practice of ministry
- Be able to clearly articulate vocational interest or sense of calling
- Demonstrate a continuing relationship with a faith community or congregation, or an interest in the church and the work of the church.

## **Provisional Admissions to McCormick**

Applicants to Master's degree programs may be admitted provisionally if their GPA from their prior degree is less than a 3.0 on a 4.0 scale, if they are non-BA, BA-Equivalent, or for other reasons as determined by the review of their application by the admission committee. Students admitted provisionally have one academic year to gain full admittance, per the guidelines below.

1. Provisionally admitted students will ordinarily register as part-time students, for 2 courses per semester and 1 during J-term and/or May term, for a minimum of 4 and a maximum of 6 courses per year. Admissions committee has discretion to admit full time.
2. Provisionally admitted students will be assigned a learning partner from the Language Resource and Writing Center (LRWC) upon admittance, and must work with this learning partner throughout the semester as defined by the LRWC and the Associate Dean of Student Academics and Support.
3. Provisionally admitted students will enroll, as with all students, in the for-credit Academic Reading and Writing course to be offered each fall. Admissions in the spring semester will not be allowed for provisional students.
4. Provisionally admitted students must register for all non-LRWC courses for a grade, rather than a "pass/fail."
5. All course work must be completed with a grade of "C" or better, with no extensions, incompletes or withdrawals.

Additionally, the provisionally admitted student shall meet their advisor within the add/drop period and before reading week each semester to discuss progress towards the aforementioned criteria, and to determine any assistance needed to address the student's performance and to meet the criteria.

If the criteria above are met after the first semester, the provisional status will be lifted and the student will be in good standing. If the criteria are not met, the student has a second semester to meet the criteria. Upon doing so, the provisional status will be lifted and the student will be in good standing.

If the criteria are not met in either the first or second semester, the student will be administratively withdrawn.

## **Admission Process and Deadlines**

McCormick adheres to a rolling admissions process admitting Master's students in both the Fall and Spring semesters. Upon receipt of completed applications, one faculty and one staff member of the Admissions Committee will review and indicate an admissions decision for each application. Upon completion of the application process and favorable action by the Admissions Committee, applicants are accepted for matriculation. Ordinarily, students matriculate in the Fall semester, however Spring admission is also allowed, except for provisional students.

Please note the following deadlines for Fall Admissions:

- |            |   |
|------------|---|
| December 1 | Deadline for international student application            |
| March 1    | Deadline to be considered for priority merit scholarships |
| July 1     | Final deadline for application to the fall semester       |

General inquiries and requests for application forms may be addressed to the Office of Admissions and Enrollment, Office, McCormick Theological Seminary, 5460 S. University Avenue, Chicago, IL 60615. Admission applications are also available online at: <https://www.mccormick.edu/apply-today>.

## **Background Checks**

McCormick Theological Seminary contracts with the company CastleBranch (<https://www.castlebranch.com>) to perform background checks as part of the admissions process for all entering master's level students. If, after admission, the seminary becomes aware of any omissions or misrepresentations, or if additional new information regarding a student's background comes to light that casts doubt on a student's suitability for theological study and ministry, he or she may be subject to disciplinary action, up to and including dismissal from the seminary.

## **Pre-Theological Study**

While the seminary does not prescribe a specific pre-theological course, the seminary concurs with the judgment of the Association of Theological Schools that a normal pattern of pre-seminary education will include most of the following subjects:

- English language and literature
- History: European, American and non-Western
- Philosophy, with particular attention to its history and methods
- Natural sciences
- Social sciences, especially psychology, sociology and anthropology
- Fine arts and music
- Foreign language, modern and/or biblical
- Religion: Jewish, Christian, Islam, and Near and Far Eastern traditions

Students who have completed superior college-level work in basic biblical and theological studies, Hebrew and/or Greek may be excused from the corresponding basic courses in the seminary and may proceed to the advanced level. Students may demonstrate competency in an area through appropriate assessment processes provided by the faculty in that area. The faculty advisor will refer students to appropriate faculty for such an assessment.

## **Standard for BA Equivalency**

If an applicant for a Master's degree program does not have a Bachelor's degree, but has a degree higher than a Bachelor's degree (from an accredited institution), their higher degree supersedes the non-BA status. An applicant seeking admission to McCormick Theological Seminary who does not have a bachelor's degree but who has postsecondary education consisting of general and specialized studies comparable to the baccalaureate degree may apply for an evaluation of BA equivalency. Accreditation standards limit the percentage of students without an undergraduate degree allowed to enroll in the MDiv, MAM and MTS programs. A student successfully assessed for the equivalency would be free of those constraints.

An evaluation of BA equivalency happens concurrently with McCormick's standard admissions process. Prospective students should complete and submit all paperwork needed as a part of McCormick's standard admissions requirements.

A student admitted with a BA equivalency will be admitted as a Provisional Student. Students with BA equivalency can be admitted at any Student Standing Committee meeting throughout the year. In *addition* to McCormick's standard admissions process, those without a BA who wish to be granted BA equivalency must also provide:

Skill Reflected in:	BA - Equivalency
Academic Ability; ability for critical thinking	Achievement of one (1) of the following: <ol style="list-style-type: none"> <li>1. Extensive (3+ years) baccalaureate level work completed at an accredited or an approved non-accredited institution.</li> <li>2. Successful completion of post-secondary work at an accredited or non-accredited institution <i>in addition</i> to successful completion of trainings, certificates, or courses. A certificate in theological or religious studies is preferred but not required.</li> </ol>
Writing Ability	<ol style="list-style-type: none"> <li>1. Submission of an academic writing sample. Topic and instructions shall be distributed to the candidate prior to admission and evaluated with the application by the faculty.</li> <li>2. On-site writing sample (at time of interview). 1-3 hours are allotted to write 250 words on a topic to be determined by McCormick.</li> <li>3. Once admitted, register for course on proficiency in theological writing with the option to test out of this course.</li> </ol>

### Admission as a Student-at-Large

Applicants seeking to be enrolled as Student-at-Large status may include:

- a. Someone who seeks to fulfill a denominational course requirement for a master's level program.
- b. A PhD student needing to take a class for their degree program.
- c. Someone interested in applying to a master's level degree program but who seeks to explore seminary education first or is unsure of the full commitment to a master's level degree program.
- d. Someone completing MDiv equivalency to apply to the DMin program.

Students will complete a Student-at-Large application form. Additionally, they will provide the following items:

- Background check through *CastleBranch* (<https://www.castlebranch.com>)
- A reference letter from a current or former academic advisor or professor

The Senior Director of Admissions and Enrollment (or designee) will interview these candidates and make a recommendation to the Admissions Committee. The Director may request an interview by a faculty member who will make a recommendation to accept or deny the applicant.

Applicants will receive the status of Student-at-Large for up to six courses. Applicants who are seeking to achieve MDiv equivalency for application to the McCormick DMin program may take up to nine courses as a Student-at-Large.

The Dean of Faculty or designee will become the student's advisor upon admission.

All Students-at-Large will receive and sign all the official documents pertaining to academic and institutional policies, as applies to all master's level students upon admission.

A non-BA applicant will not be accepted as a Student-at-Large. Ordinarily, an international applicant will not be accepted as a Student-at-Large.

NOTE: Students from other PC(USA) Seminaries

Applicants who are students in other PC(USA) seminaries will be granted automatically the status of Student-at-Large for one (1) year. They are required to present a letter from the Registrar of their enrolled school certifying they are a current student in good standing.



All enrolled Students-at-Large who have expressed interest in pursuing a master's degree will be interviewed by the Senior Director of Admissions and Enrollment by the end of the year.

### **Admission to the Certificate in Theological Studies**

Instructions for admission to the Certificate in Theological Studies at McCormick Theological Seminary can be found on page 19 under the Admission Procedures section.

### **Admission to Black Church Studies Certificate/Certificate in Latin@ Theology & Ministry**

Applications for admission to these certificate programs are ready for consideration when the Office of Admissions and Enrollment receives the following:

- a registration form which includes general contact, church, and denominational information,
- a 1-2 page essay describing one's current role in the church and reasons for applying to the certificate program,
- a \$50 deposit which is applied to the tuition of the first course.

Enrollment into these certificate programs is open to the general public. There are no post-secondary education (bachelor's degree or higher) or theological education requirements for admission to these programs.

All certificate programs are taught at the master's level. Students with a bachelor's degree prior to enrolling at McCormick will earn master's level credit, which can be transferred into a master's degree program at McCormick or another institution, for successful completion of certificate courses. Students without a bachelor's degree may be given advanced standing for courses successfully completed if they are admitted to a master's degree program at McCormick.

Official transcripts of all post-secondary education are required for students with a bachelor's degree in order to earn master's level credit for courses successfully completed in these certificate programs.

Upon completion of the application requirements listed above, the applicant will receive a letter indicating their admission to the certificate program along with instructions for registration and matriculation.

### **International Students**

McCormick Theological Seminary welcomes qualified students from other countries to its master's level degree programs. Degree Programs: Master of Divinity (MDiv), Master of Theological Studies (MTS), and Master of Arts in Ministry (MAM).

Prospective international students who have already completed a theological degree, a Master of Divinity degree or its equivalent or seeking admission to McCormick will be considered for the Master of Theological Studies, or Master of Arts in Ministry degree programs if it is clear that the education offered at McCormick will provide a significant addition to the work already completed.

International students residing outside of the United States will ordinarily not be admitted to the Master of Divinity program if they are coming from a country where the usual preparation for ordained ministry is available and accessible. International students from countries where the Master of Divinity is not available may be considered for admission to this degree program.

International students residing in the United States who indicate a clear intention to enter and remain in ministry in the United States may be considered for admission to the Master of Divinity degree program.

### Applying to McCormick

Instructions for admission to all master's degree and certificate programs at McCormick Theological Seminary can be found in the Admission Procedures section.

### Admission Process and Deadlines

McCormick will consider International Applications in December. Prior to their December meeting, Admissions Committee members will interview all international applicants. Upon completion of the application process and favorable action by the Admissions Committee, applicants are accepted for matriculation. Ordinarily students matriculate in the fall semester. The application deadline for international applicants is **December 1**.

Applications and recommendation forms are available for download at:

<https://www.mccormick.edu/apply-today> or by contacting the Office of Admissions and Enrollment at [admit@mccormick.edu](mailto:admit@mccormick.edu) or by phone at +001-773-947-6276.

### English Language Proficiency

Students for whom English is not their first language are required to show proof of English Language Proficiency. This proficiency requirement can be met in one of four ways:

- The TOEFL exam with an internet total score of 79 (213 computer, 550 paper), with a 20 minimum in four sections of reading, listening, speaking and writing
- An undergraduate or graduate degree from an institution in which English was the instructional language
- Four semesters of ESL from an accredited institution
- A documentable exemption from the above, e.g., extensive ministerial experience in an English-speaking context, a bilingual family of origin where English was one of the domestic languages, extensive education instruction apart from college or university in English (e.g., a British style prep-school), etc.
- English proficiency evaluated by the Director of the Language Resource Writing Center (LRWC)

### Post-Admissions Procedures

Prior to matriculation international students will be expected to:

- Provide a confidential statement of personal health and evidence of current required immunizations
- Complete the relevant English language assessment
- Prepare a financial plan through the Student Financial Planning Office if they are unable to pay all required fees at initial registration
- Complete the online anti-harassment training course and acknowledge receipt of the Anti-Discrimination and Anti-Harassment Policy and Complaint Procedure. A review of this policy occurs at the new student orientation
- Complete an Association of Theological Schools *Entering Student Questionnaire*
- Provide a certificate of health insurance coverage and evidence that the coverage meets Seminary requirements
- Attend New Student Orientation (and fulfill any "summer bridge" pre-orientation assignments)

### LRWC Summer Programming

Admitted international students from countries whose first language is not English and/or who have not graduated from an undergraduate or graduate program in which English was the language of instruction must attend the Summer program of the Language Resource and Writing Center (LRWC) in July and August (see page 34 for additional information on the LRWC).

### **Transfer Students**

Students seeking to transfer from an accredited theological seminary are required to present a statement of good standing from all seminaries attended prior to applying to McCormick along with the documentation outlined above. These statements must be submitted on official forms provided in the application form and must be mailed by the seminary official directly to McCormick Theological Seminary.

If an applicant wishes to have credit considered for transfer from more than one school, the statement of good standing must be submitted from each school. Only courses with a “B” grade or higher may be transferred.

A student transferring from an accredited seminary may request transfer credit for courses equivalent to courses at McCormick. The amount of credit to be granted will be determined by the faculty advisor in consultation with the Registrar according to seminary rules and will consider McCormick’s distribution requirements.

After the successful completion of one semester of work in residence the faculty advisor can assess courses for transfer. All transfer students will participate in the advisory system and in such review and assessment processes as are deemed appropriate. ***Courses that are more than 10 years old will not be accepted for transfer.*** No more than one-half of the courses counted toward a previous graduate degree may be transferred toward a McCormick degree, and no more than one-half of the courses required for a McCormick degree may be granted by transfer of credit.

All transfer students will participate in the advisory system and in such review and assessment processes as are deemed appropriate. In order to earn a McCormick degree, a minimum of nine courses must be taken on McCormick’s campus in Chicago prior to graduation.

### **Visiting McCormick**

Visiting McCormick can be helpful to prospective students who wish to clarify their interests and goals in relation to seminary education. The Office of Admissions and Enrollment provides prospective students with opportunities to interview with members of the seminary faculty and administration, attend classes (if the seminary is in session), and meet for informal discussion with students. All master's level applicants must have an interview with a member of the Admissions Committee to be admitted to the seminary. Prospective students are encouraged to visit Monday through Thursday when most classes are held. Arrangements to visit McCormick can be made through the Admissions Office by emailing [admit@mccormick.edu](mailto:admit@mccormick.edu). Each semester the seminary also hosts, “EXPLORE McCormick” admissions events for prospective students to explore theological education, their sense of call to ministry, and the unique McCormick community. Further information about Explore events is available on our website at <https://www.mccormick.edu/future-masters-students/exploremccormick>.

### **Post-Admissions Procedures for All Domestic Students**

Following admission students will be expected to complete all steps of the Pathway to Enrollment, as directed by the Admissions assistant, including:

- Return the Intent to Enroll form and \$150 Matriculation Fee
- Evidence of current required immunizations (by the end of the first semester)
- Complete the relevant English language assessment
- Prepare a financial plan through the Student Financial Planning Office if they are unable to pay all required fees at initial registration
- Complete the online anti-harassment training course and acknowledge receipt of the Anti-Discrimination and Anti-Harassment Policy and Complaint Procedure. A review of this policy occurs at the new student orientation
- Complete an Association of Theological Schools *Entering Student Questionnaire*
- E-mail a digital photograph
- Submit a writing sample to the Language Resource and Writing Center (LRWC) for assessment
- Submit a photo and brief biographical paragraph to serve as an introduction for the faculty
- Attend Summer Bridge and New Student Orientation

# Master's Financial Information

## Payment Policies and Procedures

It is McCormick Theological Seminary's policy that all tuition charges are due and payable at the time a student registers for courses. **No student may register for a course until all previous charges due to the seminary are paid in full.** Full payment of tuition and fees is due by the end of the add/drop.

All students have up to 30 days to pay tuition charges and fees without penalty. After the 30-day grace period, a service fee of 1 percent per month on the outstanding balance will be charged.

If charges are to be paid to the seminary by a church or other agency rather than by the student, the student is responsible to see that the church or other agency makes prompt payments. **Failure of the church or other agency to pay the charges does not relieve the student of responsibility for payment of such charges.**

Students can view their account statements and make payments online via McCormick's Self-Service system: <https://pwrss-prod.ec.mccormick.edu/ss/Home.aspx>. Students are responsible for prompt payment of all charges to their account regardless of receiving a bill. Students who fail to pay account balances may not register, attend classes, access grades, transcripts, or receive diplomas until all charges have been paid. All tuition, rent, fees, and any other charges, including those owed to the JKM Library, must be paid in full before a candidate is approved for graduation.

## Master's Programs Charges Tuition

The 2021-2022 tuition for entering students at the master's or certificate level of study at McCormick is \$960.00 per course. (Subject to change annually)

## Fees

The 2021-2022 fees are listed below. Other fees are assessed for particular reasons, such as late registration or for course materials.

Registration fee	\$25 per term (fall, J, and spring)
Student Activities fee	\$175 per term (fall and spring)
	\$55 for J term
PIF fee	\$115
Graduation fee	\$165 (assessed the semester of graduation)
Technology fee	\$75 per term (fall and spring)
	\$25 for J term

## Health Insurance

Health insurance is required for **all** international at McCormick Theological Seminary, but rates vary greatly. In order to document your compliance with this policy, please provide your certificate of coverage and a detailed summary of your health insurance benefits to the Office of Student Academics for evaluation. For help in exploring health insurance options refer to the Seminary's health insurance policy.

Presbyterian Church (U.S.A.) students may be eligible for coverage through the PC(USA) Board of Pensions.

The University of Chicago Health insurance program is available to McCormick students. If this option is of interest to you, please contact the Office of Student Services at [osa@mccormick.edu](mailto:osa@mccormick.edu).

Questions or comments regarding compliance with McCormick's insurance requirement should be directed to the Office of Student Services at [osa@mccormick.edu](mailto:osa@mccormick.edu).

### **Athletic Facilities Fee**

McCormick students have the option of purchasing membership access to the athletic facilities at the University of Chicago. The Ratner Athletics Center is located at 55<sup>th</sup> & Ellis Avenue. The Henry Crown Field House is located at 56<sup>th</sup> and University Avenue.

To purchase membership, go to the Ratner Center front desk with your McCormick student ID card and fill out a membership form, available at the Ratner Center front desk (773-702-3871) or online at: [Membership Interest Form](#).

### **Refunds When Dropping a Course**

Students are entitled to refunds upon dropping a course subject to the following schedule:

#### Fall and spring semesters

By the end of the:

- Second week (until 4 p.m.) 100%
- Fifth week (until 4 p.m.) 33%

After the fifth week of the semester, no refund will be made except in the case of serious illness. A written doctor's statement will be required in such a case.

#### J-term and intensive courses (three- or four-week classes)

By the end of the:

- Third day of class (until 4 p.m.) 100%
- Seventh day of class (until 4 p.m.) 33%

After the seventh day of class, no refund will be made.

#### Summer school (one- or two-week classes)

By the end of the first day of class (until 4 p.m.) 100%

After the first day of class, no refund will be made.

### **Pro Rata Refund Policy**

This policy is for students who withdraw from the seminary during their first semester of study. Students in their first semester at McCormick who withdraw before the end of 60 percent of the academic period are entitled to refunds subject to the Pro Rata Refund Policy on the following schedule:

By the end of the:

- Second week of class 100%
- Third week of class 70%
- Fourth week of class 60%
- Fifth week of class 50%
- Sixth week of class 40%

After the sixth week of class, no refund will be made.

### **Financial Planning**

McCormick's Student Financial Planning Office exists to assist all students in the financial planning of their seminary education. Students of all denominations are served by the office. The first step in financial planning for your seminary education is to determine educational and living costs for you and your family. The following budgets serve as estimates of expenses for nine months for full-time master's level students entering in the fall of the 2021-2022 academic year.

### Educational Expenses

Tuition and fees	\$9,270.00
Books and supplies	<u>\$1,800.00</u>
Total Educational:	\$11,070.00

### Living Costs

Students report varying cost of living expenses. The following are average nine-month costs reported by students receiving financial aid. For assistance in developing your own personalized budget and financial plan, contact the Financial Aid Office at 773-947-6309 or [nramsey@mccormick.edu](mailto:nramsey@mccormick.edu).

Housing (based on average 1 bdrm apt)	\$10,800
Food and household expenses	\$3,150
Incidentals	\$630
Transportation	\$630
Total living expenses	\$15,210

***Total Estimated Nine-Month Cost of Attendance - \$26,280***

### **Financial Aid and Scholarships**

While some students are able to finance their program without financial assistance, others need access to financial aid. Students develop a financial plan which typically includes a combination of denominational, church, family, foundation and other outside support, part-time employment, seminary grant funds, and, if necessary, loans.

The Financial Aid Program is designed to aid those with limited resources to meet their educational expenses. It is our hope that each student will be able to work out a financial plan that avoids undue financial pressure, excessive employment, or unmanageable debt.

To be eligible for most types of financial aid, a student must: (1) be accepted into a degree program; (2) demonstrate financial need (as defined by McCormick, federal, or other financial aid program criteria); (3) be enrolled in six or more courses for the academic year; and (4) maintain good standing and make satisfactory progress in fulfilling degree requirements.

### Merit Scholarships

Applicants completing the McCormick admission application by March 1 will be considered for merit scholarships. All applicants wishing to be considered for a merit scholarship must be interviewed by a faculty member. Criteria which the Scholarship Committee uses in naming recipients of the Merit Scholarships are:

- Evidence of active Christian faith and practice and a personal call to ministry
- Outstanding achievement in undergraduate and graduate-level academic programs and in previous work experience
- Demonstrated potential for leadership
- Commitment to involvement in the church
- A full-time student
- A citizen, permanent resident or eligible nonresident of the United States

### The May and E.E. Patterson Scholarships

The May and E.E. Patterson Scholarships are made possible through the generosity of the late May and E.E. Patterson, former members of First Presbyterian Church of Evanston, IL. Patterson scholarships are awarded to students entering full time in the Master of Divinity program who

show unusual promise for parish ministry. These renewable scholarships provide \$13,500-20,000 annually for tuition, fees, books, and living costs.

#### Gilbert and Marlene Bowen Scholarships

These scholarships are made possible through a generous gift from members and friends of the Kenilworth Union Church in Kenilworth, IL, in honor of their pastor Gilbert and his wife Marlene for their 31 years of ministry in that congregation. These renewable scholarships provide \$13,500-20,000 annually for tuition, fees, books, and living costs.

#### G. Ernest Wright Scholarships

The G. Ernest Wright Scholarships were established in honor of the late G. Ernest Wright, distinguished alumnus, scholar, and faculty member of McCormick Theological Seminary. These renewable scholarships provide \$13,500-20,000 annually for full-time students entering the Master of Divinity or the Master of Theological Studies degree programs.

#### Mary Alice Walker Scholarship

The Mary Alice Walker Scholarship was established by Harold Blake Walker in gratitude for his wife's support while he was a seminarian at McCormick. This renewable scholarship provides \$13,500-20,000 annually for a full-time student entering the Master of Divinity or Master of Theological Studies program.

#### Thomas B. Mackie Scholarships

The Thomas B. Mackie Scholarships are made possible through the generosity of the late Thomas B. Mackie, a member of the Fourth Presbyterian Church of Chicago. Preference for these scholarships are given to racial ethnic students entering full-time in the Master of Divinity or the Master of Theological Studies programs who show unusual promise for ministry. These renewable scholarships provide \$13,500-20,000 annually for tuition, fees, books, and living costs.

#### The Reverend Doctor Minsoo Pai Memorial Scholarship

This scholarship is made possible by the family of Minsoo Pai, a McCormick alumnus widely known for his pioneering work in rural development ministry in Korea. The Pai Scholarship provides \$13,500-20,000 annually for full-time students who are exceptional candidates for ministry entering the Master of Divinity or the Master of Theological Studies degree programs. Preference for this scholarship is given to Korean American students.

#### Dr. Calvin H. Schmitt Scholarship

This scholarship is awarded in honor of Dr. Calvin H. Schmitt, a respected member of the McCormick community, who served as Librarian at the seminary from 1947 to 1975. This renewable scholarship provides \$13,500-20,000 annually for tuition, fees, books, and living costs. Preference for this award is given to Hispanic students.

#### Wilmette Scholarship

This scholarship was established by First Presbyterian Church of Wilmette, IL, in honor of Robert and Norma Miller, longtime members of First Presbyterian Church and friends of McCormick Theological Seminary. Robert Miller served on the Board of McCormick for eleven years, including six years as the Treasurer. This renewable scholarship provides \$13,500-20,000 annually for full-time students entering the Master of Divinity or the Master of Theological Studies programs.



### Florence R. and J. Elliot P. Morrison Scholarship

This scholarship was established by Florence (Class of 1953) and Elliot (Class of 1954) Morrison at McCormick where they began their education in ministry in the Presbyterian Church. This renewable scholarship provides \$13,500-20,000 annually for full-time students entering the Master of Divinity or the Master of Theological Studies degree programs.

### Tishabell A. Hewing Scholarship

This scholarship provides \$13,500-20,000 annually, renewable up to three years, for any one student. It was Tishabell Hewing's wish that "consideration be given to, but not limited to, students preparing for a ministry to youth or the disadvantaged who will serve within the Presbyterian Church (U.S.A.)."

### The Charles G. and Juanita R. Chakerian Fellowships

The Chakerian Fellowships are made possible through the gifts of Mrs. Juanita Chakerian and the late Dr. Charles Chakerian in support of the Dual Competency Program which Dr. Chakerian established during his tenure on the McCormick faculty. Up to two awards of \$2,500 each are made annually to students who have demonstrated both financial need and academic excellence and who are enrolled in one of the dual competency/dual degree programs co-sponsored by the Seminary. Chakerian fellowship recipients may also apply for need-based tuition assistance.

### Seminary Tuition Grants

McCormick's need-based tuition grant program represents the largest amount of aid given to students. These grants are made possible by the generosity of many individuals and organizations, including those listed below, and awarded to students of all denominations on the basis of financial need. Contact the Student Financial Planning Office for information about your eligibility. To receive first consideration for grant assistance, complete a financial aid application as early as possible and well in advance of the beginning of your enrollment. An application will be emailed to you following your admission into McCormick. Students must reapply each year for tuition grants.

### External Support

Funding from external sources such as churches, foundations, and denominational offices should be vigorously pursued. The Student Financial Planning Office will assist you in seeking resources within your denomination. Outside grants often serve to reduce the loan burden students would otherwise have. Students who are inquirers or candidates with the PC(USA) may apply for Presbyterian study grants and racial ethnic leadership supplemental grants through the Office of Student Financial Planning. A resource for theological scholarships is [www.thefund.org](http://www.thefund.org).

### Employment

Students are hired on a part-time basis, contingent on the availability of student jobs. All student employment is considered part of the Student Financial Planning Program. Students with federal work-study eligibility may apply with the seminary for part-time community service job opportunities. A variety of student part-time work opportunities are available both on and off campus. Information on these opportunities is available from the Human Resources Department. Please contact Ashley Woodfaulk at 773-947-6261 or ([awoodfaulk@mccormick.edu](mailto:awoodfaulk@mccormick.edu)).

### Loans

It may be necessary to borrow money in order to pursue seminary education. McCormick Theological Seminary urges students to borrow wisely.

## **The Federal Direct Loan Program**

The seminary participates in the Federal Direct Loan Program. Eligible students may borrow up to \$20,500 per year through the Direct Loan Program. These loans are repayable after graduation, withdrawal, or less than half-time enrollment status. Repayment begins after a six-month grace period following graduation or withdrawal. An entrance interview is required for students borrowing under the Direct Program. For further details on eligibility requirements and application procedures, contact Nathaniel Ramsey, Director of Financial Aid Office at [nramsey@mccormick.edu](mailto:nramsey@mccormick.edu).

## **Denominational Loan Sources**

A frequently used source of loans for Presbyterian Church (U.S.A.) students who are enrolled as inquirers or candidates by a PC(USA) presbytery for a church occupation is the Financial Aid for Studies Office of the Presbyterian Church (U.S.A.). For information and an application, contact the Student Financial Planning Office. Students are encouraged to explore low-interest loan possibilities with their home churches or with their respective denominations.

## **Veterans Affairs**

### Veterans Affairs Pending Payment Compliance

McCormick Theological Seminary will not demonstrate the following toward any student utilizing U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits while their payment from the United States Department of Veterans Affairs is pending:

- Inhibit their enrollment
- Incur a late penalty fee
- Require the student to obtain alternative or additional funding
- Prohibit access to any resources such as classes, library, or other institutional facilities available to other students who have no outstanding financial obligations to the seminary

To be eligible for this benefit, such students may be required to:

- Submit the VA's Certificate of Eligibility by the first day of enrollment
- Submit a written request to be certified
- Submit additional information needed to appropriately certify enrollment

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

## **Master's Academic Procedures and Information**

### **Orientation**

All incoming students are expected to participate in the orientation program offered at the beginning of each academic year. The program includes opportunities for worship, discussion regarding the educational and multicultural emphases at McCormick, social gatherings, and times to become acquainted with classmates, returning students, academic advisors and faculty. Meeting academic advisors and registration for classes also takes place either prior to or during orientation.

## **Language Resource and Writing Center**

The Language Resource and Writing Center (LRWC) is central to McCormick's efforts to provide an excellent theological education to a diverse student body. Differences in students' cultural, linguistic, educational, denominational, and career backgrounds create a wealth of perspectives from which to learn. However, in order that these differences be fully beneficial for all students, strong critical skills and communication skills are essential.

The LRWC functions to make the enhancement of these skills a part of all students' study and preparation for ministry. The LRWC provides a full range of support to enhance the skills of all students through sequences of writing and listening/speaking courses, including the summer programs, a study methods course for theological education, one-on-one tutoring, computer training, and Korean and Spanish language instruction.

After admission and before matriculation, all students (except international students) are required to submit a writing sample for assessment by the LRWC. This assessment will determine any mandated work in the LRWC. The LRWC is available to all students for development of language and critical-thinking skills to enhance their academic programs.

All students whose first language is not English and who have not graduated from an undergraduate or graduate program in which English was the language of instruction are required to attend the summer program from July through August before enrolling in fall term courses. Following the summer program, the LRWC Director in consultation with the Assistant Dean will recommend further study requirements in the LRWC. The number of credit-bearing courses students will be permitted to register for in the fall and subsequent semesters will be decided at this time. Please see the International Students section (pg. 22) for further information regarding English language policies.

## **Comprehensive Advisory System**

The advisory system at McCormick Theological Seminary is designed as a joint appraisal process, integrating reflection on academic studies, field studies, vocational interests, personal growth, and spiritual formation of students in the master's programs. With faculty mentorship and academic advisor guidance, students plan their work at the seminary and prepare for lifelong learning and self-assessment in their particular vocation. Students at the seminary are adult learners who are able to be self-directed, get involved, and take responsibility for their own learning. Accordingly, the advisory system is designed to maximize student initiative and facilitate personal and professional development. The advisory system begins when a student enters the seminary. New students are required to attend orientation in order both to participate in the assessment and planning activities for the first year of study, as well as to have initial meetings with their advisors.

The initial interview with an academic advisor will include:

- assessment of previous experiences, including style of learning, strengths, styles of leading and relating to others, and educational achievement.
- initial statement of vocational focus, including information from governing bodies, career counseling centers, etc.
- initial statement of educational goals.

In the initial interview, a student and her or his advisor will review the student's preparation for theological study and the purposes which shall guide the student's program.

Consultations will be held regularly (per semester) to review progress, talk over issues that bear on the student's work, and plan courses and other experiences which shall lead to the successful completion of the desired degree.

These reviews look back over the previous year's course work (including attendance and participation), field studies, other pertinent educational experiences, the student's progress toward the degree, and the particular preparation for church or agency certification, as well as plan for the next year's educational program. The Graduation Review includes a recommendation to the faculty for the awarding of the degree. Details of the advisory system are fully described in the Advisory Handbook section of the *Master's Level Campus Life Handbook*.

### **Registration & Grades**

Registration for fall semester courses occurs during the previous spring semester for current students and during the summer prior to the beginning of classes for new students. Registration for January and spring terms occurs in November. A late registration fee will be charged for registering after the designated days. In addition to academic requirements, students must meet the following criteria in order to register and attend classes:

- Demonstrate financial responsibility: full payment of all outstanding fees and other charges including library fees
- Complete the language assessment
- Meet all immunization requirements
- Complete appropriate reviews through the advisory system
- Renew health insurance certification in each term

### Cross-Registration in the Association of Chicago Theological Schools

Students enrolled at McCormick Theological Seminary may take courses from any of the ACTS schools with no added charges. Registration for courses in all schools takes place in the school in which the student is enrolled by completion of a cross-registration form.

Each school in ACTS reserves the right to limit enrollment in certain courses for pedagogical reasons and set its own policies for the admission of students from other schools to such courses. A student who cross-registers is subject to the same policies and procedures regarding course requirements, grading and grading standards, extension and incomplete policies, deadlines, student deportment, disciplinary matters (including breach of academic integrity), etc. of the school of cross-registration.

Students are limited to one-third the total number of courses required in a degree program (nine for MDiv, six for MTS, and five for MAM) for cross-registration. However, transfer students may be more limited since no less than one-half of the units required for graduation must be taken at McCormick in order to be considered for a McCormick degree. ***Students may not normally cross-register in the last semester of their course of studies.***

### Cross-Registration in Other Presbyterian Seminaries

Students may cross-register with other Presbyterian seminaries. Please see the Registrar for procedures for particular schools.

### Bi-Registration at the University of Chicago

A special arrangement with the University of Chicago permits McCormick degree candidates in good standing to take courses at the University of Chicago. Students desiring to avail themselves of this option should plan their courses carefully with their advisors, in consultation with the Registrar, who must approve all bi-registrations at the University. As funds are available, and on the basis of a written petition to their advisor and the Assistant Dean of Student Services, McCormick may subsidize the difference between McCormick and the University of Chicago tuition for University courses for master's program students. Details of the registration and subsidy procedures, including certain restrictions, are available from the Registrar. A student

must also pay the University of Chicago Health Services fee and student activity fee for the term concerned in order to be permitted to register for University courses. Evidence of immunization is required by the University.

### Add/Drop Procedures

Master's level program students already registered will be permitted to add weekly courses prior to 4 p.m. on the last day of the first week of the semester. A weekly course can be dropped no later than 4 p.m. on the last day of the second week of the semester. Weekend intensive courses may be added no later than 4 pm Friday of the first session. Courses may be dropped no later than Monday after the first weekend session. Doing so within this timeframe is without financial penalty. In case of a reduction in the total number of courses previously paid, a full refund will be made accordingly. Thereafter, until 4:00 p.m. of the Friday prior to final exams, students may withdraw from a course on written request; a 'W' will be entered on the record for the course and one-third of the tuition fee will be refunded up to the fifth Friday of the semester. For a course dropped after the fifth Friday of the semester, no refund of tuition fee will be made. A 'WS' will be entered on the student's record for a course dropped on medical advice; a written statement from a physician or other medical professional is required. Again, the last day to drop a class without academic penalty is 4:00 p.m. on the Friday the week prior to Final Exams.

### Deadlines and Incompletes

All course work must be completed by the last day of the semester in which the course is taken. Students may petition an instructor for an incomplete/extension by the last day of the semester using the Petition for an Incomplete/Extension Form. Additionally, instructors may independently assign a grade of "I" on their final grade report to the registrar's office, indicating on the grade report the deadline for the student's final work. The instructor should also contact the student to inform them of the Incomplete and to determine a timeline for completion of all outstanding work. Current policy dictates that the extension can be no later than the first day of the following semester. If the work is not completed by that date, the Registrar will enter a "PI" (Permanent Incomplete) onto the record. A student may not petition for an Incomplete for a J-term course.

When a student has not completed course work within the specified deadline and the student has not petitioned for an extension, there is no obligation for an instructor to independently assign a grade of "I." Independently assigning the Incomplete is left to the instructor's discretion. If final course work has not been submitted, an instructor may evaluate a student's grade on the amount of work received and, if warranted, assign the student an "F."

A student with more than one Incomplete or Failure or 'W' in a given semester may be referred to the Student Standing Committee and may be placed on academic probation.

A grade of 'F' or 'PI' or 'W' remains permanently on the record. The 'F' and 'PI' are calculated in the grade point average as 0.00. A grade of 'W' is not calculated in the grade point average. If the student takes the same course again, or another course to substitute for it, the original 'F' or 'PI' or 'W' remains and the new grade is recorded.

### Leave of Absence

Students who find it necessary to take time away from studies are required to meet with the Assistant Dean of Student Services and submit to the Registrar a written request for a leave of absence, stating the reason(s) and expected duration of the leave. Students should see the Student Accounts office to make plans for addressing any outstanding financial obligations. Leaves will be granted for no more than one year at a time and are renewable upon written request for a maximum of three years leave of absence. Incompletes granted prior to the leave of absence must

still be completed by the date designated on the petition for the Incomplete. A leave of absence suspends the time limitations for the completion of the degree until the end of the leave period, but no courses older than ten years may be counted toward the degree requirements.

#### Administrative Withdrawal

Students who do not register for courses for two consecutive semesters and have not been granted a leave of absence will be referred to the Student Standing Committee to be administratively withdrawn. At that time, any Incomplete (I) appearing on the transcript will be changed to a Permanent Incomplete (PI) and “administrative withdrawal” and the date will be recorded. A student who has been administratively withdrawn is responsible to meet remaining financial obligations to the seminary.

#### Voluntary Withdrawal

Students who wish to withdraw voluntarily should write to the Registrar and meet with the Assistant Dean of Student Services, stating the reason(s). Students should see the Student Accounts office to make plans for addressing any outstanding financial obligations.

#### Readmission

Students who have withdrawn voluntarily or those who have been administratively withdrawn may subsequently choose to apply for admission to the degree program. If admitted, the student will be considered to be at the beginning of the program, and the requirements for the degree will be those of the *Academic Catalog* current at the time the student matriculates.

#### Residency Requirements

Master's programs students who have received credit for courses completed at other accredited institutions must complete at least one half of the courses required for the degree at McCormick under the McCormick advisory system.

#### Grades

Letter grades are assigned at McCormick as follows: A, outstanding; B, good; C, satisfactory. Each grade may be given with a plus or minus added. Grade point averages are calculated on a four-point scale as follows:

A+	4.0		
A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	F	0.00
B-	2.7		

In the MDiv, MTS, MAM, and Certificate programs, a minimum grade point average of 2.00 is required for graduation. Courses with a grade below a C- or 1.00 will not be counted toward graduation or accepted for transfer. A grade of ‘F’ is given when the quality of the work in a course clearly falls below the passing standard and may not be brought up to a satisfactory level by remedial work. An ‘F’ remains permanently on the transcript and is calculated in the grade-point average as 0.00. If the student takes the same course again, or another course to substitute for it, the original ‘F’ is not removed and the new grade is recorded.

Regular attendance in classes is expected. Professors may consider attendance when calculating grades for courses. For all non-emergencies, students should contact the instructor directly regarding absence from class.

In case of an emergency, a student may call the Senior Administrative Assistant to the Dean of the Faculty/V.P. for Academic Affairs and request that information be reported to instructors (773-947-6307).

Master's program students may register either for a letter grade or for a pass/fail evaluation. The request for pass/fail must be made within the first two weeks of the semester. In the latter case, the instructor may provide a written comment on the student's work in place of a grade. One-third of the student's courses may be taken on a pass/fail basis and may not be changed to a letter grade. Courses taken in the ACTS seminaries and in the University of Chicago must be graded according to the procedures of those institutions.

### Full-Time Load

A full-time load for students in master's level programs is four courses per semester or nine courses per year. The maximum load a student may take without written permission from their advisor is four full courses per semester.

### Independent Study

An independent study may be negotiated with a member of the regular seminary faculty. Except in extraordinary circumstances, an independent study may not be substituted for a course that is included in the curriculum. Ordinarily, an independent study will not be available during a student's first semester and will otherwise be limited to one per semester. Students in the MDiv program may take up to three courses as independent studies; students in the MTS, and MAM programs may take up to two courses as independent studies. The student must register for an independent study at the prescribed period of registration and secure an independent study contract from the Registrar. The contract must be filled out by the student and faculty member(s), signed by both, and sent to the Registrar for approval by the Dean of the Faculty before the end of the second week of the semester in which the course is taken. Independent studies may be taken for letter grade or for pass/fail, and are subject to the same rules and regulations as regularly offered courses.

### Auditing of Courses

The term "audit" is reserved for formal arrangements in which a student agrees to attend a course regularly and be responsible for reading and other obligations as affirmed by the instructor, yet without academic credit toward a degree.

Students must register for an audit through the regular registration process. A student registered for a full-time program of four courses during a semester may register for one additional course on an auditing basis without charge. Part-time students will be required to pay one-half tuition. Permission of the instructor is required prior to registration. Participation in the class is to be negotiated with the instructor. A student may take only one audit in any given semester. The term "audit" will appear on the transcript upon successful completion of the course. Audits may not be changed to credits at any time. An audit does not apply toward the enrollment requirement for housing and financial aid. Students enrolled in PC(USA) and ACTS seminaries may audit McCormick master's level courses under existing cross-registration policies. The students are subject to the policy outlined above.

Spouses of currently enrolled students may attend classes as "noncredit listeners" with the permission of the instructor. Instructors will report the attendance of these students by adding their names to the class registration lists. There will be no other admissions process, there will not be a fee for attendance, and no academic records will be kept.

### Continuing Education Credit

McCormick Theological Seminary may offer selected master's level courses for continuing education units (CEUs); one CEU is granted for 10 contact hours. Such courses may have enrollment limits, and participation must be negotiated with the instructor. In order to be eligible to take a course on a continuing education basis, students who have not been admitted to a degree program must apply and be admitted as Student-at-Large. CEUs may not be changed to credits at any time. A fee equal to one half of the full tuition for the course will be charged. Fees will be waived for field education supervisors and members of lay ministry teams who enroll in courses for continuing education credit.

Students who attend continuing education events which are not classes and wish to receive CEUs may do so by registering for CEUs in advance of the event and paying a fee of \$50 in addition to the cost of the event; this additional fee covers the recording of the CEUs on a permanent transcript. As with course work, CEUs are awarded on the basis of one CEU per ten contact hours.

### Transcripts

Students and graduates who wish to receive unofficial copies of their transcripts or who wish to have official transcripts sent to other institutions or agencies may write to [transcripts@mccormick.edu](mailto:transcripts@mccormick.edu) Transcript request forms are also available through the Registrar's office. The first transcript is provided at no charge. Each additional transcript is provided at a charge of \$5. Transcripts on demand or walk-ins will be charged \$10. Official transcripts will not be issued until the student has met all financial obligations to the seminary.

### Academic and Personal Integrity

The seminary maintains high standards for integrity in academic work, in the completion of field study covenants, submission of all documents and in community relationships, including social media. Evidence of a lack of integrity in any of these areas which comes to the attention of faculty members or students may be dealt with on a personal basis or, in the case of flagrant breaches of academic honesty such as plagiarism, may be referred by the deans to the Student Standing Committee. The seminary is committed to fairness, equitable process, and proper compassion. At the same time, given its objectives, McCormick cannot overlook failures of personal integrity in members of the seminary community and will deal with them in an effort to seek the best interests of all concerned.

### Confidentiality of Student Records

The seminary recognizes the necessity of confidentiality of student records and endorses and will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). Only school officials of the seminary and the student may have access to the student's records, and no copy of a transcript, test score, or other evaluation will be supplied to any other person or agency without the expressed written permission of the student. Registered students may inspect their records by application to the Registrar. Students have the right to request that no personal information such as name, address, and telephone number be disclosed.

### Graduation

All degrees are voted by the Board of Trustees on the recommendation of the faculty. The Board of Trustees will grant degrees in October to those students who complete all academic and administrative requirements and are approved by the faculty as candidates for graduation in September/October. However, there will be only one graduation ceremony in May. The faculty explicitly reserves the right to determine whom it will recommend for any degree, taking into account not only the candidate's fulfillment of minimum course requirements but also the quality,



coherence, and integrity of the student's program as a whole as indicated by the reports of the assessments. A minimum grade point average of 2.00 (C) on a four-point scale is required for graduation in the Certificate, MTS, MAM, and MDiv programs. A student with a grade point average below 2.00 (C) is not making satisfactory progress in the Certificate, MTS, MAM, and MDiv programs and may be placed on academic probation. Candidates for the degree of Master of Divinity are reminded of the statement on "Readiness for Ministry" found on [page 10](#) of this catalog. Candidates for any McCormick master's degree must be registered for the full final year preceding graduation, unless special arrangements have been made with the concurrence of the Academic Dean.

Students registering for their final semester of work before qualifying for a degree will at the same time fill out an application for graduation and pay the established graduation fee. In order to be eligible to graduate, degree candidates must submit all course work to instructors no later than Friday two weeks prior to the last day of the spring term. All students must meet all financial obligations to the seminary by April 15, including payment of rent in housing owned by other ACTS seminaries and settlement of all debts and obligations to JKM Library, other ACTS libraries, and the University of Chicago libraries. Diplomas and transcripts will be withheld until all the graduate's accounts are reconciled, financial obligations have been satisfied, and various forms and requests for information by the seminary, including an Association of Theological Schools questionnaire, are completed.

### Second Master's Program

Students who wish to apply all course units from a completed McCormick Theological Seminary degree to count toward another McCormick degree program may do so, but only by relinquishing their completed degree. For example, a student who has completed the Master of Theological Studies degree may wish to use all completed course units to pursue the MDiv program. In such cases, the first degree is relinquished. Contact the Registrar's Office for details (773-947-6285, [cwade@mccormick.edu](mailto:cwade@mccormick.edu)).

### Academic Standing

The seminary will honor the academic requirements in force at the time of matriculation for a particular degree or certificate program for the length of time as specified, after which any new requirements must be fulfilled. Degree and certificate candidates are expected to make progress sufficient to complete the degree or certificate according to the time limits as follows: Certificate, three years; MTS and MAM, four years; MDiv, six years. A student exceeding the time limit for completing a Certificate or master's degree must make a new application to the Student Success Committee.

### Good Standing

A student shall maintain a grade point average of 2.00 (C) or above to be considered in good standing. A student with a grade point average below 2.00 (C) is not making satisfactory progress in the Certificate, MTS, MAM, and MDiv degree programs and may be placed on academic probation by the Student Success Committee of the faculty.

### The Student Success Committee

The Student Success Committee (SSC) seeks to ensure every student at McCormick (Certificate Level, Master's Level, and Doctor of Ministry Candidates) is able to make satisfactory academic progress. This committee includes faculty, administrators, and students and is attentive to the variety of student needs that may impact their academic performance. If a student is not making satisfactory academic progress, the SSC will initiate an integrated conversation designed to support the student. SSC will review student progress, and may direct students to reduce course

load, to seek remedial assistance, or to take a leave of absence. SSC may place a student on academic probation, or administratively withdraw or dismiss a student from a certificate program or a degree program, or other reasonable action. Student grievances and disciplinary actions (for example: plagiarism, grade appeals, behavior antithetical to the values of McCormick Theological Seminary, etc.), are referred to the Student Standing Committee (SSStC), a subcommittee of the SSC. This subcommittee is comprised of the three faculty members appointed to the SSC by the Dean of the Faculty. All disciplinary matters referred to the SSStC follow McCormick policy and are decided by faculty members, with careful attention to matters of confidentiality and student privacy.

### Academic Probation

A student may be placed on academic probation by the Student Standing Committee under one or more of the following conditions:

- More than one Incomplete (I), Permanent Incomplete (PI), F (no credit) or Withdrawal (W)
- A grade point average below 2.00 (C) for the preceding semester

Probationary status normally will extend over only one semester and may be removed at the close of the next semester providing that the following conditions have been met:

- Previous incompletes have been completed and passing grades have been assigned
- There are no new incompletes and all grades are at or above a grade point average of 2.00

Furthermore, a student on academic probation may be directed by the Student Standing Committee (SSStC) to reduce his or her course load for the following semester, to seek remedial assistance, or to take a leave of absence for a specified time in order to undertake such appropriate actions necessary to be reinstated as a student in good standing. In the event that academic probation cannot be removed after one semester, the SSStC will deliberate and decide whether to continue the student on probation or to administratively withdraw or dismiss the student from the certificate or degree program.

Any student with two or more Permanent Incompletes (PI) will be placed on academic probation and prohibited from taking courses in the subsequent term. Failure to complete the coursework and receive a final grade by the agreed upon deadline for each of the courses will result in administrative-withdrawal from the Seminary.

### Grade Appeal Procedure

A grievance about a master's level grade will follow this procedure:

1. The student will speak directly (i.e., in person) with the faculty person(s) who assigned the grade, within three weeks of the posting of the grade. The student may ask one person to accompany them in seeking an explanation of the grade. If the student does not speak directly with the faculty person(s) who assigned the grade within three weeks of the posting of the grade, the grade will be final and without appeal. If the faculty person is not available, the student will notify the Assistant Dean of Student Services.
2. If, after speaking directly with the faculty person(s), the grievance remains, the student may submit a grade appeal petition to the Assistant Dean of Student Services in writing within five weeks of the posting of the grade.
  - a. This petition will outline the specific reasons the assigned grade should be reviewed.
  - b. The Assistant Dean of Student Services will review the process by which the disputed grade was assigned, will consult with the faculty person(s) who assigned

the grade, and will decide within five days whether to refer the appeal to the SSC.

- c. If the Assistant Dean of Student Services decides not to refer the student grade appeal to the SSC, and the grievance remains, the student may appeal the decision of the Assistant Dean of Student Services “not to refer” within five days of the decision. If the student does not appeal the decision of the Assistant Dean within five days of the decision, the assigned grade will be final and without appeal.
3. If the Assistant Dean refers the student appeal to the SStC, the SStC will consider the student grade appeal at its next scheduled meeting.
4. The SStC will review the student appeal of the assigned grade, and will render a decision at its next regular meeting. The SStC may sustain the assigned grade, or may refer the appeal by forming a Grade Review Panel.
5. The Grade Review Panel is convened for the sole purpose of rendering a decision on a student grade appeal, and will be dismissed by the Dean of the Faculty after rendering its decision. The Grade Review Panel is composed of one member of the field in which the course was taught (or a tenured faculty member if the field has only one member), and two other tenured faculty persons. The Grade Review Panel may choose to consult with a tenured faculty person from another ACTS school.

The Grade Review Panel is authorized to review the assigned grade and to sustain the assigned grade, or to assign a different grade. The Grade Review Panel will render a decision within four weeks of appointment, and will report its decision to the Dean of the Faculty, the SStC, the student, and the faculty member who assigned the course grade. The decision of the Grade Review Panel is final and without further appeal. If the Grade Review Panel is unable to render a majority decision within its authorized four weeks, the grade assigned by the course instructor will stand as the final grade.

#### Timetable of Appeal of an Assigned Grade

1. Day 1 posting of grade by the Registrar
2. Day 21 (3 weeks) deadline for student to speak directly with the faculty person(s)
3. Day 28 (4 weeks) deadline for student to petition their Assistant Dean of Student Services to appeal the assigned grade
4. Day 42 (6 weeks) deadline for the Assistant Dean of Student Services to decide whether to refer the student grade appeal to the SAC
5. If the Assistant Dean of Student Services declines to refer the student grade petition to the SStC:
  - a. Day 49 (7 weeks) deadline for student to appeal the decision of the Dean of Student Services not to refer the student grade petition to the SStC. The appeal of the Dean’s decision will be made directly to the Chair of the SStC, and the petition of the student will advance to the SStC.
6. The SStC will review the student grade appeal petition at its next regularly scheduled meeting. Within two weeks of that regularly scheduled SSC meeting, the SSC will render a decision to sustain the assigned grade, or to convene a Grade Review Panel.
7. If a Grade Review Panel is convened, that Panel will render a decision within four weeks of its appointment. The Grade Review Panel will report its decision to the Dean of the Faculty, the SStC, the student, and the faculty member who assigned the course grade. The decision of the Grade Review Panel is final and without further appeal. If the Grade Review Panel is unable to render a majority decision within its authorized four weeks, the grade assigned by the course instructor will stand as the final grade.

May term and Summer term grade appeals will take place in the following Fall term, and will follow the Fall term schedule. J term grade appeals will take place in following Spring term, and will follow the Spring term schedule. The decision of the SStC is final and without further appeal.

### Appeals

All students have the right to appeal any action of the Student Success Committee (with the exception of issues relating to grade disputes). Notice of such appeal must be filed with the appropriate program Dean within 10 days of the date of the receipt of the written notice of the decision of the committee. If no appeal is filed in writing within this period, the decision of the committee is final. If an appeal is duly filed with the Dean of the Faculty, she or he will communicate with the chairperson of the SStC and the matter of appeal will be taken up at the next scheduled meeting of the SSC or within 30 days of receipt of the appeal. The SStC will take up the issues presented in the appeal and decide its merits. The decision of the SStC will be communicated in writing to the student in a timely manner by the chairperson.

All matters of a student's standing which involve the SStC will be recorded in writing and become a part of the student's file on record in the offices of the Registrar and Academic Dean.

## Faculty Policy on Proper Use of Sources

Approved by the McCormick faculty December 7, 2017

### Faculty Policy on Proper Use of Sources

Education at McCormick is an ongoing, critical, and constructive conversation among students and faculty, academy and church, and the sources of knowledge which are used to inform it. While some cultures praise students who learn by rote or memorizing the words and ideas of great scholars, at McCormick one measure of excellence in this conversation is the voice of the student engaged with recognized authorities. Because we value student perspectives, the documentation of sources is an essential component of our work. When sources of information are unacknowledged or undocumented, the conversation loses its power, students lose their voice, and the sources lose their integrity. Therefore, at McCormick, the misuse of sources is considered a serious threat to good learning and academic standards by diminishing the academic conversation by inadequate or inaccurate citation of voices, sources, and influences. The purpose of this statement is to make clear what constitutes plagiarism, and how one can be sure that one is using sources correctly and usefully. Generally, the use of any of someone else's words or ideas without acknowledgement is plagiarism. Furthermore, the re-use of your own written work without acknowledgement is considered plagiarism (sometimes called "self-plagiarism").

### Writing/Composition Guidelines

The first rule of thumb for all written work (in seminary and elsewhere) is that it should be your own creation. Whatever paper on which you place your name should contain your ideas and words, and your considered and informed judgment on the topic you have chosen. The rules for proper use of sources should be applied to your "informed" judgment. Your work in many papers should be based upon research on the topic in relevant books, articles, reference works, and other sources. A major goal of a Seminary education is to learn how to find and access the best resources for ministry and on-going learning. Your work should be yours, but also informed by the work of others. This means giving credit where credit is due by documentation and acknowledgement.

The second rule to be followed in all writing is that if you use anyone else's words in your paper, they must be both put in quotation marks and cited properly in a footnote/endnote. It is not enough merely to provide a proper citation -- exact quotations must be put in quotation marks.

Avoid a paraphrase which changes only a word or two here or there – instead you should either quote directly or rephrase completely in your own words. You must also cite your sources properly and accurately. The proper methods of citation of someone else’s words or ideas are described in Guidelines for Research Papers in this Handbook. If you do quote from a source, because you think it says the point so eloquently and well that you must include it, be sure to evaluate what you quote in your own words, and link the quote to the argument of your own paper. Avoid too many long quotes in your paper, because then your own ideas may get lost in your paper; do not allow quotations to dominate the paper. Be sure that your paper expresses your informed opinion on the basis of your research. The thesis (main point), organization and style of your paper should be your own. If you have questions about any of these writing issues, feel free to ask your professors, your advisor or the members of the staff at the Language Resource and Writing Center (LRWC). The Language Resource and Writing Center has a variety of resources available to improve your ability to write. The Seminary is a good place to refine and improve your writing skills, which are so valuable in your life in ministry.

## Faculty Procedure for Dealing with Misuse of Sources and Plagiarism

McCormick Seminary expects all writers to exhibit the highest ethical standards in research, composition, and documentation. Ethical writers acknowledge their sources and document the influence of others in their work. We seek best practices for a learning community in which readers, researchers, and writers are all accountable to one another in the proper use of sources, and in the disciplines needed to identify and eliminate misuse and plagiarism. Our policy seeks to encourage best practices in research and writing, and to deal effectively with all forms of misuse and any instance of plagiarism. McCormick’s policy reflects the values of the Council of Writing Program Administrators (<http://www.wpacouncil.org>).

### **DEFINITIONS:**

Misuse of sources: any work that fails to adequately and accurately attribute someone else’s language, ideas, or other original material.

Plagiarism: the deliberate use of someone else’s language, ideas, or other original material without acknowledging its source. Examples include, but are not limited to the following:

1. Copying the words of others (whether published or unpublished) without proper indication (quotation marks, for example) or proper citation (accurate sources, footnotes, etc.).
2. Submitting the work of others in one’s own name (buying a paper, downloading or copying from the internet, having another person write for you).
3. Failure to acknowledge the source of ideas you are using in your own work (omissions in footnotes or endnotes and/or in bibliography).
4. Paraphrasing the words or ideas of others with inadequate alteration and without appropriate and specific attribution.
5. Re-purposing your own work without acknowledgement (sometimes called “self-plagiarism”).

All students are urged to resolve all questions of fair use *before* submitting work for any assignment.

McCormick Seminary recognizes there are differences between plagiarism and the unintended misuse of sources. This policy seeks to assist and govern faculty response to misuse and to plagiarism. McCormick writers must meet the highest ethical standards of making every effort to

acknowledge sources fully and appropriately. If a writer fails to cite sources adequately or correctly, the work must be corrected and resubmitted.

Preemptive Procedures:

1. The Seminary shall provide an introduction to proper academic writing form during Orientation. All students are urged to complete online tutorials listed annually by the Director of the LRWC, the degree-Deans, and the Library, for example:  
<https://www.indiana.edu/~istd/test.html>
2. In their course syllabi, instructors should include the Seminary's *Policy on the Proper Use of Sources* and this Seminary policy on misuse and plagiarism.
3. Instructors will provide, during regular class time, written statements of McCormick policies and expectations for proper use of sources and the avoidance of plagiarism and will include explanation and examples, before the first written assignment of the class.
4. Instructors and students are encouraged to make use of the LRWC, the JKM library, online writing guides, and to use [www.turnitin.com](http://www.turnitin.com) as a resource for class instruction in proper use of sources. If need be, Urkind can also be used (with care) as a plagiarism detection tool.

Response to Misuse:

If the instructor detects a misuse of sources, whether inadequate citation, incorrect citation, or other forms of failed attempts to identify and credit sources, the instructor will meet with the student, return the work with instructions for correct citation, revision, and resubmission of the assignment before assigning a grade.

Response to Plagiarism:

If the instructor detects plagiarism – i.e. the deliberate use of someone else's language, ideas, or other original material without acknowledging its source, the instructor will follow these steps:

1. The instructor shall ascertain, by consulting the office of the degree level Dean, whether this is the first, second, third, etc. instance of suspected plagiarism in the student's written work. Even in a first instance of plagiarism, the Student Standing Committee may decide among the following actions:
  - a. Failure in the course
  - b. Academic probation
  - c. Suspension
  - d. Dismissal
2. **First Instance of Plagiarism.** In a first instance of suspected plagiarism, the instructor shall:
  - a. Meet with the student to explain what is wrong with the paper and how it can be remedied (i.e., the Seminary's *Policy on the Proper Use of Sources* shall be reviewed with the student, and the plagiarized passages in the paper will be discussed).
  - b. Require the student to rewrite the paper before grading it. Review the rewritten paper with the student, and if need be, in consultation with the degree level Dean or the Director of the LRWC.
  - c. Require that the student complete McCormick's remedial plagiarism course & submit written notification of this to the degree level Dean within two weeks.
  - d. Refer the student to the LRWC for help with writing papers.
  - e. Send a copy of the paper and its evaluation to the office of the degree level Dean, to the student's advisor, and to the Director of the LRWC.

3. **Second Instance of Plagiarism.** For a second instance of suspected plagiarism (either for the same or a different course), the steps above under “First Instance” shall be repeated with the following changes:
  - a. The meeting between the instructor and the student will now also include the degree level Dean. A representative of the LRWC and the advisor may also be present.
  - b. The instructor will decide whether the paper should receive a “0” or whether it can be re-written for credit.
  - c. In a second instance of plagiarism, the Student Standing Committee may decide among the following actions:
    - i. Failure in the course
    - ii. Academic probation
    - iii. Suspension
    - iv. Dismissal
4. **Third Instance of Plagiarism.** If the instructor determines that there have been two or more previous instances of suspected plagiarism (either for the same or a different course), she/he shall refer the student to the Student Standing Committee by informing the Chair of the Student Standing Committee and the degree level Dean, and submitting relevant materials to the chair of the Student Standing Committee.
  - 4.1. The degree level Dean shall advise, in writing, any student of his or her referral to the Student Standing Committee, giving reasons for the referral.
  - 4.2 The Student Standing Committee may invite the referred student to appear, but is not obligated to do so.
  - 4.3 Upon review of the materials, the Student Standing Committee will review the pattern of plagiarism, and will determine whether the student’s actions constitute a breach of academic and personal integrity. The Student Standing Committee shall decide among the following actions:
    - a. Failure in the course
    - b. Academic probation
    - c. Suspension
    - d. Dismissal
  - 4.4 If the action involves failure in the course (4.3a) or academic probation (4.3b), the Student Standing Committee shall notify the faculty member, the student, and the advisor of its judgment and decision. A copy of the paper, the instructor’s evaluation, and the notification letter will be filed in the office of the degree level Dean.
  - 4.5 If the action involves suspension (4.3c) or dismissal (4.3d), the Student Standing Committee shall communicate such proposed action to the faculty in a confidential memorandum. This memorandum shall specify a time and place at which the Student Standing Committee will next meet (at least seven days’ notice shall be given). Faculty members may communicate with the Student Standing Committee about the student and the proposed action either in writing or in person at the announced Student Standing Committee meeting.
  - 4.6 The Student Standing Committee shall, after reviewing pertinent information, confirm or alter its proposed action; making thereby a definitive action.
  - 4.7 The Student Standing Committee shall communicate, in writing, its determinative action to the student. It shall also, where feasible, interpret its action orally to the student through two or more of its members (including *ex officio*).

- 4.8 When appropriate, the Student Standing Committee shall request the President, Vice President for Academic Affairs, or a member of the faculty or administration to be responsible for personal follow-up with the student.
5. Any other instances of plagiarism beyond three shall result in dismissal.

#### Appeals

All students have the right to appeal any action of the Student Success Committee or the Student Standing Committee (with the exception of issues relating to grade disputes). Notice of such appeal must be filed with the appropriate degree level Dean within 10 days of the date of the receipt of the written notice of the decision of the Student Standing Committee. If no appeal is filed in writing within this 10 day period, the decision of the committee is final. In the event of an appeal by the student to the faculty, a special meeting of the faculty will be called at which the regular rules and procedures of the faculty will be in force. The student will have the right to counsel of his or her choice, the right to introduce witnesses or evidence in his or her defense, the right to receive in writing the charges o[r] other pertinent information used by the Student Standing Committee, the right to confront his or her accusers, if any, and the right to a copy of the proceedings in the form of a tape recording. The decision reached by the faculty will be final. The faculty may alter, or sustain the original decision.

Approved by the McCormick Faculty November 2016

Revised and approved by the McCormick Faculty December 2017

### **Plagiarism Policy for Cross-Registration Students**

All students enrolled in McCormick classes are governed by McCormick policies and administrative procedures. Results of disciplinary cases involving cross-registered students are reported to the Registrar and Dean of the student's home institution.



# Master's Programs Courses

## General Information

The course descriptions listed in the pages that follow include courses scheduled for the current academic year. Check the McCormick website ([www.mccormick.edu](http://www.mccormick.edu)) for up-to-date lists of courses for each year, course schedules, and syllabi.

The following letters are used in the course numbers to indicate the field of study:

- I Integrative
- B Bible
- H History
- T Theology
- E Ethics
- M Ministry

Within the field of Ministry:

- MED Religious Education
- MIN Integrative
- MPC Pastoral Care
- MPL Polity and Program
- MPM Public Ministry
- MSX Sexuality
- MUM Urban Ministry
- MWP Worship and Preaching
- MSP Spirituality

Along with several of the ACTS schools, McCormick employs a numbering system to indicate the level of study:

- 300-399 Introductory
- 400-499 Intermediate
- 500-599 Advanced
- 600-699 Doctoral

McCormick Theological Seminary is on a semester system, with January and summer terms between the semesters. Courses are counted as whole credit rather than by semester hours (i.e., one credit is equal to three semester hours and represents some 36 hours of classroom work). Courses generally meet once or twice per week. A normal course load for a full-time master's program student is four courses per semester and nine courses per year.

The following list of courses offered at McCormick not exhaustive. For more information on the master's level curriculum and semester-by-semester course schedules, please visit the (<https://www.mccormick.edu/registrar>).

## Integrative Courses

### *I-301 Pilgrimage in Faithfulness (PIF)*

All Masters level students must successfully complete the course titled Pilgrimage in Faithfulness. PIF is an integrative course designed around major Christian practices and witness through the ages and in today's world. The course brings the entire entering class together with a team of faculty for plenary and small group meetings, and worship for the purposes of introducing students to higher theological education and to diversity of practice and theology within Christianity and other religions.

PIF is an integrative course designed to help students:

1. Discover and relate to graduate level theological education in general, and into the ethos of McCormick Theological Seminary specifically.
2. Recognize and locate their own heritage and formation in the diversity of practice and theology within Christianity and other religions.
3. Reflect critically on the social and political implications of major practices of Christian churches.
4. Appraise their own identity as religious/civil leaders.

#### *I-302 Leadership Across Diversity*

The consistent witness of Scripture is of God's intention to form a community, a visible body—*ekklesia*-. But what is the nature of this church to which we are called? What is it to be and to do? How is it to be organized and led? What should be its voice amidst the world around it? And why are there so many churches, expressed in so many ways, often to the exclusion of other churches? Among earnest believers in multiple faith traditions, a deep, living understanding of the nature of Leadership Across Diversity is essential to the practice of ministry in and for a variety of particular contexts and settings. Such understanding is the object of this course.

#### *I-311 Academic Research and Writing*

This course reflects the commitments of McCormick Seminary to pursue reading and writing across the curriculum, in every course and into the communities McCormick serves. This required course invites all McCormick students to “the writing table” where writing is collaborative and communal, and where learning and writing is a critical experience of review, revision, and expression. The course includes engagement with methods of research, documentation and citation, all in pursuit of a more creative and effective way of reading, reflection, and composition.

#### *I-457 Environmental Ministry & Leadership*

What are the resources (biblical, theological, and practical) to aid people of faith in addressing the eco-crisis? The aims of this course are to: 1) offer an informed update on the “state of the earth,” 2) cultivate ways of reading biblical texts that recover the centrality of nature in biblical thought, 3) explore theological foundations for creation care, and 4) equip students with creative ideas, resources, and training for ecojustice education and advocacy.

#### *I-408 Queer Theory, Religioethics & Activism*

Queer theory has transformed religious thought in extraordinary ways especially over the course of the past four decades. This course explores the nature of queer theory as a discipline within and outside of the religious academy. This course also invites students to explore the ways that queer theory intersects with theories of race and praxes of activism.

#### *I-478 Seminar on Research Methods*

A seminar on research and writing in the theological disciplines. Designed to provide resources, methodological tools, and peer review in the development of effective arguments and clear, compelling academic writing. Review and practice of the major steps in developing a research proposal following contemporary graduate level standards. The course project, which is developed and refined throughout the semester, is a research article that may be submitted for publication and / or used to compete for fellowships and awards. Skills needed for research and writing of a master’s level thesis will be covered.

### *I-Travel Seminar*

Students will have the opportunity to select from various Travel Seminars over the course of their degree. These Seminars enable students to integrate classroom theological learning with real world experiences in domestic and global contexts.

### **Field of Bible**

#### *B-300 Introduction to Biblical Studies (IBS)*

This is the required, foundational course for biblical studies, introducing students to the processes of interpreting scripture.

The purpose of this course is to make us all better readers and interpreters of the Bible. This is not a survey of biblical content. It's a study of the ways we read and interpret the Bible and how to enrich and strengthen our reading and writing about it. To do this, we'll focus on the two worlds that influence the way we interpret the Bible: first we will focus on the world in which we live and ourselves as readers, and then we will turn to the ancient world of the Bible and the authors who wrote it. We will study how various modern contexts - our social locations and those of several others - shape the ways in which we read, understand the Bible and experience its relevance for our communities. We will also study how the ancient social locations of biblical authors and editors influenced what they wrote and how they compiled the texts, and how their communities would have heard the biblical text. This study will also help us to understand the present shape of what we call the Bible.

#### **B-300 is a pre-requisite for all other Bible courses except Introduction to Hebrew Exegesis or Introduction to Greek Exegesis.**

#### *B-301 Reading from Cultural Spaces: The Difference that Culture Makes in Biblical Interpretation*

This course surveys recent hermeneutical approaches in biblical studies that identify the importance of race and ethnicity for reading the Bible. Students will explore biblical texts through the lenses of African American, Latino/a, Asian American, and postcolonial biblical interpretation. This course can be taken for New Testament or Old Testament/Hebrew Bible credit.

#### *B-303 Reading Darkly: Africana Biblical Practices*

This course explores different Bible reading practices among various parts of the African diaspora with a particular focus on African Americans. By demonstrating the foreignness and yet homeliness of the Bible among peoples of African descent, the course points to multiple practices of rejection and embrace of the Bible both by confessional and non-confessional readers. The course ranges beyond the obvious places of Bible reading within the confines of the Christian church to consider reading practices present within cultural productions such as novels, songs, and art. Participants will be exposed to a broad historical review of reading trends, theoretical examinations of reading practices, and an evaluation of past and current reading trends.

#### *B-321 Introduction to Hebrew Exegesis I*

The first semester of a two-semester introduction to biblical Hebrew, including the basics of grammar and vocabulary, followed by the translation and exegesis of selected texts from the Hebrew Bible. Most of the first term is devoted to acquiring the knowledge of grammar and vocabulary necessary for reading biblical Hebrew.

*B-322 Introduction to Hebrew Exegesis II*

The second semester of a two-semester introduction to biblical Hebrew, including the basics of grammar and vocabulary, followed by the translation and exegesis of selected texts from the Hebrew Bible. A significant portion of the second term is devoted to translating biblical Hebrew and using it in biblical interpretation.

*B-324 Introduction to Greek Exegesis I*

As the first semester of a two-semester sequence, this course introduces the fundamentals of Greek grammar and vocabulary and the exegetical issues necessary for reading, translating, and using the Greek New Testament.

*B-325 Introduction to Greek Exegesis II*

The second semester of a two-semester sequence, this course completes the basic elements of Greek grammar and vocabulary. It will facilitate students in the translation and exegesis of selections from the Greek New Testament by using the basic tools and resources of Greek exegesis.

*B-410 Genesis: Origins of Biblical Faith*

A study of the book of Genesis, focusing on foundational texts and topics influential in Jewish and Christian thought, including creation, covenant, family, gender, ethnicity, and politics. It provides students the opportunity to practice the interpretive skills introduced in B-300 IBS in the exegesis of a major section of the Pentateuch/Torah.

*B-413 Joshua and Judges*

This course looks at the content, history, and ethical/theological issues contained within the books of Joshua and Judges. Students will study the books within the larger context of the Deuteronomistic History and will explore issues with contemporary significance such as holy war, divinely sanctioned violence, violence against women, issues of colonization, and Israelite settlement.

*B-420 Isaiah and the Prophetic Vision*

This course provides an exploration of the book of Isaiah in both its ancient and modern contexts. With the city as the context, the course focuses on themes unique to the book such as hope, peace, security, inclusion, economic flourishing, reconstruction, justice and righteousness. Participants will come to appreciate the complex formation of the book and its multiple interpretive traditions and possibilities. The course will focus especially on Isaiah as a social critic and visionary and will provide students the opportunity to practice the interpretive skills acquired in B-300 IBS on the Bible's prophetic texts.

*B-424 8<sup>th</sup> Century Prophets*

This course explores the books of Amos, Hosea, Micah, and Isaiah (1-39) in both their ancient 8<sup>th</sup> century and modern contexts. With justice as the overarching theme of this course, this course closely examines how these prophetic voices described, assessed, and responded to what was perceived as unjust in their world. As a learning community, this class will engage in critical conversations with these ancient prophetic voices as a way of imagining justice with contemporary communities.

*B-428 Formation of the Old Testament*

This course provides a survey of the Old Testament focusing on the texts as they evolve in their historical and literary contexts. Participants will gain an appreciation of the formation of the Old Testament as a book responsive to various contexts such as empires, political reconfigurations,

religious evolutions, and theological developments. This study will also interrogate the significance of the formation of the texts for contemporary communities and faith readers. Course evaluation will be based upon participation in interactive discussions, short written assignments, course projects, and the compilation of a portfolio.

*B-431 Job and Its Modern Interpreters*

A study of the book of Job in the context of its biblical world and an examination of responses to Job by contemporary writers, such as Archibald MacLeish, William Safire, Gustavo Gutiérrez, Bill McKibben, and Harold Kushner. The problem of evil and suffering in the Bible and in Jewish and Christian traditions is the course's focus.

*B-449 Hebrew Exegesis III*

As a supplement to Hebrew Exegesis I and II, this class provides additional practice in reading and interpreting biblical Hebrew. It is based on the reading and interpretation of selected texts from the Hebrew Bible and includes a review of biblical Hebrew grammar. By providing a deeper grounding in biblical Hebrew, this course is helpful both to future ministers and to those who wish to do advanced study of the biblical languages.

*B-450 The Gospels*

Introduction to the four canonical Gospels with special focus on the unique portrait of Jesus presented in each gospel. Major issues and methods for study of gospel literature. Central emphasis on Christology; minor attention to the historical Jesus.

*B-456 Judges and Women*

This course explores the women in the book of Judges through an assessment of the following themes: sexual politics and the roles of women in the ancient Mediterranean world, subversion of patriarchy and androcentrism within biblical texts and the ancient world, violence against women and the signification of women's bodies as part of nationalist discourses, among other things. The course situates the analysis of women from the perspective of power and powerlessness, and aims to use multiple methodologies that emphasize the intersections between racial, ethnic, and gender identities. To this end Toni Morrison's *Beloved* serves as a reading companion to the book of Judges in this course. In addition, this course addresses how Judges can be used as a source for women, men, and communities of faith that are dealing with issues of gender violence, gender disparities, and gendered theologies. This course places emphasis on approaches and perspectives that focus attention to people and causes that are on the margins, yet are equally valid for producing sound biblical scholarship. Participants will engage their readings of Judges in the context of real-world situations.

*B-460 The Epistles of Paul*

This course introduces students to studying, interpreting, and appropriating the letters of Paul, with focus on the seven letters generally acknowledged as genuinely Paul's among scholars. Students will study main issues in the study of the literary, socio-historical, political-religious, and theological dimensions of Paul's letters and communities. Students will encounter diverse critical methods and hermeneutical approaches in the contemporary interpretation of Paul and early Christian origins.

*B-467 The Bible, Sexuality, and Gender*

This course will study the ways in which gender and sexuality are understood both within contemporary theology and ethics and within the biblical world. Key texts from both the Old Testament and from the New Testament that have influenced attitudes and practices today about gender and sexuality, and that have been used in ethical debates in the public square and in our

religious institutions, will be examined within their original contexts. Discussions will focus on useful methods for determining the relationships between biblical practices and perspectives and contemporary ones. The aim of this course will be to provide class members a fuller way to enter into conversations in the church today about sexuality and gender and to gain the knowledge necessary to develop practices of ministry that support integrity for all and create a healthy church and society. Students may receive distribution credit for this course in the areas of Old Testament, New Testament, Theology, or Ethics.

*B-469 Biblical Perspectives on Multiculturalism*

This course has two aims. One is to investigate the perspectives on multiculturalism held by biblical authors. We ask how biblical authors constructed their own ethnic identity and how they viewed and related to other ethnicities and cultures. The other aim is to weigh the impact on these biblical perspectives and attitudes on our life together today in light of our own cultural differences. We ask what kind of a multicultural society we want to create today and whether biblical attitudes provide problems or possibilities in this task.

*B-472 Ezekiel: Imaginations in Exile*

This course explores the book of Ezekiel from multiple perspectives from its ancient to modern contexts. Utilizing contemporary examinations of trauma, (forced) migration, and models of resistance, students will be equipped to critically reconstruct and engage with the complex formation of the theological developments in this book. As a prophetic discourse within a setting of uncertainty and crisis, this book prompts an empathetic and passionate response to communal experience of tragedy and expectations for restoration.

*B/M-479 Trauma-Informed Praxis*

Trauma is an unavoidable part of the reality in which we live. Ancient witnesses in biblical traditions remind us that trauma is neither a contemporary invention nor symptomatic of contemporary existence; rather, trauma is a part of human existence. This course explores the intersectionality between trauma, worship, Bible, and theological reflection. If worship is a sacred space in which we encounter the divine and with our whole selves, is there room for our trauma in such a space? Can we create room to worship in trauma, rather than worshipping despite our trauma? How do we avoid inflicting more trauma through worship? How do our interpretations of biblical texts shape our theology and worshipping practices in relation to trauma? This course explores models of worship in biblical traditions as a way of assessing our practices of worship, creatively and faithfully (re)imagining worship, and engaging in critical and authentic theological discourses about trauma.

*B-482 Blackness, Feeling, and Interpretation*

This course explores representations of blackness captured through biblical images, themes, characters, and ideas from the nineteenth century anti-slavery culture. The course focuses on art forms such as print media, performance, visual art, and abolitionist ephemera to enhance interpretive strategies of visual culture and the visualization of biblical texts and how these interpretations serve as sites for meaning making. Attention will be focused on the affect that art constructs in spaces of communal trauma, the engagement of histories of violence, and the protests to those histories. Affect theory will inform the reading of cultural imagery as well as biblical texts. Discussions will focus on how the social world of artists and viewers/readers of texts engage, critique, utilize, transform, and subvert the worlds suggested in biblical texts.

*B-489 Greek Exegesis III*

Building on Greek I and II, this course provides students an opportunity to study biblical Greek language and exegesis for a third term. Along with reviewing grammar and vocabulary and

studying more syntax of NT Greek, it will guide students to read, translate, exegete, and interpret an entire Greek NT text.

#### *B-490 Biblical Foundations of Jewish & Christian Difference*

The course looks at biblical and early post-biblical roots of Jewish and Christian difference. It is text centered, attempting to understand from a historical vantage point how it is that Jews and Christians (often beginning with the same Hebrew Bible texts) have developed world views and identities which differ from each other. The ultimate aim of the course is to explore more deeply the dynamics of interfaith relationships in the world today.

### **Field of History**

#### *H-300 History Survey I*

The focus of this course is on Christianity as a world movement, to identify formative aspects of the Christian movement in service to contemporary communities of faith, but also to identify and challenge models of interpretation in the history of Christianity. This course surveys the history of Christianity as a world movement by exploring the formation and development of the Ancient and Medieval periods. We pursue issues of identity and method within the Christian traditions in order to trace the origins of theological concepts that continue to inform contemporary Christian communities. We will track types of theology and movements of renewal within the Church. Theological texts, terms, and traditions are placed in historical context. We will introduce aspects of the interrelationship of Christianity with Judaism and Islam.

#### *H-301 History Survey II*

This course continues H-300, with an emphasis on Christianity as a world movement. We will begin with the Reformations of the sixteenth century, and then continue into the formation of the modern era. This course maintains the focus on issues of identity and method, with a special focus on the diversity of theological voices in the modern and postmodern Church.

#### *H-303 Emergence of Islam*

This course treats the origins of Islam from a comparative perspective, examining Judaism and Christianity at the time of the birth of the Prophet, through the first two centuries of Islam in its pre-history, emergence, expansion, development of the Qur'an and collections of Hadith, and encounters and engagements with Jews, Christians, and others.

#### *H-340 Reading the Church Mothers and Fathers*

A study of the emergence of the Christian Church in its first three centuries. We read and discuss primary sources in translation. Close attention will be given to the development of the major themes of the Christian communities within the social and institutional structures of the Late Antique period. This course examines the ways in which Christians related to the world around them, with a special focus on the diversity of doctrine and practice of the early church. This course seeks to provide resources for contemporary ministry informed by the wisdom of the early church and to introduce students to methods and resources to study the early church.

#### *H-401 Calvin Seminar*

This history course studies Calvin and the *Institutes of the Christian Religion* within the broader context of the Reformations of the sixteenth century. The course consists of a close reading of the 1559 *Institutes*, with attention to issues of biography, polemics, spirituality, theological and rhetorical method, ecumenism, and the dynamics of Calvin's calling and his associations with other Reformers, especially Luther, Zwingli, and Bucer.

#### *H/T-402 Reformed Tradition*

This course explores the history and theology of the Reformed tradition with a view to understanding its Reformation origins and development and its contemporary manifestations and relevance, with special attention to the PC(USA) *Book of Confessions*.

#### *H-412 Reformations of the 16th Century*

A historical and theological overview of reform efforts of women and men in European Christianity in the 16<sup>th</sup> and 17<sup>th</sup> centuries, from late medieval Catholicism through the divisions of the Thirty Years War. Topics include efforts at reform within the late medieval church; the reform of the Spanish church; the Lutheran, Zwinglian, and Calvinist patterns of reform; the “radical reformation” of the various Anabaptist and sectarian groups including the emergence of Unitarianism; the Council of Trent and counter-reform; the development of Anglicanism; and (briefly) the trajectories of Post-Reformation theology.

#### *H-416 Historia de la Iglesia en América Latina y el Caribe*

This course is an exploration in the development of Christianity in Latin America and the Caribbean covering the periods of colonialism and emancipation. A major emphasis will be placed on two fundamental projects of evangelizing: Roman Catholic and Protestant. We will use the documents of both experiences to analyze not only the historical events of the church, but also the ecclesiology, as well as the anthropologies that are used in their practices. The course will look to evaluate how the history of the church in Latin America and the Caribbean continue giving form to the unique character of the Latin@ churches in North America.

#### *H-420 Women in the History of Western Christianity*

An introduction to primary texts by and about women in the western Christian tradition, with special attention to contemporary women historians and interpreters of the Christian tradition.

#### *H-423 American Christianity and Modernity*

A study of the transformation of U.S. Christianity through the encounter with modernity from the colonial era to the present, highlighting renewal movements, theological trends, and social reform movements.

#### *H-433 Readings in Christian Spirituality*

Introduction to Christian devotional writings in the West. This course is based in reading primary texts in translation from the early, medieval, and modern periods, with particular attention to prayer, Christian life, and the literature of instruction, encouragement, and consolation. In considering methods and sources, this course explores connections and distinctions of dogmatic, mystical, polemical, and devotional materials.

#### *H-434 American Presbyterianism*

Survey using primary documents and historical interpretations to explore origins of institutions and issues within the contemporary church. Attention to revivals, doctrinal controversies, schisms, and reunions of 19<sup>th</sup> and 20<sup>th</sup> centuries.

#### *H-452 Christian Spirituality & the American Church: A Historical Perspective*

This course explores the history of Christian spirituality within the United States during the nineteenth and twentieth centuries through the lenses of spiritual practices as they are situated in specific places and time. The course will compare different forms of spirituality within specific eras, noting the historical context in which they emerge or are relocated from other historical eras. We will study major traditions of spirituality within the Christianity of the United States such as Reformed, Roman Catholic, Baptist, Methodist, and Pentecostal. Attention will be given to the



ecclesial and personal experiences of spirituality through the study of texts, field visits, and journaling.

*H-453 Black Church in North America*

Study of the major issues and events in the development of the black church from the slavery era to the present, with particular focus on folk religion, protest movements, theological developments, and ecclesial expressions.

*H-471 Global Pentecostalism*

A comparative study of the emergence and development of global Pentecostalism as an indigenous Christian movement in North America, Africa, and South America. Includes classical Pentecostalism, charismatic renewal, and African indigenous churches.

*H-485 A History of the Latina/Hispanic Church in the United States*

An exploration of Latin@ Christianity applying a methodology that starts with a socio-religious and historical analysis, with the goal of reaching an approximation of the multiple histories forging the North American religious experience. Study of the influence of the traditional dominant historical “canon” which has served to reinforce certain values, cognitive and symbolic forms, resulting in a particular vision of the world that becomes normative thus ignoring the other civilizations at play. Study of the ecclesiology of various denominations, their theologies, and religious practices, as well as the impact in American society.

*H/T-489 Reinhold Niebuhr*

Historical and theological study of Reinhold Niebuhr (1892-1971), the foremost Reformed theologian and ethicist of twentieth century America. Against the background of Niebuhr’s life and times, the course surveys Niebuhr’s distinctive engagement with biblical faith, historic Christianity, modern times, and the human condition. A major theme will be an assessment of Niebuhr’s life and thought for informing public ministry today.

**Field of Theology**

*T-300 Introduction to Christian Theology*

Introduction to the practice of Christian theological reflection and inquiry that is constructive, contextual, cross-cultural, confessional, comparative, dialogical, and ecumenical. Attention is given to understanding and interpreting basic Christian doctrines (God, humankind, Christ, Spirit, Church) in connection with contemporary issues affecting the life of church and society, including contents and resources for a pastoral and public Christian theology. Plenary lectures, small group discussion, readings, reflection papers, a statement of faith, argumentative term paper, and one creative project are required.

*T-335 Religious Pluralism and Ministry: Chicago and Beyond*

The teaching team introduces *tradition-based* and *inter-religious* models and strategies for ministry with persons and communities of more than one faith. Our focus is on the diversity of faith communities in the global city of Chicago as articulated by five community representatives and site visits. We inquire into five historic religions, learn how to be a good guest in another’s sacred space, and work together on a major writing project. Philosophic-theological frameworks and practical strategies for interfaith ministry will be introduced. Site visits to houses of worship are part of the course on scheduled weekends. The teaching team models dialogue and partnership between Muslims and Christians.

*T-400 Religion and Science: On Creation and Providence*

This upper-level course will explore traditional theological doctrines of creation and providence in conversation with scientific understandings of the origin and operation of the world. Students will be exposed to the pluralism in each field. They will be asked both to reflect upon the points of tension and the places of mutual illumination as these fields are brought into lively conversation, as well as to develop their own constructive positions on the relation between theology and science. Special attention will be given to the place of the human being within nature and the current ecological crisis. Both fields share some responsibility for the crisis and offer some promising approaches to its resolution. Prerequisite: T-300

*T/H-402 Reformed Tradition*

Introduces the Reformed Tradition expressed in many different denominations, congregations, and movements. Pays special attention to the Presbyterian Church (U.S.A.) *Book of Confessions* as a document of the Church. Covers documents from the broad Reformed tradition, and each student will engage specific aspects of the tradition. We read selectively and broadly, engage in discussion, listen to and question in-class presentations, engage in research and writing, including an individual statement of faith

*T-412 Doctrine of God*

Does God exist? How can we know and speak of God? What do we mean by “God”? This course uses wide-ranging resources, both traditional and contemporary, to address issues surrounding the nature of God and the challenges to believing in God in the 21st century. Prerequisite: T-300

*T-430 God, Suffering and Evil*

If God is good and all-powerful, why is there so much suffering and evil in the world? Various attempts (Augustine, Irenaeus, process theology, and others) to respond to this question and the theological problems it raises will be considered and evaluated. Prerequisite: T-300

*T-431 Process Theology*

This course will be an introduction to process thought, exploring the contributions of process philosophy to Christian theology. Selected works of Whitehead, Hartshorne, Cobb, Griffin, and Suchocki will be included as will critical responses to process theology. Prerequisite: T-300

*T-445 The Unity of the Church*

Today we are reaping the fruit of ongoing ecumenical dialogue. After years of comparative analysis of our differing histories and beliefs we seem to be “leaving controversies behind” and advancing toward new forms of unity and common life. This course will examine the theological content of recent dialogues and agreed statements. Students will inquire into the nature of the church’s unity, locating both advances and obstacles in the journey toward unity and considering what they portend for the future shape of the church. Prerequisite: T-300

*T-449 God and Nature*

The present ecological crisis makes it imperative that human beings find more responsible and sustainable patterns for living. Crucial to this reorientation are some basic theological questions concerning God’s relation to the natural world and the place of the human being within the rest of nature. Students will undertake the work of the course by drawing upon a variety of theological resources both traditional and contemporary. Prerequisite: T-300

## **Field of Ethics**

### *E-300 Introduction to Christian Ethics*

Whether we are concerned with being a good person or faced with a dilemma in which we want to make a good decision, we ask questions that can be summed up as “What must we do? How should we live?” These questions take a unique form in the Christian life. The phrase “WWJD” though trite and well-worn captures an important truth about Christian morality. How do we discern faithful Christian living in our day and time? In this introductory Christian Ethics course, we will begin an engagement with those questions through analysis of the development and practice of ethics in general, and in particular we will explore the uniqueness of Christian Ethics, in its various forms. Students will be exposed to many streams of thought within the discipline and have an opportunity to become familiar with one tradition in order to work through a contemporary dilemma.

### *E-308 Sexual and Domestic Violence*

This course is a seminar and will study and reflect on sexual and domestic violence especially as it relates to women and children. The course will include an ethical, theological, and Christological investigation of scripture, doctrine, and church tradition, toward developing strategies of pastoral intervention, prevention, and pastoral care. Particular attention will be paid to the intersection of race, class, and gender as a way of understanding the particularities of this universal experience of violence and its subsequent impact on individuals, communities, and families.

### *E/I-408 Queer Theory, Religioethics & Activism*

Queer theory has transformed religious thought in extraordinary ways especially over the course of the past four decades. This course explores the nature of queer theory as a discipline within and outside of the religious academy. This course also invites students to explore the ways that queer theory intersects with theories of race and praxes of activism.

### *E -401 Culture, Race, and Privilege*

Ministry in the multi-racial and multicultural context of North America calls for leaders who understand the culture of others as well as their own race and culture. These leaders will be conscious of the racialized reality of their context. They will practice ministry that is anti-racist and skillful in intercultural communication. This course is designed to develop and cultivate such anti-racist and cultural competence by focusing on listening and learning amid cultural and racial difference.

### *E-423 Bonhoeffer, Race & Christian Ethics*

Dietrich Bonhoeffer was trained as a theologian in a German theological academy that eventually became pro-Nazis, while he became an outspoken Nazi opponent. Bonhoeffer understood well before most Germans did that Nazi racism was a key anti-Christian trait of the Nazis. In this course we will learn key motifs of Bonhoeffer’s Christian formation, and his theological ethics, that enabled him to see racism as a Christian problem so that we can explain and evaluate those motifs for their helpfulness for our own faith and ethics. We will seek to understand how Bonhoeffer’s ethics and his theological anthropology are Christ-centered and interwoven, and how they help interpret the life of the body of Christ in a racist world, with cultural accommodation in his time and our time.

### *E-427 Black is Beautiful: Race, Religion & Ethics*

The Harlem Renaissance is a watershed moment in black history when black artists and intellectuals engaged beauty as an intervention into racism’s regime of racial representation, in order to recalibrate our understanding of human, and consequently, our social life together. The

fact that there is repeated engagement with religious imagery during the Harlem Renaissance is an indication that the artists and intellectuals recognize the way that religion serves as a legitimizing source for the regime of racial representation. To interrupt the regime is to recalibrate our understanding of human beings, and to recalibrate it we must engage it at its source. This class will interact with several artists and intellectuals of the movement in order to interpret the way religion and race are reconstituted for a more faithful and healthier life together. Prerequisite: E 300 or equivalent.

#### *E-501 Methods for Concreteness in Christian Ethics*

This ethics seminar is an upper-division systematic and comparative analysis of essential ingredients in an ethical method adequate for grappling with concrete issues. An analytical model of essential ingredients will be used to compare a wide variety of representative methods in the field of Christian ethics.

### **Field of Ministry**

#### Religious Education

##### *MED-310 Introduction to Religious Education: The Ministry of Teaching*

An introductory course designed to acquaint students with some basic literature of religious education, look at how cultural and congregational life educates people, examine what constitutes teaching and learning, ponder where “education” happens in ministry settings, and develop skills and strategies for continual discovery and creation of teaching resources (human and material) to be used in ministry. Through interaction with practicing religious educators, the use of and creation of on-line resources, and teaching one class, the course will strive to be practical as well as theoretical.

##### *MED/E-401 Culture, Race, and Privilege*

Ministry in the multi-racial and multicultural context of North America calls for leaders who understand the culture of others as well as their own race and culture. These leaders will be conscious of the racialized reality of their context. They will practice ministry that is anti-racist and skillful in intercultural communication. This course is designed to develop and cultivate such anti-racist and cultural competence by focusing on listening and learning amid cultural and racial difference.

#### Integrative

##### *M-329 Worship Renewal: Listening, Learning, Leading*

This course is designed to empower, inspire and equip those who long for a renewal of authentic, honest, just and relevant worship in our churches. The question underlying the course is, “what skills, knowledges, attitudes and resources contribute to the renewal of worship in a local congregation.”

##### *M-308 Sexual and Domestic Violence*

This course is a seminar and will study and reflect on sexual and domestic violence especially as it relates to women and children. The course will include an ethical, theological, and Christological investigation of scripture, doctrine, and church tradition, toward developing strategies of pastoral intervention, prevention, and pastoral care. Particular attention will be paid to the intersection of race, class, and gender as a way of understanding the particularities of this universal experience of violence and its subsequent impact on individuals, communities, and families.

##### *MIN-404/405 Reflection on the Practice of Ministry*

The integration of theology, spirituality, ministerial skills, and vocational discernment is at the

center of this course, which is a two-semester indivisible course taken sequentially in conjunction with an approved field placement. This course provides students with the opportunity to strengthen their leadership ability, develop and refine the arts and skills of ministry, think critically and reflect theologically on the practice of ministry.

### Pastoral Care

#### *MPC-310 Introduction to Pastoral Care*

This course leads students toward a basic understanding of the meaning and practice of pastoral care while focusing on various historical and contemporary models of pastoral care. Students will acquire skills necessary for field education, clinical pastoral education, advanced courses with experiential components, and pastoral ministry itself.

#### *MPC-333 Pastoral Care in African American Tradition*

In this course we will examine the pastoral care needs present in the black community and black church. These needs and concerns have varied over the years, and attention must be given to analyzing the most significant concerns present at a given time. In this course we will be examining three themes: 1) Interpersonal relationships; 2) Racial identity; and 3) Pathways to Freedom.

### Polity and Program

#### *MPL-307 Polity in the Presbyterian Church (U.S.A.): Faithfulness and Clarity in Church Leadership*

Learning our church government system, called “polity,” has always been one of the most significant responsibilities of officers—elders, deacons, and pastors—in the Presbyterian Church (U.S.A.). The *Book of Order*, in particular, is a guide for God’s people meeting in representative bodies to be able to seek and know the will of God, so that the whole Church can be governed in ways that are just, decent, and orderly. Participants in this class are expected to conclude the session with an ability to lead and serve the Church with faithful understanding of its system and with clarity in exercising their leadership by acquiring a working knowledge of church government, worship dynamics and contents, and church discipline, which will also enable those Presbyterians successfully to pass all examinations in church polity on their journey toward ordination.

### Spirituality

#### *MSP-415 Spiritual Practices for Faithful Discipleship*

*This is a hybrid course, part online and part in a traditional classroom*

Recognizing the need for personal and spiritual nurture in the practice of ministry, this course will explore the cultivation of devotional practices, resources, and attitudes appropriate for sustaining vitality and effectiveness in the life of faith and practice of ministry. The course will combine plenary, small group discussion, silent reflection time and communal prayer time, both in face to face real time class sessions and in synchronous and asynchronous online settings.

### Urban Ministry

#### *MUM-312 Prisons: New Realities, New Missions*

The United States has the highest rate of incarceration in the world, expanding from fewer than 350,000 individuals in 1972 to over two million today, with a shocking seven million Americans (1 in every 31 adults) under the prison system’s control whether behind bars, on probation, or on parole. Those under the system’s control are disproportionately poor and/or people of color. This course will first offer frameworks to analyze what many identify as a grave social injustice. We will then learn about the experiences of those in prison by listening to their own voices, granting them authoritative sources on the subject. Finally, we will examine various responses to mass incarceration from prison ministry on the inside to re-entry, to restorative justice efforts, to

campaigns to end mass incarceration. The class will also introduce resources from religious, social and government agencies that address the plight of the incarcerated and formerly incarcerated together with their families.

*MUM-315 Intro to Urban Ministry*

In this course we ask: who is my neighbor? Using biblical reflection, social analysis, and conversations with local religious leaders, students encounter various approaches to ministry in a changing urban setting and reflect together about ways Christians respond to the challenge of being neighbor to others.

*MUM-325 The Church and Social Change*

Through case study analyses and a class organizing project, students will develop an understanding of some best practices for leading social change, gain insight into how religious leaders have employed them effectively in community organizing and social movement work, and practice organizing skills. The five best practices for leading social change on which this course focuses are relationship building, organization building, leader development, learning from experience, and inspiration/mobilization.

Worship and Preaching

*MWP-314 Introduction to Christian Worship*

This course pursues three lines of investigation: development of Christian worship traditions over time; dynamic relationship between worship, theology and ethical concerns; and the significance of symbol and ritual in conversation with human sciences.

*MWP-315 Introduction to Preaching*

This course is an introduction to the task of preaching, with specific focus on the multiple skill sets required to proclaim the Word of God in contemporary communities of faith: e.g., responsible interpretation of texts and contexts, inviting sermon design and effective delivery, clarity and resonance in public speaking and reading, etc.

*MWP-328 Preaching as Celebration*

This course will explore 1) the distinct perspective and genius the African American Church has brought to the preaching task and 2) the role of celebration in the African American pulpit. This is a one week intensive offered during the J-term. This course is taught as pass/fail.

*MWP 405 – Liberationist Approaches to Worship and Preaching*

This course focuses on strategies of liberation. Participants will examine how worship and preaching reiterate, subvert or remain indifferent to power differentials and asymmetric relations based on class, race, gender, sexuality, ability, ecology, and geopolitics. Beyond the basics of prophetic preaching, participants will be able to assess and construct liturgies and sermons with effective assemblages for liberation from multiple forms of oppressions.

Prerequisite: B 300 or equivalent.

*MWP-451 Worship and Sacraments in Christian Traditions*

This course delves into the history, theology, and practice of Christian worship and sacraments. Students will have the opportunity to delve into the distinctive liturgical and sacramental practices of their own faith tradition. The course is particularly helpful for students preparing to take the PC(USA) *Standard Ordination Examination* in worship and sacraments.

*M-479 Trauma-Informed Praxis*

Trauma is an unavoidable part of the reality in which we live. Ancient witnesses in biblical traditions remind us that trauma is neither a contemporary invention nor symptomatic of contemporary existence; rather, trauma is a part of human existence. This course explores the intersectionality between trauma, worship, Bible, and theological reflection. If worship is a sacred space in which we encounter the divine and with our whole selves, is there room for our trauma in such a space? Can we create room to worship in trauma, rather than worshiping despite our trauma? How do we avoid inflicting more trauma through worship? How do our interpretations of biblical texts shape our theology and worshipping practices in relation to trauma? This course explores models of worship in biblical traditions as a way of assessing our practices of worship, creatively and faithfully (re)imagining worship, and engaging in critical and authentic theological discourses about trauma.

# Master's Fellowships and Awards

## General Information

The fellowships, awards, and prizes listed below are available each year to McCormick students. They have been established through the generosity of alumni/ae and friends of the seminary in order to stimulate interest in further theological study, to promote theological research, and to encourage effective preaching. As all of the fellowships, awards, and prizes are funded by income from endowments, the exact monetary amount of each may change from year to year.

Eligibility and application details are set out in the pages that follow. Many of the awards and prizes are available to students at any point of their master's level study at McCormick; others are available only to seniors, as are all of the fellowships. Some awards and fellowships may be applied for, while others are available only by nomination. Applications and supporting materials should be submitted to the Coordinator of Student Success, [tsingh@mccormick.edu](mailto:tsingh@mccormick.edu) by the dates specified on the application form. for the Office of. Contact the Office of Student Services for the application form or if you would like further information on eligibility or the application process.

All fellowships are awarded with the expectation of immediate use for further graduate or theological professional degree study. While ordinarily it will be used in the year following graduation, upon written request a one-year postponement may be arranged with the Vice President for Academic Affairs. The postponement may be renewed annually for a period not to exceed six years.

## Graduation with Honors

The Seminary faculty designates graduation *cum laude* (with honors) to the top performers of master's degree program graduates attaining the highest cumulative grade point average (GPA) above 3.85 on a 4.0 scale. Students who graduate with honors are presented with gold cords to signify this status. Honors designation is printed on academic transcripts, the diploma, and is noted in seminary publications.

## Fellowships

### The Bernadine Orme Smith Fellowship

Each year the faculty nominates the graduating senior who has attained the highest excellence in the Master of Divinity program in academic success and in leadership, integrity, and commitment to ministry. This fellowship was established in 1888 by Col. Dudley C. Smith of Bloomington, Illinois, and provides a stipend. Each year the faculty designates an alternate recipient who will receive the fellowship if the original recipient is unable to use it. The faculty has the right to decide that, in any given year, no senior merits the award.

### Fellowships Granted by Research Article

Fellowships in Old Testament Hebrew, New Testament Greek, Practical Theology, Church History, and Theology/Ethics are awarded on the basis of application and a detailed research article for possible publication. Applications in Old Testament and New Testament also require a written examination in Hebrew and Greek, respectively, and applications in Church History also require an oral examination on the article. The research article is developed by participation in the course I-478, Seminar on Research Methods, and in consultation with an advisor from the field to which the article will be submitted. Students who do not take I-478 must apply to the Student Standing Committee to have this requirement waived by the end of the first week of the term in which I-478 is offered. Students may not submit applications to more than one field and may compete only once. The faculty of the respective fields recommends the winner of each fellowship to the Student Standing Awards and Prizes committee. The faculty reserves the right in any year not to grant one or more of the fellowships.



MDiv students who have been registered at McCormick for the two years immediately prior to graduation are eligible for these fellowships, as are MTS students who have done the majority of their work at McCormick. To be eligible a student must have attained a grade point average of 3.0 at the beginning of the senior year. In the case of a transfer student, the record at the former school is consulted as a factor in the competition but is not included in the grade point average. Ability to use secondary sources in modern languages other than English, while not required of candidates, ordinarily will be advantageous in the preparation of the research article and will be considered in judging its quality.

Once a fellowship is granted, a plan of study and other requested material must be submitted in writing for approval by the Vice President for Academic Affairs. Following approval of the plan of study, the stipend will be paid in equal semiannual installments, the first of these becoming available within sixty days of the recipient's graduation from the seminary.

The various fellowships granted by application and research article are as follows:

#### The George Tressler Scott Fellowship in Practical Theology

Through the generosity of the Reverend Dr. George Tressler Scott, McCormick '09, and the members of his family, the Trustees of the seminary are able to make an annual grant to a deserving graduating senior on the basis of demonstrated ability and interest in the field of applied Christianity. The award is to be used toward further graduate study.

Applicants for the fellowship should register for the course I-478, Seminar on Research Methods, to develop a detailed research article for possible publication, which will be submitted to the convener of the Ministry Field.

#### The Nettie F. McCormick Fellowship in Old Testament Hebrew

Through the generosity of Mrs. Nettie F. McCormick, an annual fellowship for two years is made to the senior MDiv or MTS student who shows the highest attainment in a written examination on a previously specified portion of Hebrew and in a research article on a selected Old Testament topic approved in I-478, Seminar on Research Methods. The examination must indicate marked proficiency in the Hebrew language, and the research article must possess academic distinction.

The fellowship is to be used toward two years of graduate study or theological professional degree study. At the will of the holder, a portion of the time period for which the fellowship is tenable may be used for travel in biblical lands.

#### The T. B. Blackstone Fellowship in New Testament Greek

This fellowship, endowed by Mrs. T. B. Blackstone, provides an annual stipend for two years to the senior MDiv or MTS student who shows the highest attainment in a written examination on a previously specified portion of Greek and in a research article on a New Testament topic approved in I-478, Seminar on Research Methods. The examination must indicate marked proficiency in the Greek language, and the research article must possess academic distinction.

The fellowship is to be used toward two years of graduate study or theological professional degree study. At the will of the holder, a portion of the time period for which the fellowship is tenable may be devoted to travel in biblical lands.

#### The Arthur A. Hays Fellowship in Church History

Through the generous gift of the late Arthur A. Hays, who taught Church History at McCormick from 1909 to 1945, it is possible to offer an annual fellowship for two years to the senior MDiv or

MTS student who shows the highest attainment in a research article on a topic in the church history field approved in I-478 and in an oral examination defending the article. The oral examination must show marked proficiency in the field, and the article must possess academic distinction. The award is to be used toward two years of graduate study.

#### The John V. Farwell Fellowship in Theology and Ethics

Through the generous gift of John V. Farwell, McCormick Theological Seminary is able to offer a fellowship for graduate study in theology/ethics. The John V. Farwell Fellowship recognizes outstanding work in the field and potential for further graduate level work. It is an award for study in a graduate or theological professional degree program in theology or ethics. Those wishing to compete should enroll in I-478, Seminar on Research Methods. Field faculty will make their recommendation to the Committee on Awards and Fellowships based upon the submitted research article and overall performance in the field. Both the article and performance in the field should evidence academic distinction.

#### **Awards and Prizes**

Awards are given annually to stimulate scholarly study and ministerial development and to recognize excellence of achievement. A student must be in good academic standing at the time he or she applies for or is nominated for an award. The faculty reserves the right in any year not to grant one or more of the awards. Recommendations regarding the recipients in each case are made by the faculty of the respective fields. Application materials should be submitted to the Coordinator of Student Success in the Office of Student Services by the deadline specified on the application form.

The information on awards and prizes is organized by subject area and by method of competition as follows:

- Competitions in Preaching
- Competitions by Essay
- Competitions by Examination
- Awards by Nomination
- Awards for Travel and Study

#### 1. Competitions in Preaching

Candidates may apply or be nominated for the awards listed below. The sermon should be integrated with the liturgy, faithful to its scriptural text, sensitive to its audience and persuasive in expression. Applications should include cover paper, purpose of sermon, sermon text, bulletin or service outline and a DIGITAL VIDEO RECORDING (mp3, DVD, etc.) of the sermon.

#### The Ellen and James Taylor Awards in Preaching

First and second prizes with appropriate monetary stipends are given for the best sermons submitted. Any student in the MDiv or MAM program is eligible.

#### The Jesse Halsey Award for Imagination in Preaching

A prize, with monetary award, is made annually to the student who has demonstrated a gift for imagination in preaching. Any student in the MDiv or MAM program is eligible.

#### The Martin D. Kneeland Award for Sermon Delivery

A prize, with monetary award, is given annually to the student who has demonstrated particular gifts in sermon delivery. Any student in the MDiv or MAM program is eligible.

### The James W. Angell Award for Preaching with the Congregation

A prize, with monetary award, is offered to the student who has best demonstrated an understanding of the corporate dimensions of preaching: an awareness of the dynamics of the congregation's life, its needs, its hopes, and the means of realizing its corporate calling. Any student in the MDiv or MAM program is eligible.

## 2. Competitions by Essay

Candidates may apply or be nominated for the following awards and prizes.

*The Nettie F. McCormick Award in Old Testament*

*The Isabella Blackstone Award in New Testament*

*The Isabella Blackstone Award in Church History*

*The Henry P. Crowell Award in Systematic Theology*

These four awards, with monetary stipends, are offered for the best essays in the respective fields of study. Candidates for these awards should consult with a professor from the field to which the essay will be submitted. Recommendations for the recipient of each award will be made by the faculty of each field. Seniors in the MTS program and middlers /seniors in the MDiv or MAM program are eligible.

### The Henry W. Andersen Award in Pastoral Ministry

This award, with monetary stipend, is offered through the generosity of the First Presbyterian Church, La Grange, IL, in honor of their beloved pastor, to the graduating senior in the MDiv or MAM program who composes the best essay on parish ministry and on his or her reasons for entering it. The essay is normally written for a course in the field of ministry. The candidate for the award is recommended to the faculty by professors in the field.

### The Floyd V. Filson Prize

This award was established to honor the memory of Floyd V. Filson, longtime McCormick professor of New Testament and Faculty Dean. Two prizes may be awarded annually for the best essays in the field of New Testament by students completing their junior year.

## 3. Competitions by Examination

### The Hugh McBirney Awards in English Bible

First and second awards, with monetary stipends, are given to the students who have earned the highest and second highest scores on the PC(USA) Bible Content Examination.

### The Samuel Robinson Awards

Through the generous provision of Samuel Robinson, 10 monetary awards can be given each year to the 10 members of the student body who are studying for the ministry and who best pass the memory examination on the Shorter Catechism of The Westminster Confession of Faith. Interested students should contact the Convener of the Theology/Ethics Field.

## 4. Awards by Nomination

### The Arthur R. McKay Prize in Theology

This award, established by the McKay family in honor of Arthur R. McKay, the president of the seminary (1957-70), may be awarded annually, with a monetary stipend, to a senior in the MDiv or MAM program who has demonstrated outstanding theological

ability. A nominee for the prize is recommended by the faculty in the field of theology. The prize is awarded solely on the basis of a judgment concerning theological ability.

The Marshall Scott Urban/Labor Ministry Award

This award was established by the alumni/ae of the Presbyterian Institute on Industrial Relations (PIIR) in honor of PIIR's director. The award may be granted annually, with monetary stipend, to a senior in the MDiv or MAM program who has demonstrated excellence, commitment, and promise to urban and/or labor ministry. Nominated students will have a strong academic record (especially as demonstrated in research or analysis in urban ministry courses), give evidence of outstanding work in a ministry site related to urban and/or labor ministry, and provide a brief paper on her/his vision for urban and/or labor ministry.

The Rev. S. Kim and Mae Leech History Award

This award reflects the continuing commitment of Rev. S. Kim and Mae Leech to McCormick Seminary students, especially those who have shown promise in studying history and historical theology. Master's degree students in good standing are eligible beginning in the spring semester of their first year of study. Following application, review of seminary academic record and written coursework assignments, and an interview with the faculty of the field of Church History, the Leech Award nominee is named by the faculty of the field of Church History. Preference is given students who bring the resources and wisdom of historical study to their commitments to urban ministry, educational ministry, and/or advocacy/agency ministry in service to urban communities. This award can be applied to a subsequent degree program.

5. Awards for International Travel and Study

Candidates may apply or be nominated by the Bible faculty for the following awards:

John Hayes Creighton Fund for Graduate Study in the Holy Land

This fund provides awards enabling students to visit and stay in biblical lands for a period of up to three months. The grants are made on the basis of student proposals submitted to the Coordinator of Student Success in the Office of Student Services. Students who receive grants must have completed one year of seminary (transfer students are eligible) and be intending to enter parish ministry. A student's plans for travel and study should be connected with one of the many educational programs available in the Middle East. A student receiving an award (including graduating seniors) should anticipate opportunities to share the experience in written and oral reports to the McCormick community. Proposals must be submitted to the Coordinator of Student Success in the Office of Student Services by the deadline specified.

The George L. Robinson, Ovid R. Sellers, and Ernest Wright Archaeological Awards

These awards, established at the initiative of Katherine Sellers, honor three alumni who subsequently became McCormick faculty members in the field of Old Testament. All were internationally recognized for their contributions to biblical archaeology. The income from this fund is to be used to assist in underwriting the costs of one or more students' participation in an archaeological expedition related to lands associated with the scriptural narratives.

The Robert and Jean Boling Memorial Fund for International Travel and Study

The Robert and Jean Boling Memorial Fund for International Travel and Study honors

the life and work of two longtime members of the McCormick community. Through the lens of their faith, Bob and Jean saw the world as a global community in which they lived joyously and worked with determined hope for peace. Over a span of nearly 40 years, Bob and Jean traveled and lived on and off in the Middle East in conjunction with Bob's ministry as Professor of Old Testament at McCormick. Their life commitments were shaped in large part by relating that region's rich history and troubled present to biblical hopes for peace. The Robert and Jean Boling Memorial Fund upholds McCormick's commitment to global and cross-cultural theological education.

*Recognizing the value of firsthand experiences of global community in theological education and leadership formation and acknowledging the need to equip both laypersons and clergy for leadership in ministries of reconciliation, the Boling Memorial Fund was established. This fund supports international travel and study for theological students and laypersons who seek to enhance cross-cultural understanding and peace. Proposals for travel/study to the Middle East will be given priority consideration.*

# Doctor of Ministry Programs

## Application and Class Start Dates

(Class dates subject to change)

	<b>2021-2022</b>	<b>2022-2023</b>
<b>McCormick DMin</b>		
Applications due	October 1, 2021	October 1, 2022
Classes begin	January 2022 (dates vary by cohort)	January 2023 (dates vary by cohort)
<b>ACTS DMin in Preaching</b>		
Applications due	February 28, 2021	February 28, 2022
Residency (3 weeks)	June 20 – July 9, 2021	June 19 – July 8, 2022
<b>Ecumenical DMin</b>		
Int'l applications due	May 1, 2021	May 1, 2022
U.S. Resident applications due	July 15, 2021	July 15, 2022
Class start	August 26, 2021	August 25, 2022

## McCormick Doctor of Ministry Program Description

McCormick Theological Seminary has offered the Doctor of Ministry (DMin) degree for more than 40 years – in fact, our seminary was an early adopter and innovator of Doctor of Ministry education when the degree first became popular in the 1980s. Today, our DMin program continues to foster the spiritual and theological growth of our students, while developing their organizational, analytical, and leadership skills. We remain committed to the transformation and revitalization of congregations and agencies, and their broader communities through education that is:

1. **Culturally attentive:** McCormick strives to provide cross-cultural education that equips religious leaders to serve an increasingly diverse U.S. landscape, and to attend to the cultural needs of students from a variety of racial or ethnic groups by providing theological education that meets their unique needs and the needs of their ministry.
2. **Contextual:** One's place of ministry is the focus of reflection and analysis, bringing academic inquiry to one's professional setting. The thesis project is rooted in the student's place of ministry, in partnership with the congregation or agency, and ordered toward the transformation of ministry in that setting. The program integrates theory and practice, values experiential knowledge, and provides theological education that addresses both the internal needs of congregations and the external needs of their broader communities.
3. **Peer-centered:** Students enter the program in cohorts that continue to learn together throughout their time at McCormick, in a group-based educational environment that enables students to learn from one another's experience and backgrounds.
4. **Transformative:** Students will naturally enter the program with different concerns for the development of their ministries. To answer those concerns, we offer electives with a range of focuses, including parish revitalization, pastoral care, building beloved community, and public witness. Through these focuses, we encourage adaptability to changing cultural contexts.

## Learning Outcomes

At the end of their course of study, DMin students should be able to:

- Analyze social and cultural factors impacting society in general and the student's specific setting of ministry.
- Use and integrates a variety of biblical, theological, and historical resources into the student's specific practice of ministry.
- Form clear objectives and strategies to address challenges and opportunities in the student's specific setting of ministry.
- Implement evaluative methods that encourage ongoing critical reflection on the practice of ministry in the student's specific setting.
- Nurture collegial relationships that strengthen the student's vocational sense of identity and the practice of ministry in their own setting.

## Credit Hours & Course Format

The McCormick DMin degree consists of nine courses, each of which carries three credit hours, and the Thesis in the Practice of Ministry. With the exceptions of I-648 *Thesis Residency* and I-649 *Thesis in the Practice of Ministry* (see below), the format for each course is a five-day intensive, with pre- and post-course assignments. These five days comprise thirty-two to thirty-four in-class contact hours. For every hour in class, students are

expected to engage in three hours of outside study, which amounts to ninety-six total hours of outside work. The hours of outside work happen before the course and after the course: fifty hours of pre-course reading (approximately 1000-1200 pages), twenty-five hours of pre-course writing assignments, and twenty hours devoted to the implementation of a final project in the student's context of ministry, accompanied by a final paper. During I-649 *Thesis in the Practice of Ministry*, students may also expect to spend approximately the same number of hours as one course – a total of 128 hours. (Adopted by the Faculty, August 29, 2017)

Intensive courses are generally held at McCormick Theological Seminary in the Hyde Park neighborhood of Chicago. The week consists of thirty-two contact hours as designed by the instructor. A full course load for students in the DMin program is 3 courses per academic year and work on the thesis. Because the course of study is closely integrated with the student's professional work, the minimum time for fulfilling the degree requirements is three academic years. Five years is the maximum time allowed unless the Associate Dean grants an extension. Each cohort will complete its own course of study tailored to the cultural and contextual needs of the students, as well as three courses which all cohorts will take:

#### **M-617 Research Methods in Ministry**

Explores the work done by practical theologians using congregational and contextual analysis, strategy, and evaluation to enhance ministry. Focuses on the theory and application of practical theology, and on the development of a specific thesis project.

#### **I-648 Thesis Residency**

A twelve-day, on-campus retreat typically in January where students undertake substantive research on the thesis project, guided by a faculty advisor. This course assists students in developing a thesis proposal and gathering research that relates specifically to their context of ministry. Students bring a preliminary proposal for the thesis and work with faculty, peers, and library staff to refine the proposal and to carry out research. Before enrolling in this course, a student will ordinarily have taken four or more courses, including M-617 *Methods in Ministry Research*. The primary McCormick faculty instructor for I-648 *Thesis Residency* will be designated as the student's thesis advisor and will work closely with them through the entire thesis process. Additional information about the thesis is included in the Thesis Manual, which students can access on the student portal.

#### **I-649 Thesis in the Practice of Ministry and Oral Presentation**

The final course credit every DMin student completes is the thesis project: a summative, research-based, 40-page article of publishable quality that, in the language of the Association of Theological Schools, makes "a contribution to the understanding and practice of ministry." McCormick asks students to construct a comprehensive research project integrated fully into their course of study and place of ministry. In order to meet the degree requirements, all students must satisfactorily complete a Thesis in the Practice of Ministry, which demonstrates the ability to: (1) identify and analyze a particular challenge in their context of ministry; (2) work effectively with appropriate resources out of the tradition, the wider culture, and personal experience to address the challenge; (3) formulate theological principles to guide thought and action in relation to the challenge; (4) design and implement (in partnership with others) appropriate means of responding to the challenge; and (5) critically evaluate the outcome, learnings, and significance of the work undertaken. The thesis should be an approximately 40-page article of publishable quality.



The oral presentation takes place after completion of all course work and a full draft of the thesis article. The session is a conversation involving the student, a peer in the program, a recent graduate of McCormick, and the thesis advisor, usually involving a short presentation of research by the student, followed by a question and answer session. The intent is to provide constructive feedback on the thesis work as well as encourage next steps in ministry.

## **Cooperative Doctor of Ministry Programs**

### **The ACTS Doctor of Ministry in Preaching**

The ACTS DMin in Preaching is a cooperative program of six member seminaries of ACTS, the Association of Chicago Theological Schools: Chicago Theological Seminary, Lutheran School of Theology at Chicago, McCormick Theological Seminary, North Park Theological Seminary, Garrett-Evangelical Theological Seminary, and Bexley-Seabury Theological Federation. Participants apply to the program through any of the participating seminaries; the seminary through which one enters is also the degree-granting school. Students wishing their degree from McCormick Theological Seminary should apply and matriculate through McCormick. The ACTS DMin in Preaching program is a three-year program. During each year, participants spend three weeks in residence in Chicago, taking courses, engaging in colloquies, and developing their thesis subjects.

#### Year One

In the first year of the program, participants complete a summer residency consisting of two courses and one colloquy. The required course is “Preaching as Interpretation” and participants also select one elective. The colloquy focuses on diagnostic evaluation and the creation of the parish project. During the academic year and between the first and second summers, participants complete a parish project in their place of ministry in conjunction with persons in their ministry site.

#### Year Two

During the second year, participants again complete a summer residency consisting of two courses and one colloquy. The core course is “Preaching as Performance” and participants also select one elective. The colloquy serves to develop learning goals for the program, design the parish project, initiate the thesis subject, and examine the sermon preparation process. During the academic year and between the second and third summers, participants complete another parish project in conjunction with persons in the ministry site.

#### Year Three

During the third year, participants complete the last three-week summer residency in Chicago. The core course is “Preaching as Social Transformation” and participants also select one elective. The colloquy continues the objectives of the two previous summers in addition to focusing specifically on the thesis project. Participants then complete a thesis during the year following the third residency.

A unique ACTS DMin in Preaching application is required and may be obtained from the website, [actsdminpreaching.com](http://actsdminpreaching.com) or the program coordinator of the ACTS DMin in Preaching program. Applications are considered in a two-step process: interested persons first apply to the seminary to which they wish to be admitted. Once admitted by the seminary, applicants are considered by the DMin in Preaching Program Committee (made of representatives from all six seminaries) where a final decision on applications is

made. Total enrollment each year is limited to a class size of 32 participants.

For additional information, contact the Program Coordinator for ACTS DMin in Preaching Program (773-947-6270; [ahowell@mccormick.edu](mailto:ahowell@mccormick.edu)).

### **The Ecumenical Doctor of Ministry**

The Ecumenical Doctor of Ministry Program is coordinated by Catholic Theological Union in conjunction with McCormick Theological Seminary and the Lutheran School of Theology at Chicago. Prerequisites for the program include an MDiv degree or its equivalent and three years ministerial experience. The Ecumenical DMin program offers study in these areas of concentration:

- *Cross-Cultural Ministries* is designed for persons with experience in cross-cultural ministries who wish to advance the integration of knowledge and skill.
- *Liturgy* is designed for persons who have served in positions of liturgical leadership who wish to advance the integration of their knowledge and skill
- *Spirituality* is designed for persons with experience in spiritual formation and leadership who wish to advance the integration of knowledge and skill in this ministry.
- *Education for Witness* is designed for those who take leadership in educating believers both in the knowledge and in the practice of their faith and wish to advance the integration of knowledge and skill in this leadership.
- *Hispanic Theology and Ministry* models *pastoral y teología en conjunto* in preparing leaders for this fastest growing population in our churches.

Enrollment is limited each year. For additional information and for an application, please visit the Ecumenical Program website: <https://ctu.edu/academics/dmin-program/>. Applications are submitted to the Doctor of Ministry office at the Catholic Theological Union. The completed application (for those who wish to matriculate through McCormick) will be sent to McCormick's Office of Admissions.

## **Admissions Procedures**

McCormick Theological Seminary welcomes applications from qualified persons for admission to its Doctor of Ministry degree programs. In accordance with criteria established by the Association of Theological Schools in the United States and Canada (ATS), the following standards apply:

- Applicants must hold the Master of Divinity degree (or its academic equivalent) from an ATS accredited school.
- Applicants will have achieved a B average in the MDiv program.
- Applicants will have a minimum of three years full-time professional experience in ministry after graduation with an MDiv, or meet an exception to this requirement as approved by the Associate Dean of Doctor of Ministry Programs, by demonstrating a minimum of three years full-time professional experience in ministry while completing the M.Div.

In addition to these ATS standards, McCormick Theological Seminary requires the following:

- Applicants must evidence a capacity to use their context for ministry as a learning environment.
- There must be evidence of a match between the applicant's learning goals and the outcomes the Seminary hopes for in its graduates.
- Applicants must have a history of effective ministry, show evidence of a willingness to think and act in new ways, and have an ability to work and learn collaboratively with

- others.
- Applicants must demonstrate a capacity for self-reflection, self-analysis, and self-directed learning.
- Applicants must demonstrate clarity of call.

### **Language Proficiency Requirements**

An English Language proficiency requirement must be met by all students for whom English is not their first language. Applicants may meet this requirement in one of four ways:

1. Complete the TOEFL exam with an internet total score of 79 (213 computer, 550 paper), with a 20 minimum in four sections of reading, listening, speaking and writing
2. Hold an undergraduate or graduate degree from an institution in which English was the instructional language
3. Complete four semesters of ESL from an accredited institution
4. Supply a documentable exemption from the above, e.g., extensive ministerial experience in an English speaking context, a bilingual family of origin where English was one of the domestic languages, extensive education instruction apart from college or university in English (e.g., a British style prep-school), etc.

### **Admissions Process**

Action to admit or not to admit will be taken by the Admissions Committee when the following completed forms and assessments have been received:

- A completed application form.
- Official transcripts of all academic work beyond the high school level whether or not a degree was awarded. *These must be requested by the applicant and forwarded by the granting institution directly to McCormick Theological Seminary.*
- A Denominational Staff Reference
- A Governing Body Reference
- A Peer Assessment.

General inquiries may be addressed to the Office of Admissions and Enrollment, (773-947-6319; [admit@mccormick.edu](mailto:admit@mccormick.edu)). The application can be accessed from our website, <https://www.mccormick.edu/apply-today>.

### **MDiv Equivalency**

The Association of Theological Schools in the United States and Canada requires all applicants to a DMin program to hold an MDiv degree, “or its academic equivalent,” in order to gain admission. McCormick Seminary defines academic equivalency as at least 72 hours of graduate theological study that includes broad exposure to the traditional seminary disciplines of Bible, theology, history, ethics, and ministry studies. A full equivalency guide can be found in the “Future DMin Students” section of the McCormick website. The Associate Dean of Doctor of Ministry programs should be consulted regarding any questions related to the determination of MDiv equivalency.

### **Transfer of Course Credit**

A student wishing to transfer credit for DMin courses completed at another theological seminary must first submit the regular application for admission to the DMin program at McCormick. Once admitted, the student may submit a transcript of DMin courses completed at other institutions along with a statement of good standing from the Dean or other appropriate official.

Students may transfer credit from DMin courses completed at other institutions if the course work undertaken relates directly to the learning objectives of the student's DMin program at McCormick. Students may apply no more than three transfer courses to their course of study. The student will work with the Associate Dean to determine which McCormick courses the transfer courses will replace.

## **International Students**

McCormick welcomes international students to its Doctor of Ministry Programs. Prospective International Students are encouraged to carefully study the curricula and the admissions requirements for the various Doctor of Ministry Programs before submitting applications. Prospective international students who will continue to work in their home ministry contexts and use that contexts for the purposes of their study are encouraged to apply.

Most international students find that the Ecumenical Doctor of Ministry Program best meets their needs in terms of subject matter content, length of time to complete the degree, and U.S. Visa requirements. This Doctor of Ministry Program is a joint program of McCormick, the Lutheran School of Theology at Chicago, and the Catholic Theological Union. A separate application is required for this program. Students wishing to receive a degree from McCormick Seminary apply through McCormick. International students residing abroad are strongly advised to apply by December 1 of the year preceding the desired matriculation date.

The McCormick Doctor of Ministry Program and the ACTS Doctor of Ministry in Preaching Program are non-residential intensive programs and do not require student visas in the case of international students. These programs though require students to engage in full time ministry as the context for their study and academic work. Prospective students who reside outside of the United States would not normally need to relocate to the United States for their courses. In the event that a student who resides outside of the United States is admitted to the program, the student must be able to meet the requirements of the F1 visa as laid out by the Bureau of Citizenship and Immigration Services.

## **Cost of Study**

### **McCormick Doctor of Ministry**

The cost of study at McCormick consists of tuition for the nine courses required for graduation, a thesis advising fee equal to the tuition for one course that is charged six months following thesis residency, a graduation fee charged in the spring prior to graduation, and a thesis digitization fee. Tuition is subject to annual revision, and there are additional costs for travel, housing, and books. If a student requests and is granted an extension of time for completing the program beyond the five-year academic limit, a continuation fee of \$500 annually will be charged until the student successfully completes the program.

- **Total cost of study: \$9,207**
  - Tuition, \$900/course: \$8,100
  - Thesis advising fee: \$900
  - Graduation fee: \$160
  - Thesis digitization fee: \$36
  - Governance fee: \$11

Tuition is billed upon completion of the course, with payment due within 30 days. Please contact the McCormick finance office for all matters related to billing and payment. Students are required to provide their student account numbers in order for the finance office to access their accounts. McCormick alums receive a 25% tuition discount. Tuition payments can be made online through McCormick's Self-Service system: <https://pwrss-prod.ec.mccormick.edu/ss/Home.aspx>.

### **ACTS Doctor of Ministry in Preaching**

The tuition for the ACTS DMin program is currently \$12,000,898, paid over three years (\$4,000 per year). Expect annual increases of approximately 3 percent.

### **Ecumenical Doctor of Ministry**

The Ecumenical DMin program tuition is \$940 per registered credit hour (\$200 per audited class). Fees are included in credit hour rate.

The responsibility for meeting the costs of the McCormick DMin program belongs primarily to the student. Continuing education funds, congregational or agency grants, and local, regional, or national scholarship programs are the primary sources of funding for most students. The McCormick Student Financial Planning office or the DMin office will help students determine their annual expenses and assist with locating sources of scholarship and grants, to the extent those are available.

For financial aid advice or forms, please contact the Director of Financial Aid at 773-947-6309 or [nramsey@mccormick.edu](mailto:nramsey@mccormick.edu).

## **Awards and Prizes**

The John Randall Hunt Prize for Outstanding DMin Thesis and Academic Record was established by Faith Presbyterian Church of Cape Coral, FL, in honor of their pastor, John Randall Hunt. It is awarded each year, with monetary stipend, to the graduating student or students in any of McCormick's own or cooperative programs who have achieved the highest level of excellence as expressed by the GPA and by the DMin thesis.

## **Registration for Courses**

McCormick uses an [online registration system](#), with an [instructional video](#) to walk you through the process. **Please register no later than 10 weeks before the course intensive.** We ask that students register for their next year of courses before the end of the previous year. Courses are subject to cancellation if fewer than six students register. Students generally take classes with the cohort in which they entered the program. For bilingual cohorts, bilingual instruction will be available in courses with the student's cohort.

If a student is unable to participate in a course for which they have registered, the student should notify the registrar so that McCormick can maintain records properly and avoid unnecessary billing. Questions about registration, as well as registration for courses at the schools who participate in the ACTS cluster should go to the registrar's office. Questions about course of study should be directed to the Associate Dean of DMin Programs. Questions about course content should be directed to the course instructor.

The registrar's office is primarily responsible for recording and maintaining academic records, and the registrar also serves as the Principal Designated School Official for international students. F-1 visa students must maintain their status via communication with the registrar's office. Please

communicate all changes in contact information (name, mailing address, and phone numbers) to the DMin office and the registrar so that the database may be updated.

## Transcripts

Students and graduates who wish to receive unofficial copies of their transcripts or who wish to have official transcripts sent to other institutions or agencies should contact [transcripts@mccormick.edu](mailto:transcripts@mccormick.edu). The first transcript is provided at no charge. Each additional transcript is provided at a charge of \$5. Transcripts on demand/walk-ins will be charged \$10. Official transcripts will not be issued until the student has met all financial obligations to the seminary.

## Syllabi and Textbooks

Course syllabi for DMin courses will be available approximately two months prior to the course and will be posted on Moodle. It is the responsibility of the student to acquire and read the syllabi and abide by their assignments and requirements. McCormick does not have its own bookstore; students are encouraged to secure their books from a convenient source.

## Deadlines and Grades

Because DMin coursework involves application of learning in a student's place of ministry, due dates for final projects in individual courses are scheduled between the instructor and the students as listed in each course syllabus. Given the nature of the course project, final course projects are normally due two-to-three months following the completion of the course itself. Any disagreement between faculty and student over due dates will be adjudicated by the Associate Dean of the DMin program. Students planning to graduate in May must submit all coursework by April 1 or as designated by the DMin office. Faculty members are expected to return papers in a timely manner. It is the responsibility of the student to communicate with the faculty member first and, if necessary, with the DMin office if a paper she or he has submitted to a professor is not graded and returned.

If a student cannot complete the course assignment by the date on which it is due, he or she may request an extension. Instructors may or may not grant course extensions. Requests for a second extension, or any appeal on a faculty member's decision on an extension request, must be addressed to the Associate Dean, who may or may not grant the requested extension. No more than two extensions may be granted in any particular course. After the given extension expires, a Permanent Incomplete (PI) will be recorded on the transcript if work has not been submitted. A PI remains permanently on the student's transcript, but is not included in the student's GPA. Students are required to take another course for full credit at full tuition to replace a course that has become PI. A student who has received two Incompletes on the transcript will not be allowed to take further course work until these Incompletes are resolved.

Letter grades are assigned at McCormick as follows: A, outstanding; B, satisfactory; C, marginal. Each grade may be given with a plus or minus added. Grade point averages are calculated on a point scale as follows:

A+	(97-100%)	4.0	C+	(77-80%)	2.3
A	(93-97%)	4.0	C	(73-77%)	2.0
A-	(90-93%)	3.7	C-	(70-73%)	1.7
B+	(87-90%)	3.3	D	(60-70%)	1.0
B	(83-87%)	3.0	F	(<60%)	0.0
B-	(80-83%)	2.7			

The DMin degree requires a 3.00 average for graduation. A student with a grade point average below 3.00 is not making satisfactory progress.

## **Grade Appeal Procedure**

A grievance about a grade in the DMin program will follow this procedure:

1. The student will speak directly (i.e., in person) with the faculty person(s) who assigned the grade, within three weeks of the posting of the grade. The student may ask one person to accompany them in seeking an explanation of the grade. If the student does not speak directly with the faculty person(s) who assigned the grade within three weeks of the posting of the grade, the grade will be final and without appeal. If the faculty person is not available, the student will notify the Associate Dean.
2. If, after speaking directly with the faculty person(s), the grievance remains, the student may submit a grade appeal petition to the Associate Dean in writing within five weeks of the posting of the grade.
  - a. This petition will outline the specific reasons the assigned grade should be reviewed.
  - b. The Associate Dean will review the process by which the disputed grade was assigned, will consult with the faculty person(s) who assigned the grade, and will decide within five days whether to refer the appeal to the Student Success Committee (SStC).
  - c. If the Associate Dean decides not to refer the student grade appeal to the SSC, and the grievance remains, the student may appeal the decision of the Associate Dean “not to refer” within five days of the decision. If the student does not appeal the decision of the Associate Dean within five days of the decision, the assigned grade will be final and without appeal.
3. If the Associate Dean refers the student appeal to the SStC, the SStC will consider the student grade appeal at its next scheduled meeting.
4. The SStC will review the student appeal of the assigned grade, and will render a decision at its next regular meeting. The SStC may sustain the assigned grade, or may refer the appeal by forming a Grade Review Panel.
5. The Grade Review Panel is convened for the sole purpose of rendering a decision on a student grade appeal, and will be dismissed by the Dean after rendering its decision. The Grade Review Panel is composed of one member of the field in which the course was taught (or a tenured faculty member if the field has only one member), and two other tenured faculty persons. The Grade Review Panel may choose to consult with a tenured faculty person from another ACTS school.

The Grade Review Panel is authorized to review the assigned grade and to sustain the assigned grade, or to assign a different grade. The Grade Review Panel will render a decision within four weeks of appointment, and will report its decision to the Dean of the Faculty, the SStC, the student, and the faculty member who assigned the course grade. The decision of the Grade Review Panel is final and without further appeal. If the Grade Review Panel is unable to render a majority decision within its authorized four weeks, the grade assigned by the course instructor will stand as the final grade.

## **Auditing Doctoral Level Courses**

Doctoral level courses are available on an audit basis as follows:

*McCormick DMin graduates:* Graduates of McCormick's DMin programs may enroll as auditors in current DMin courses, when class capacity allows, at the audit fee of \$450 per course. Auditors need the approval of the Associate Dean to participate in courses.

*Admitted Students:* Admitted DMin students may audit DMin courses. Tuition will be established annually by the Doctor of Ministry office. Audited courses will not count toward the 9 required courses for the degree, and may not be later changed to a for-credit course.

*Non-Admitted Students:* Non-admitted students may audit a McCormick DMin course. To be eligible for audit status, students must complete a Student At Large application form and be accepted by the Associate Dean of the Doctor of Ministry program. Students must have qualifications similar to those required of DMin applicants; that is, an MDiv or its equivalent and three years of applicable ministry experience.

Audited courses may not be changed to for-credit courses later, with one exception. Prospective students whose application form and learning goals have been submitted but who have not yet been admitted may audit the first course in the McCormick DMin sequence and later receive full course credit, upon payment of full tuition and satisfactory completion of all written course requirements.

*McCormick DMin Graduates and MDiv Graduates:* Graduates of the McCormick DMin and MDiv programs may audit DMin elective courses. Alumni must submit a Student At Large application. All other audit requirements, including audit tuition rates, apply.

No more than five auditors will be allowed to participate in any DMin course. Participation of auditors, and the total number of auditors (up to but not exceeding five) in any DMin course, is by permission of the Associate Dean and the instructor of the course. All auditing students will be expected to do advance course readings and other pre-class work and participate in class discussions; no final course projects will be expected or evaluated by the instructor. Other course expectations for auditors will be set by the instructor. If there is a cap on the total number of students in the course, preference will be given to credit-seeking students.

Master's level field- study supervisors and members of their lay-ministry support teams are eligible to audit a single course, with no audit tuition or fees charged, during the year that they are engaged in field-study supervision. Credit can be given for the course taken if the person taking the course is already enrolled in the Doctor of Ministry program, fulfills all course requirements including the final project, and requests credit.

## **DMin Students from Other Institutions**

Students currently enrolled in Doctor of Ministry programs at other Association of Chicago Theological Schools (ACTS) institutions, or students in good standing in the DMin program of San Francisco Theological Seminary, and who wish to take courses at McCormick for academic credit may cross-register for courses. Students currently enrolled in DMin programs at other ATS-accredited institutions and who wish to take McCormick courses for academic credit must apply for Student At Large status through the Director of Admissions. Once admitted they may enroll in DMin courses after consultation with the Associate Dean; an academic transcript will be



maintained and credit for courses may be transferred to the degree granting institution. Such students will be charged by McCormick for the full amount for the course(s) in question.

## **Independent Study**

An Independent Study may be negotiated through the Associate Dean of Doctor of Ministry Programs with a member of the seminary full-time faculty. Except in extraordinary circumstances, an Independent Study may not be substituted for a course that is included in the Doctor of Ministry course offerings. The Associate Dean of Doctor of Ministry Programs must approve an Independent Study in advance; the contract must be filled out fully by the student and the faculty member, signed by both, and sent to the Associate Dean for approval. Independent Studies at the DMin level must be taken for a letter grade and are subject to the same standards as regularly-offered courses.

## **Changes in Student Status**

It is the responsibility of the student to notify the DMin office of any changes in email, telephone numbers, work or home addresses. Without such changes being submitted, lost correspondence may negatively impact the student's progress through the program.

### **Change in Ministry Setting**

In the case of a change in ministry setting, it is essential that a student communicate this to the DMin office. Normally at such a juncture, one should follow these procedures:

- A new application cover sheet should be completed;
- If the move occurs prior to Residency, a new Advisory Group on Corporate Ministry should be formed and their names submitted;
- A new Governing Body Assessment should be submitted (if student has changed judicatories);
- A new Governing Board Assessment for pastors (or Personnel Committee Assessment) should be submitted;
- A revised statement of learning goals should be submitted.

In addition to the above, if a thesis proposal has been submitted but interventions not yet undertaken, the proposal must be revised, or if necessary, a new thesis proposal addressing issues in the new ministry setting must be submitted. Such rethinking and rewriting should be done in consultation with the thesis advisor. All necessary forms for a change in ministry setting are available on the student portal.

### **Leave of Absence**

Students who find it necessary to take time away from studies should submit a request for a leave of absence to the Associate Dean of the DMin program, stating the reason and expected duration of the leave. A leave of absence may be granted for no more than one year at a time. At the end of the leave of absence, students must resubmit their statement of learning goals. Time while on a leave of absence is not included in calculation of the five-year program limit nor in calculation of the continuation fee. If a student needs additional time away from the program, he or she may voluntarily withdraw from the program and reapply for admission when ready to resume studies.

### **Voluntary Withdrawal**

A student who, for any reason, wishes to withdraw from the DMin program may do so by petitioning the Associate Dean of the DMin program. All fees must be current before a withdrawal request will be granted. In the case of a voluntary withdrawal, a student may reapply

in the future and be considered without prejudice.

### **Academic Probation**

The DMin office may place a student on academic probation and suspend her or him from the program for the following reasons:

- Inability to function in an educational context and as a member of the learning community or DMin group of which she or he is a part
- Failure to pay tuition and fees on a timely basis
- Two Incompletes on the transcript

When these conditions exist, the Associate Dean of the DMin program will notify the student of the academic probation. Students on probation may not take additional courses or continue working with their advisor on their thesis until the required financial payments have been made, or the incomplete work has been submitted.

### **Dismissal**

DMin students may be dismissed by action of the Student Standing Committee for any of the following reasons:

- Failure to make academic progress in a timely manner
- Three or more Incompletes (Is), permanent incompletes (PIs), or Fs on the transcript
- Violation of seminary policies

### **Readmission to the Program**

If a student leaves the program by voluntary or administrative withdrawal and then wishes to continue studies at McCormick, she or he must apply for readmission. Students applying for readmission will submit a complete and current admissions application. (An exception may be the request for transcripts, which are already on file unless there are additional transcripts to be presented.) Students applying for readmission must present evidence that the reasons for previous difficulties have been identified and resolved. All previous indebtedness to the seminary, including tuition for courses taken but not completed satisfactorily, must be satisfied.

Students who are readmitted will ordinarily be required to take or retake I-648 Thesis Residency and pay the full course and thesis fees, pay full tuition for all courses needed to meet degree requirements at the prevailing rate at the time of readmission, maintain a 3.00 average in all courses after readmission, and complete all courses in accordance with the seminary's rules or be again subject to action by the Student Standing Committee. After readmission, previous Fs and PIs will not be considered in computing the average.

### **Student Standing Committee**

The Student Standing Committee (SSStC) of the faculty is responsible for taking appropriate action with students in academic or other difficulty that is affecting the student's ability to make satisfactory academic progress. When the SSStC receives a referral concerning a student or a recommendation in writing for remedial action from a degree level dean, explaining the reasons for the referral/recommendation, SSStC will come to a decision on the issue concerned, after which the appropriate dean will communicate with the student in writing, explaining the reasons for the referral/recommendation and for the SSStC decision. The student may appeal the decision of the SSStC by following the procedure set out in the Appeals section below.

### **Appeals**

All students have the right to appeal any action of the SSStC. Notice of such appeal must be filed with the Associate Dean of the DMin program within ten days of the date of the written notice of the decision of the committee. If no appeal is filed in writing within this period, the decision of

the committee is final. If an appeal is duly filed with the dean within the appropriate time period, the dean will communicate with the chairperson of the SStC and the matter of appeal will be taken up at the next scheduled meeting of the SStC or within thirty days of receipt of the appeal. The SStC will take up the issues presented in the appeal and decide its merits. The decision of the SStC will be communicated in writing to the student in a timely manner by the chairperson. All matters of a student's standing which involve the SStC will be recorded in writing and become a part of the student's file on record in the offices of the Registrar and the Dean.

## **Program Limit Extensions**

The time limit for the DMin degree is five years. Degree candidates are expected to maintain an adequate qualitative level of work and to make progress sufficient to complete the degree in the statutory time allowed unless special permission for a slower rate of progress is given. Students who do not complete the DMin program within a five-year time limit may petition the Associate Dean of the DMin program in writing for a one-year extension. A student requesting an extension must present an intentional plan to move toward completion within an established period. The plan must show evidence of active work on the Thesis in the Practice of Ministry and registration for any courses necessary to complete the other units of credit needed for the degree.

## **Graduation**

All degrees are voted by the Board of Trustees on the recommendation of the faculty. The faculty explicitly reserves the right to determine who it will recommend for any degree, considering not only the candidate's fulfillment of minimum course requirements but also the quality, coherence, and integrity of the student's program as a whole as indicated by the reports of the assessments.

Students expecting to graduate will fill out an application for graduation and pay the established graduation fee prior to the spring semester of the year of graduation. To be eligible to graduate, degree candidates are required to submit all academic work to instructors no later than April 1, unless specific arrangements have been made with the instructor and with the Associate Dean of the DMin program. All students must meet all financial obligations to the seminary by April 15, including payment of rent in housing owned by other ACTS seminaries, settlement of all debts and obligations to JKM Library, other ACTS or I-Share libraries, and the Regenstein Library. Diplomas will be withheld until all accounts are reconciled and financial obligations have been satisfied.

## **JKM Library**

Students and faculty are strongly encouraged to avail themselves of the services and resources of the JKM Library. Physically located on the 2nd and 3rd floors of the west wing of the Lutheran School of Theology at Chicago (LSTC), the JKM Library is more than just a physical collection of shelves of hundreds of thousands of books, periodicals, and other resources. Rather, it is a group of individuals committed to making those materials accessible, and assisting students and faculty discover and interpret those resources according to their research needs. The library is governed by a board comprising the presidents and deans of the two schools, two faculty representatives, two board representatives, along with the director of the library.

Answers to most questions regarding JKM's hours, policies and procedures, and services are available on the library's website at <https://www.jkmlibrary.org/>. The website also provides access to Primo (the JKM/I-Share catalog), databases (especially the Atla Religion Database with Atla Serials PLUS), and other e-resources to which the library subscribes.

### Library services

- individual and in-classroom instruction on research strategies
- e-mail, telephone, and video conferencing research assistance
- public computers
- wireless access
- photocopying, printing, and free scanning
- interlibrary loan
- I-Share borrowing (see below)
- document delivery (within the guidelines of fair use of copyrighted materials)
- an information commons, a cafe, rooms for group study, as well as secluded study areas throughout the building
- and access to a wealth of library resources, both hardcopy and digital (accessible with OpenAthens credentials).

### Contacting Library Staff

- Library privileges, access to I-Share and other libraries, renewing materials, etc.:  
.773.256.0739, 773.256.0732 or [circ@jkmlibrary.org](mailto:circ@jkmlibrary.org)
- Research assistance, access to e-resources through OpenAthens, and interlibrary loan:  
773.256.0734 or [ask@jkmlibrary.org](mailto:ask@jkmlibrary.org).
- A complete directory of library staff is available [here](#).

### Other Libraries Available to JKM Users

The JKM Library is a member of I-Share, a consortium of 89 academic and research libraries in Illinois (a complete list of I-Share libraries is available [here](#)). I-Share libraries offer resource sharing, allowing McCormick students, faculty and staff to borrow items from any of the I-Share libraries by either 1) visiting in person; or, 2) requesting them through Primo, the JKM/I-Share catalog. Requested items are sent via ILDS from the lending library to JKM (or any other I-Share library of the user's choosing). Upon notification, users can pick up at the JKM circulation desk. Items belonging to an I-Share library may be returned at JKM or any other I-Share library. Because of licensing restrictions set by publishers and vendors, e-resources (e.g.: e-books) owned by one I-Share library cannot be shared with users of any of the other 88 I-Share libraries.

McCormick students and faculty may also borrow materials from all of the member libraries of the Association of Chicago Theological Schools (ACTS). Most ACTS libraries are also members of I-Share.:

- American Islamic College\*
- Catholic Theological Union
- North Park University
- Moody Bible Institute
- Mundelein Seminary/University of St. Mary of the Lake
- Trinity International University
- Northern Seminary
- Meadville/Lombard Theological School
- Chicago Theological Seminary\*
- Spertus Institute for Jewish Learning and Leadership
- Garrett Evangelical Theological Seminary and Bexley-Seabury Seminary\*

\*denotes those libraries that are not members of I-Share. Contact JKM circulation and inquire about required i.d. as proof of current enrollment before visiting these libraries.

The University of Chicago generously allows McCormick faculty, students and staff access to and borrowing privileges at the [Joseph Regenstein Library](#) (and the other U of C libraries) including onsite access to e-resources. Users are expected to abide by the library's local lending policies. The U of C libraries complement the holdings of JKM by providing deep resources in the humanities, social sciences, medicine, sciences, etc. Contact JKM circulation and inquire about required i.d. as proof of current enrollment before visiting the privileges office, located in the Regenstein building (1100 E. 57<sup>th</sup> Street, Chicago, IL 60615).

Finally, JKM participates in the Atla Reciprocal Borrowing program, which is an arrangement between participating Atla members to grant borrowing privileges to each other's users for a limited duration. When applying for privileges at a participating library, the McCormick-affiliated user must present proof of current enrollment (consult the registrar), and abide by the library's local lending policies. Individuals interested in applying for borrowing privileges at a participating library are urged to contact that library's circulation department before visiting. An up-to-date list of participating libraries is available [here](#).

### Rare Book Collections

In 2008 McCormick entered into an innovative partnership with the world-renowned [Newberry Library](#) (also a member of I-Share). Approximately 2035 rare books (650 of which came from Lane Theological Seminary) moved to the Newberry on irrevocable deposit, joining that library's rich resources for research and study.

# Resources and Partnerships

McCormick Theological Seminary has a strong commitment to cross-cultural, ecumenical, and urban ministry. The focused ministry programs are integral to the mission of the seminary through recruiting students, developing and supporting relationships with churches and community agencies, developing understandings of ministry in specific contexts, and providing programs and seminars of interest to the entire McCormick community. The seminary curriculum provides courses designed with specific racial-ethnic and emerging majority contexts in mind.

## Continuing Education

A commitment to continuing study, on-going spiritual formation, and ministerial skill development is critical for ordained clergy and significant for everyone involved in the mission of the church. While continuing theological education is usually designed and provided for pastors, it is needed and often requested by laity as well. McCormick recognizes this need for the continuing theological education of the whole people of God and is committed to helping provide the necessary resources.

Continuing education at McCormick follows the mission of the seminary as a whole and so is intentionally diverse. It is not focused on a specific issue or limited to a single audience but offers programs and events across cultural and academic boundaries and works ecumenically with other theological education institutions and church bodies. These events include:

**McCormick Days** is normally a two-day annual event combining lectures, worship, and an opportunity for McCormick graduates to renew ties with each other and the seminary. The event is open to everyone.

**Scheduled courses** are available on a continuing education basis for individuals not working toward McCormick degrees. See the “Student-at-Large” information in the Admissions section (pg. 20).

**Programs and events for specific audiences:** McCormick has a long-standing commitment to providing theological education for Asian American, African American, and Latin@ students, a commitment that extends to continuing education. Continuing Education Units (CEUs) are available as needed.

**Special lectures** are offered throughout the year: the Allen, Brawley, and Zenos lecture series, presentations offered by individual centers and programs, and lectures by scholars visiting McCormick. Admission is open to everyone.

**Urban Ministry Colleague:** This one-term sabbatical program offers urban ministry practitioners the opportunity for forward study and continuing education. Colleagues may audit McCormick courses, develop an independent study plan with the urban ministry faculty member, and use the JKM Library. Financial stipends are not available; however, McCormick will assist with locating local housing. Applications for the fall semester sabbatical must be received by April 1, and must include vitae, a letter of sabbatical endorsement from the relevant governing body, a plan of study, and a description of the way the sabbatical will be funded. Interested persons should contact the Vice President for Academic Affairs.

**Joint programs.** McCormick is a partner with other institutions in offering continuing education both in Hyde Park and in other parts of the country.

- **The LEAD Event** (Leadership, Education and Development), co-sponsored by the Presbytery of Chicago, is a full day of worship and leadership training for the whole

church—church school teachers, deacons, elders, pastors, specialized clergy, church musicians and youth workers.

- **World Mission Institute** and the **Scherer Lectures** in Hyde Park
- **Western National Leadership Training Event (WNLTE)** at Jackson Hole in Wyoming
- McCormick also partners with congregations and church governing bodies to provide leadership training in several disciplines.

**Courses in Congregations:** Master's level courses are occasionally offered in congregational settings in the Chicago area. McCormick students may take the courses for credit and congregation members participate for a nominal fee. CEUs are available.

For information about CEUs and more, please contact the DMin and Continuing Education Office at 773-947-6362. A complete Continuing Education calendar of events, with links to specific events and speakers, is available at (<http://www.mccormick.edu/>).

## **Institute for Cross-Cultural Theological Education**

The Institute for Cross-Cultural Theological Education was established in 2008 by McCormick's Board of Trustees to provide resources and promote research related to the preparation for ministry in racially and culturally diverse contexts. The Institute's objectives focus on faculty development (pedagogy for diverse classrooms, understanding and sensitivity to issues of race and privilege, and intercultural competence), preparation of all students for ministry in racially and culturally diverse locations, and coordination of the work of the three centers (listed below). McCormick Theological Seminary is a diverse learning community dedicated to preparing graduates able to minister in culturally, racially, and religiously diverse contexts and so provide leadership that will enable congregations and agencies to be communities of hospitality. The Institute supports this central vision of the seminary by promoting three goals:

1. The formation of all McCormick students as religious leaders both committed to the values of cultural and racial/ethnic diversity, intercultural relations, and racial justice, as well as competent in the cross-cultural practices essential for ministry in a multicultural church and society
2. The development and sustenance of those McCormick students seeking to serve in a particular ethnic context as religious leaders with cross-cultural competence to serve in Afro-American, Latino/a, Asian American, and Euro-American churches and communities
3. The development of a faculty that supports the achievement of the two previous goals

The external objectives of the Institute have to do with promoting research and providing resources and opportunities for networking with the wider theological education community. Recent initiatives include:

**ACTS Faculty Project:** In 2013 the Institute completed a two-year project with members of the faculty of ACTS schools in Chicago to examine issues and experiences in cross-cultural and anti-racist theological education. The project was funded by a grant from the Wabash Center.

**Global Survey on Theological Education:** In 2011, the Institute launched a major research project designed to gather data and perspectives on all forms of theological education from every Christian tradition in every part of the world. The project was undertaken in partnership with the World Council of Churches and the Center for the Study of Global Christianity. Initial results of the survey were presented at the Tenth Assembly of the World Council of Churches in Busan, South Korea, in November 2013.

The Institute also works in cooperation with the McCormick's ministry centers:

**(1) The Center for African American Ministries and Black Church Studies**

The Center for African American Ministries and Black Church Studies initiates, coordinates, and co-sponsors courses, special lectures, community service opportunities, research, and other such events that prepare women and men for effective service within ministries of leadership in African American communities and Black Church contexts. The Center's aims are educational, formational, and transformational. Individual students are advised and nurtured through specialized course work and community-based supervised ministry field placements in churches, agencies, and community organizations that serve the African American communities throughout Chicago land and beyond. Lay leadership and professional clergy leaders are served by the Center through continuing education programs of interest to those engaged in ministries in African American communities and racially changing urban neighborhoods.

**(2) The Center for the Study of Latin@ Theology and Ministry**

The mission of the Center for the Study of Latin@ Theology and Ministry is to contribute to the theological and ministerial formation of Latino/as and non-Latinos working in Hispanic ministries and theological education. Its goal is to develop research, publications, and training that will contribute to the understanding and development of Latin@ theologies, congregations, and ministerial leadership. The Center seeks to involve Latin@ scholars, ministers, and seminarians in envisioning new models of theologies, mission, and leadership that are public, intercultural, ecumenical, and holistic. The Center plans courses, conferences, and lectures with other McCormick Centers and other institutions in the Chicago area. It promotes the Hispanic Summer Program which McCormick co-sponsors.

**(3) Center for Asian American Ministries**

The Center for Asian American Ministries provides programming that strengthens the ministries of pastors, congregations, and church leaders. Through partnerships with Asian American communities and scholars and collaborative work with other Ministry Centers at McCormick, the Center promotes research and study about Asian American theology and ministry. The Center also provides curricular and co-curricular programs for Asian American seminary students as they prepare to serve the church.

**(4) Center for Faith and Service**

The Center for Faith and Service, connects young adults with vocations centered in service and social justice. "The Center seeks to challenge and support the church to be a telling presence in the lives of young adults, especially those involved in community service and social justice" (Frank Yamada, former McCormick President, January 2014).

## **Urban Ministry**

For over sixty years, urban ministry has been a focus of teaching and learning at McCormick. Our urban ministry program includes course offerings in urban ministry at McCormick and other ACTS schools, as well as field experience in a wide variety of urban settings. Coordinated dual degree programs provide opportunities to gain expertise in social work or community development. Relationships with the Urban CPE program, the seminary Consortium on Urban Pastoral Care (SCUPE), and the National Interfaith Committee for Worker Justice (NICWJ) allow students to deepen their understanding of urban issues and their capacity to minister in the face of them. Finally, the presence of many persons committed to urban ministry provides students the chance to build networks of support and mutual commitment with other students, faculty, and community leaders—networks that will continue to grow beyond students' seminary careers.



## **Partners in Education**

### **The Association of Chicago Theological Schools**

The Association of Chicago Theological Schools (ACTS) consists of eleven theological seminaries: Catholic Theological Union, Chicago Theological Seminary, Garrett-Evangelical Theological Seminary, the Lutheran School of Theology at Chicago, McCormick Theological Seminary, Meadville/Lombard Theological School, University of St. Mary of the Lake (Mundelein Seminary), North Park Theological Seminary, Northern Seminary, Bexley Seabury Seminary Federation, and Trinity Evangelical Divinity School. ACTS publishes an internet catalog that contains a comprehensive listing of all courses being offered by the member schools. Master's level students in the ACTS schools can cross-register among the eleven schools. (<http://www.actschicago.org/courses/course-catalog>).

### **The Hyde Park Cluster of Theological Schools**

The four ACTS schools located in Hyde Park (Catholic Theological Union, Chicago Theological Seminary, the Lutheran School of Theology at Chicago, McCormick Theological Seminary) and the Divinity School of the University of Chicago constitute the Hyde Park Cluster of Theological Schools. The chief academic officers of each school form the planning, coordinating, and decision-making body for the cluster. The Cluster seeks to: (1) promote cooperation among the academic programs of its member institutions; (2) create and promote joint programs of particular interest to these schools which optimize faculty and other resources to meet particular needs of church mission and ministry; (3) foster cooperation and scholarship among its faculties in both disciplinary groups and interdisciplinary endeavors; and (4) aid in communication and planning among the member institutions.

### **The University of Chicago**

McCormick maintains several cooperative relationships with the University of Chicago through dual competency programs. Through the University of Chicago Divinity School, McCormick students may take courses for seminary credit. By applying to the faculty advisor and the Assistant Dean of Student Services, McCormick students may receive subsidies to meet the higher tuition of the courses. All McCormick students have access to the University libraries, the University health and athletic facilities, the University bus service, and numerous cultural and educational events (<http://www.uchicago.edu>).

### **Hispanic Summer Program**

McCormick Theological Seminary is a co-sponsor of the Hispanic Summer Program, an academic program of 32 seminaries. The program is widely ecumenical and representative of the varieties of Latino/a experience and background and the supporting schools. An accredited ATS-related school hosts each session. Courses cover a wide range of the theological curriculum and are taught with emphasis on the Latino/a church. The Hispanic Summer Program sessions last two weeks, during which time students may take one course for one unit of credit. Additional information and applications for registration are available in the Center for the Study of Latin@ Theology and Ministry (<http://hispanicsummerprogram.org>).

# The Faculty

The McCormick faculty is divided into four fields of study: Bible, History, Theology/Ethics, and Ministry. In addition to teaching, advising, and participating in seminary governance and community life, faculty members are active in their academic fields through publishing and leadership of professional societies and in the life of the church locally, nationally, and internationally.

The McCormick faculty is intentionally diverse in gender, race, ethnicity, and faith traditions. The academic preparation and commitment to excellence, the multilingual capabilities, and the diversity of the faculty serve to support the student body, the academic programs, and the educational mission of the seminary as a whole.

The McCormick faculty enjoys and fosters an open and collegial spirit. Together faculty members plan and evaluate the overall curriculum of the seminary degree programs, community worship, and other activities and events of the seminary, and they work together to monitor and assess student performance and progress. Faculty members seek ways in which to work together in and outside the classroom, often teaching across disciplines, learning from each other as they teach and learn from students.

Besides the resident faculty members, McCormick recruits qualified and credentialed adjunct colleagues and visiting professors who teach in their areas of expertise.

## Core Faculty

### **Anna Case-Winters** *Professor of Theology*

Rev. Dr. Anna Case-Winters is Professor of Theology at McCormick Theological Seminary. She is an ordained minister in the Presbyterian Church (USA) and a leader in the World Communion of Reformed Churches (a global family of 100 million Christians, Congregational, Presbyterian, Reformed, and United). Her service includes: ten years as Moderator for Theology for the Caribbean and North American Area, six years as Co-Chair of the International Commission for Lutheran and Reformed Relations, six years as Moderator for Mission and Ecumenism for WCRC. She was theological consultant for the Reformation Commemoration in 2017, and the Reformed representative to the Notre Dame Consultation of Global Communions (Catholic, Lutheran, Reformed, Anglican, and Methodist).

In 2018, Prof. Dr. Case-Winters and Prof. Reggie Williams received a major grant from the Science for Seminaries initiative sponsored by the American Association for the Advancement of Science. They have led the faculty in continuing education in science engagement and have redesigned introductory courses in Theology and Ethics to include engagement with science. In 2020, Prof Case-Winters was inducted as a fellow into the International Society for Science and Religion.

Prof. Case-Winters is has research interests in: traditional theology engaging with contemporary issues, theologies arising from the emancipatory movements of our time, theological contributions of Reformed tradition, religion and science in dialogue, open and relational theologies, and theologies attending to global, ecumenical, ecological issues. She is the author of four books: *God's Power: Traditional Understandings and Contemporary Challenges*;

*Reconstructing a Christian Theology of Nature: Down to Earth; Matthew: A Theological Commentary; and God Will be All in All: Theology through the Lens of Incarnation.*

BA, Agnes Scott College; MDiv, Columbia Theological Seminary; PhD, Vanderbilt University.

### **Stephanie M. Crumpton**

#### ***Assistant Professor of Practical Theology***

Stephanie has received several prestigious awards, most recently the 2016 Baldwin Fellowship from Lancaster County Community Foundation. Dr. Crumpton's area of particular expertise is in pastoral theological methodology, theories of personality development, historical and social dimensions of pastoral counseling, pastoral counseling as a specialized form of the church's ministries, and family systems theory. Her research is tied to her work in communities of color. She wrote *A Womanist Pastoral Theology Against Intimate and Cultural Violence* (Palgrave Macmillan, 2014) and her upcoming research examines the role of faith communities' woman-centered mentoring to support women reentering community following incarceration. Crumpton, a Chicago native, earned a Doctor of Theology in Pastoral Care and Counseling from Columbia Theological Seminary in Decatur, Georgia; a Master of Divinity from Johnson C. Smith Presbyterian Seminary at the Interdenominational Theological Center, Atlanta; and a Bachelor of Arts in Broadcast Journalism from Oklahoma's Langston University.

### **David D. Daniels III**

#### ***Henry Winters Luce Professor of World Christianity***

David came to McCormick in 1987 and is the Henry Winters Luce Professor of World Christianity. The author of over 20 book chapters and journal articles, he has served as on seven major research projects. Ecumenically, he has served as the co-chair of International Reformed and Pentecostal Dialogue, the president of the Society for Pentecostal Studies, a commissioner for the Faith and Order Commission of the National Council of Churches USA, and a delegate to Edinburgh 2010. Daniels has lectured and taught in over ten countries. Daniels chairs the International Board of Education for the Church of God in Christ.

BA, Bowdoin College; MDiv, Yale University; PhD, Union Theological Seminary, New York.

### **Steed Vernyl Davidson**

#### ***Dean of the Faculty and Vice President of Academic Affairs; Professor of Hebrew Bible / Old Testament***

Dr. Davidson, a native of Trinidad and Tobago, earned a PhD in Hebrew Bible from Union Theological Seminary in the City of New York. He received a S.T.M. from Boston University, a M.A. from the University of the West Indies, a Diploma of Ministerial Studies from the United Theological College of the West Indies, and a BA from the University of the West Indies. A member of the Society of Biblical Literature, Davidson serves as the General Editor for *Semeia Studies* as well as the Chair of the steering committee of the Reading/Writing Jeremiah Section. He is also one of the co-editors of the book series *Rethinking Theologies: Constructing Alternative* (Bloomsbury). In addition, he serves on the editorial boards of the journals *Black Theology: An International Journal* and *Biblical Interpretation*. Davidson is an ordained elder of the United Methodist Church. Davidson is the author of *Empire and Exile: Postcolonial Readings of Selected Texts of the Book of Jeremiah* (T&T Clark, 2011) and *Writing/Reading the Bible in Postcolonial Perspective* (Brill, 2017), and a co-editor of *Prophetic Otherness: Constructions of Otherness in Prophetic Literature* (T&T Clark 2021) and *Islands, Islanders and the Bible: RumiNations* (SBL Press, 2016). He is co-authoring the forthcoming book *Postcolonial Biblical Criticism: A Guide for the Perplexed*. He has authored various essays that explore the Hebrew

Bible from postcolonial and gendered perspectives.

### **Jina Kang**

#### ***Assistant Professor of Hebrew Bible/Old Testament***

Dr. Kang joined the McCormick faculty in July 2019. She earned a PhD in Theology with a major in Old Testament from Fuller Theological Seminary in 2017 with her dissertation, “Bokeumjali in Exile: Transnational Readings of Ezekiel 40-48 and *Sa-I-Gu*,” passing with distinction. She was awarded her MDiv from Fuller in 2007 and a BA in Development Studies from University of California-Berkeley in 2004. Dr. Kang’s research interests are in areas of intersection between migration and theology, forced and return migrations in the Hebrew Bible, and Korean/Korean-American hermeneutics.

### **Joanne Lindstrom**

#### ***Jean and Frank Mohr Director of Experiential Education and Field Studies, Associate Professor of Ministry***

As a member of the Association for Theological Field Education, Rev. Dr. Lindstrom’s writings reflect her deep and passionate commitment to the theological and spiritual formation of leaders for service in the church and world in the 21st century.

For over twenty years, she has served as Associate Minister at The First Baptist Church of Chicago with a primary focus on teaching and worship. In addition, she served in numerous leadership capacities with American Baptist Churches of Chicago including Coordinator for the Nueva Vida Initiative, a two-year project aimed at strengthening and revitalizing local congregations through partnership and education with sister churches in the region. She has been instrumental in developing and nurturing a global partnership with the Ghana Baptist Convention and most recently serves on the Equipping Clergy Committee. Most recently Dr. Lindstrom serves the Ministers Council Steering Committee as the Chair of the Committee on Education in Ministry.

Since 2017, Dr. Lindstrom has collaborated The Lydia Institute: Faith-Based Strategies for Congregational Agility as a consultant and instructor. Additionally, she is a member of the Sophia Collective, a network of artist and theologians.

### **Jennifer McBride**

#### ***Associate Dean of Doctor of Ministry Programs and Continuing Education and Associate Professor of Theology and Ethics***

Jennifer M. McBride received her Ph.D. and MA in Religious Studies at the University of Virginia, with a focus on theology, ethics, and culture, and her BA in Religious Studies from the University of North Carolina at Chapel Hill. Prior to McCormick, McBride held the Board of Regents Endowed Chair in Ethics at Wartburg College in Iowa (2011-2016) and was a Postdoctoral Fellow in the Initiative in Religious Practices and Practical Theology at Emory University (2008-2009). At Emory, she served as program director for the Atlanta Theological Association’s Certificate in Theological Studies at Metro State Prison for Women (2009-2011). She has begun a similar program through McCormick at Cook County Department of Corrections.

McBride is author of *Radical Discipleship: A Liturgical Politics of the Gospel* (Fortress Press, 2017), *The Church for the World: A Theology of Public Witness* (Oxford University Press, 2011), and is co-editor of *Bonhoeffer and King: Their Legacies and Import for Christian Social Thought* (Fortress Press, 2010). Her most recent essays include “Bonhoeffer and Feminist Theologies” in *The Oxford Handbook of Dietrich Bonhoeffer* (2019) and “Bonhoeffer’s Critique

of Morality: A Theological Resource for Dismantling Mass Incarceration” in Dietrich Bonhoeffer, *Theology, and Political Resistance* (2020). In addition to scholarly journals and anthologies, her work has appeared in popular publications like *The Christian Century* and *CNN.com* and has been featured in *The New York Times*.

McBride's method of scholarship and teaching is best described as "lived theology." Lived theology, as she defines it, holds in dynamic conversation modern philosophical theology and contemporary social ethics; lessons learned from church-communities engaged in situations of social concern; and theological insights from people directed impacted by injustice. Her most recent book, *Radical Discipleship*, is based on her experience teaching theology in a women's prison and participating in the Open Door Community, an intentionally interracial, residential, Christian activist and worshipping community in Atlanta, Georgia, that for forty years had been engaged in works of mercy and justice with people experiencing incarceration and homelessness. McBride was a professor and close friend of Kelly Gissendaner, who was the only woman on Georgia's death row until her execution in September 2015, and was a leading activist in the international #KellyOnMyMind campaign. Her current writing project, *You Shall Not Condemn: Faith and Advocacy on Death Row* (under contract with Cascade), will publish the written correspondence between Kelly and German philosophical theologian, Jürgen Moltmann.

McBride is president of the International Bonhoeffer Society – English Language Section, has served on its Board of Directors since 2008, and has served as chair and member of the steering committee for the American Academy of Religion's "Bonhoeffer: Theology and Social Analysis" group. She is co-editor of the T&T Clark book series, *New Studies in Bonhoeffer's Theology and Ethics*.

### **Kenneth Sawyer**

#### ***Professor of Church History***

Ken joined the McCormick community in 1980, began teaching as adjunct faculty in 1988, and was appointed to the regular faculty in 1993. He is a member of the Presbyterian Church (U.S.A.). Ken's teaching and training centered in the broad Reformed tradition and New and Old School Presbyterian history in the decades before the Civil War. In recent years three quite distinct themes have been central to his teaching: the history of early or "classical" Islam, the extensive literary traditions of the Early Church Mothers and Fathers, and the tasks of dismantling the carceral state. *Estoy listo para recibir y leer sus textos en español, y si habla lo suficientemente lento para mis limitaciones lingüísticas, ¡también podemos hablar!*

PhD, University of Chicago.

### **Sarah Tanzer**

#### ***Professor of New Testament and Early Judaism***

Sarah came to McCormick in 1986. She was awarded the first Frances Grabow Goldman Fellowship at the Hebrew Union College-Jewish Institute of Religion in Cincinnati, where she resided, taught, and did research for three years. She spent a year at Oxford, a year at the Hebrew University of Jerusalem, and a summer excavating at Tel Anafa, Israel. During her years at Harvard University, she held several positions. She has published "Ephesians," in *Searching the Scriptures: A Feminist Commentary* and "Judaism of the First Century," in *The Oxford Companion to the Bible*. She is a member of the International Dead Sea Scrolls Team, working to produce an official edition of unpublished texts of the Qumran Scrolls.

BA Dickinson College; M.A.T.S. Harvard Divinity School; PhD Harvard University.

**Lis Valle*****Assistant Professor of Homiletics and Worship***

Rev. Valle is a candidate for the PhD in Homiletics and Liturgics at Vanderbilt University, where she has also studied gender and sexuality. Her dissertation, “The Body as Preacher: Prophetic Performance as Disruptive Preaching,” explores ways in which prophetic preaching as a performance event challenges oppressive systems. Rev. Valle has researched the theology of the sermons of Latina clergy and has provided worship and chaplaincy leadership in interdenominational gatherings of Latina pastors. An in the Presbyterian Church (USA), Valle received a ThM in Homiletics from Princeton Theological Seminary and an MDiv from Louisville Presbyterian Theological Seminary. She also holds a JD from the University of Puerto Rico. With a BA in Education with an emphasis in Theater, Valle has continued to combine her study of theology with her work as an Actress and an Artistic Director.

**Reggie L. Williams*****Professor of Christian Ethics***

Dr. Reggie Williams joined the McCormick faculty in 2012. He earned his PhD at Fuller Theological Seminary in his native state of California. Prior to joining the faculty at McCormick, he taught in the religion department at Baylor University in Waco, Texas, and at Azusa Pacific University in Azusa, California. He is a member of several academic guilds, including the Society of Christian Ethics, the International Dietrich Bonhoeffer Society, and the Society for the Study of Black Religion. His research interests center around the moral implications of Christology, with special attention to the intersection of Christology, race, and social justice. His published work includes *Bonhoeffer’s Black Jesus: Harlem Renaissance Theology and an Ethic of Resistance* (Baylor University Press, October 2014).

**Rob Worley*****Director of the Language Resource and Writing Center***

Rob has been teaching ESL writing and listening/speaking at McCormick since 1991. He brings a wealth of cross-cultural experience, having traveled extensively and researched and written about life in the Middle East, specifically the Arab-Israeli occupation, Islamic philosophy and the future of Arab Christian participation in Middle East life. He also served as Middle East resource person for the Peace and Disarmament Committee of the Italian Federation of Protestant Churches and wrote an historical perspective on the Arab-Israeli occupation. As Director of the LRWC, Rob and his colleagues have developed a pedagogical model of openness, mutuality, and vulnerability integral to McCormick’s mission to prepare women and men for the challenges of local and global ministry. “Our experience at LRWC,” he says, “clearly shows that an accompaniment model of teaching and learning cultivates both respectful attitudes towards one another and the critical skills crucial for ministry.”

BA, Macalester College; MA, Northeastern Illinois University; PhD candidate, Northern Illinois University.

## **Affiliate Faculty**

### **Shawna Bowman**

Rev. Shawna Bowman is a visual artist and pastor at Friendship Presbyterian Church in Chicago and Co-founder of Creation Lab, an Art Collective and working studio space at the intersection of creativity, spirituality and prophetic imagination. She received her MDiv from McCormick in 2009.

### **Iva E. Carruthers**

Rev. Dr. Iva E. Carruthers is a founding trustee and General Secretary of the Samuel DeWitt Proctor Conference (SDPC), an interdenominational organization within the African American faith tradition focused on social justice issues. SDPC is both a 501c3 and United Nations Non-Governmental Organization (NGO). Dr. Carruthers has a long history of engagement in community development initiatives and social justice ministry, fostering interfaith and racial reparatory justice throughout the world. Dr. Carruthers is Professor Emeritus and former Chairperson of the Sociology Department at Northeastern Illinois University; and, founding President of Nexus Unlimited, an information and technology firm. She is also founder of Lois House, an urban retreat center, Chicago, Illinois. She has served on many boards, local, national and international. Dr. Carruthers has authored and edited a number of articles and publications in areas of religion, sociology and digital technology and produced educational television programming. She holds degrees from the University of Illinois, Northwestern University, Garrett Evangelical Theological Seminary and Meadville Lombard Theological School and is the recipient of many awards and several post-doctoral fellowships.

### **Linda Eastwood**

The Rev. Dr. Linda Eastwood is by background a physicist (PhD, and a 25-year career designing medical MRI systems.) She is a Presbyterian minister, originally ordained to work for the Presbyterian Peace Fellowship, coordinating (for three and a half years) a human-rights accompaniment program in Colombia, South America. She received her MDiv from McCormick in 2010, and a Master of Theology in Science and Religion in 2017. Linda serves as Affiliate Faculty in Theology at McCormick, and has also taught at the Lutheran School of Theology at Chicago (LSTC). She teaches and preaches in Chicago-area churches. She has taught Science and Religion and other topics (in Spanish) at the school of theology in the Reformed University in Barranquilla, Colombia, to which she has also led a McCormick travel seminar.

### **Sharon Ellis Davis**

Dr. Sharon Ellis Davis is a United Church Pastor and Pastor Emerita of God Can Ministries, UCC located in Ford Heights, Illinois. She has resided in North Carolina since 2016, where her husband Dr. Edward Smith Davis serves as Conference Minister, UCC. Sharon served for 31½ years as a Chicago Police Officer in various capacities. She began serving as an adjunct professor for MTS in 1997 teaching Domestic Violence in the Black Community. Currently. As an affiliate professor she teaches Sexual and Domestic Violence, and Pastoral Care in Times of Crisis and Trauma. Sharon served MTS as the Director of the Center for African American Ministries and Black Church Studies from 2010-2014. She has also taught Pastoral Care in the African American Community, Mass Incarceration and The Criminal Justice System, Theological Reflection, and Christian Ethics. She is a Mentor for United Theological Seminary, Dayton Ohio and a trainer with Faith Trust Institute, Seattle, WA. She holds an MDiv, DMin (Pastoral Care), and a PhD in Theology and Ethics. Sharon sees herself as a Womanist Practical Theologian/Scholar. She is a published author. Her recent publication is titled, “African American Battered Women, A Study of Gender Entrapment.”

### **Julian DeShazier**

Julian serves as interim Co-Director of Field Ed & Experiential Education. He is also the senior pastor of University Church in Hyde Park, a national speaker, and Emmy winning musician who goes by "J.Kwest." Julian is a Morehouse College graduate and received his MDiv from University of Chicago Divinity School.

### **Leslie Diaz-Perez**

The Rev. Dr. Leslie Diaz-Perez is the Director of the Center for the Study of Latin@ Theology and Ministry. A native of San Juan, Puerto Rico, Dr. Diaz-Perez applies her passion in the fields of education and training, missions, and ministry. A double alumna of McCormick, Dr. Diaz-Perez earned both her Master of Divinity and Doctor of Ministry degrees from the seminary. Together with her husband Rev. Obed Perez, she is part of the pastoral team at Resurrected Life Church in the Hermosa neighborhood of Chicago.

### **Janaan Hashim**

When she's not in the classroom but in her office, Janaan Hashim is a criminal defense attorney with the State Appellate Defenders Office in Chicago. Out of the office Prof. Hashim serves as the spokesperson for the Council of Islamic Relations of Greater Chicago and sits as chairperson of its Media Relations Committee. The Council is a federation of over fifty mosques, Islamic centers, schools and organizations whose membership allows the Council to represent the voice of the 400,000 Muslims who call Chicago their home. Prof. Hashim is also the Tuesday night host of WCEV's Radio Islam, the nation's first daily, prime time call-in talk show produced by Muslims for the mainstream market; she also sits as its Advisory Board Chairperson. Prof. Hashim is a board member of Sound Vision Foundation and was a founding board member of CAIR-Chicago, the local chapter of the Council on American-Islamic Relations. Prof. Hashim is an active speaker on Islamic issues, particularly those focusing on American Muslims, having spoken in many U.S. cities and at the 2004 Conference of the Parliament of World's Religions in Barcelona, Spain. At the end of the day Janaan returns home to her husband and three teenage children, often with a warm meal waiting for her in the oven.

### **Elizabeth Hopp-Peters**

The Rev. Dr. Elizabeth Hopp-Peters has taught courses on Exodus, Jeremiah, and prophecy, as well as biblical Hebrew. An ordained teaching elder in the PC(USA), Elizabeth has served as a pastor at several Chicago-area congregations. She received her MDiv from McCormick and her PhD in Biblical Studies from the University of Chicago Divinity School, where she wrote her dissertation, *Breaking Pots, Making Metaphors: Symbolic Action in the Book of Jeremiah*, on history, theology and literary technique in a series of ten narratives.

### **Dae Sung Kim**

D. S. Kim is a historian and Presbyterian minister. He completed his PhD in History of Christianity at Garrett-Evangelical Theological Seminary. He is a McCormick graduate (MATS, 2003) and ordained minister of the Presbyterian Church of Korea after earning MDiv degree from Presbyterian Theological Seminary, Seoul.

He returned to McCormick as an adjunct instructor, teaching American Presbyterianism and Research Methods since spring 2012. His specialty includes history of missions and Asian/Asian-American Christianity. His present passion focuses on writing a mission history through missionary biographies and joining a publishing project about the history of Korean Churches in the Chicago Area. He is also an interim preacher in local Korean American churches. He loves baseball, Lake Michigan, and ABBA.



### **Daniel Schipani**

Daniel S. Schipani was born and raised in Argentina. He holds a Doctor of Psychology degree from Universidad Católica Argentina, and a PhD in Practical Theology from Princeton Theological Seminary. He is Professor Emeritus of Pastoral Care and Counseling at the Anabaptist Mennonite Biblical Seminary (Elkhart, Indiana); and Affiliate Professor of Pastoral & Spiritual Care at San Francisco Theological Seminary. An ordained minister in the Mennonite Church USA, he also serves as a pastoral counselor in the Belmont Counseling Ministry in Elkhart, Indiana. His academic work includes clinical supervision of students in chaplaincy, and pastoral and spiritual counseling.

Professor Schipani's research and teaching interests include formation and transformation processes and intercultural and interfaith pastoral care and counseling. He is the author or editor of over twenty-five books on pastoral counseling, education, and practical and pastoral theology. He is also a visiting professor in various academic institutions and lectures widely in North America, Latin America and Europe. He is a member of several professional and academic organizations: International Association of Spiritual Care, Society for Intercultural and Inter-religious Pastoral Care & Counseling, the Society for Pastoral Theology, and the International Academy of Practical Theology.

### **John Schmidt**

The Rev. John Schmidt, EdD, is an ordained Minister of Word and Sacrament in the Reformed Church in America and has served as the Program Coordinator at Camp Manitouqua in Frankfort, IL; Director of Education Ministries at the Reformed Church of Palos Heights, IL; Associate for Youth Ministries of the Reformed Church in America; Program Secretary for Christian Discipleship of the Synod of Michigan (RCA); Dean of Students and Director of Formation for Ministry at Western Theological Seminary in Holland MI; and as the Senior Pastor of the Second Reformed Church in Zeeland, MI. At McCormick Theological Seminary in Chicago, Dr. Schmidt served as Interim Associate Dean for DMin Studies and Continuing Education; and has advised doctoral students; directed the Executive Leadership program; and taught several DMin courses. John also is an Adjunct Faculty member at Catholic Theological Union where he teaches in the Educating for Witness concentration of the Ecumenical DMin program. Dr. Schmidt is a graduate of Hope College (BA), Western Theological Seminary (MDiv), and Western Michigan University (EdD).

### **Frank Thomas**

Frank A. Thomas currently serves as Nettie Sweeney and Hugh Th. Miller Professor of Homiletics and Director of the Academy of Preaching and Celebration at Christian Theological Seminary of Indianapolis, Indiana. His newest book is the revised and updated version of *They Like to Never Quit Praisin' God: The Role of Celebration in Preaching*, considered by many to be a classic. *American Dream 2.0: A Christian Way Out of the Great Recession*, was released by Abingdon Press in August, 2012. *Preaching With Sacred Fire: An Anthology of African American Sermons, 1750 to the Present*, co-edited by Martha Simmons, offers a rare view of the unheralded role of the African American preacher in American history. He is the CEO of Hope For Life International, Inc. which formerly published *The African American Pulpit*. Thomas holds a PhD in Communications (Rhetoric) from the University of Memphis, DMin degrees from Chicago Theological Seminary and United Theological Seminary, a Master of Divinity degree from Chicago Theological Seminary and a Master of Arts degree in African-Caribbean Studies from Northeastern Illinois University. Thomas also serves as a member of the International Board of Societas Homiletica, an international society of homiletic professors. Thomas and his wife, The Rev. Dr. Joyce Scott Thomas, earned their Certified Professional Coaching Certificates (CPC) from the Institute for Professional Excellence in Coaching. While

they are equipped to coach corporate, executive, business, life, personal, or group, their most passionate areas are pastors, pastor's spouses, and coaching in the area of preaching.

## **Master's Adjunct Faculty**

**Nannette Banks**  
Ministry

**Nancy Bedford**  
Theology

**Stacey Edwards-Dunn**  
Ministry

**Cameron Evan Ferguson**  
Bible

**Angela Gorrell**  
Ministry

**Marshall Hatch**  
Ministry

**Robyn Henderson-Espinoza**  
Ethics

**Ted Hiebert**  
Bible (Professor Emeriti)

**Ken Hockenberry**  
Ministry

**Alisha Lola Jones**  
Ministry

**Mustafa Kaya**  
History

**Andrew Langford**  
Bible

**Woo Min Lee**  
Bible

**Jesús Márquez**  
Ministry

**Isaias Mercado**  
Ministry

**Cheryl Price**  
Ministry

**Guillermo Ramirez**  
Bible

**Nolan Shaw**  
Ministry

# Doctor of Ministry Thesis Advisors

## McCormick DMin

The thesis advisors for the McCormick DMin program are

- Apostolic Assembly cohort
  - Rev. Dr. Antonio Aja
  - Dr. Leslie Diaz-Perez
- Cross-Cultural cohort
  - Dr. Sharon Ellis Davis
- Korean cohort
  - Dr. Dae Sung Kim
  - Dr. Young Hee Lim
- Pastoral Care cohort
  - Dr. Stephanie Crumpton
  - Dr. Daniel Schipani
  - Dr. Sharon Ellis Davis
- Prophetic Leadership cohort
  - Dr. David Daniels

## ACTS DMin in Preaching Advisors

- Matthew Sauer
- Lis Valle
- Ozzie Smith

## Ecumenical DMin Advisors

- Jennifer McBride
- Ken Sawyer
- Sarah Tanzer

# Doctor of Ministry Adjunct Faculty

- Dr. Antonio Aja
- Dr. Olu Brown
- Rev. Dr. Delois Brown-Daniels
- Rev. Dr. Danielle Buhuro
- Dr. Leslie Callahan
- Dr. Elizabeth Condé-Frazier
- Dr. Sharon Ellis Davis
- Dr. Leslie Diaz-Perez
- Rev. Freddie Haynes
- Dr. Young Hwang
- Rev. Dr. Sang Pil Im
- Dr. Dae Sung Kim
- Dr. Jason Kim
- Dr. Valerie Landfair
- Dr. Young Hee Lim
- Dr. Michael McBride
- Rev. Dr. José Morales Torres
- Dr. Meg Park-Landis
- Dr. Brooke Petersen
- Rev. Dr. José David Rodriguez
- Dr. Daniel Schipani

- Dr. Nolan Shaw
- Dr. Ozzie Smith
- Rev. Dr. Grace Kaori Suzuki
- Dr. Ralph Watkins
- Rev. Dr. Barbara Wilson
- Rev. Dr. Linda Wygant