Handbook & Catalog 2024-2025

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General Institutional Information

Purpose

From its beginning, the purpose of Saint Paul School of Theology has been to form people for transformational ministry in congregations, faith communities, and the world in which we live, especially in the Heartland, so that they are equipped to carry out the mission of the Church: making disciples of Jesus Christ for the transformation of the world.

Our Mission

Centered in Christ and rooted in the Wesleyan tradition, Saint Paul School of Theology is a seminary of intentional relationships committed to the formation of people for innovative, creative ministry through rigorous academic life, the exploration of Scripture, tradition, ministry practices, and diverse, contextual experience.

Our Vision

Saint Paul School of Theology, a seminary in the Heartland, aspires to be a creative network of collaborative learning relationships where students, clergy, lay professionals, and laity are equipped to serve congregations, the church, the city street, the country road, the public square, and the academy, in an ever and rapidly changing world.

Our Values

Saint Paul School of Theology is:

- **Christ-centered, prophetic, and evangelistic**
  From its beginning, Saint Paul School of Theology has been and continues to be, committed to operations, decision-making, and curriculum that embody a Christ-centered, prophetic, and evangelistic approach to theological education. Saint Paul stresses engagement of traditional disciplines, such as Scripture, church history, and theology, while placing students in settings such as prisons, mental health institutions, and monasteries and building relationships with the marginalized. Study and contextual experiences that explore witness, the proclamation of the gospel, and embodying the good news are guided by Saint Paul's Christ-centered, prophetic, and evangelistic commitment.

- **Formed in justice, integrity, and faithful experience.**
  Saint Paul is committed to racial justice, to Christian stands in the feminist and womanist movements, to the struggle of families across our communities, to environmental justice and peace, and to abiding attention to the poor and the marginalized. Saint Paul is committed to integrity and holistic faithfulness in its response to God's righteousness and love.
- Contextual, diverse, relevant, and multicultural
  Saint Paul is committed to the contextual engagement of academic and concrete life. This commitment demands training in diverse settings to search for a faithful response to the claims made in different contexts upon an attentive and skilled ministry, a training committed to the excluded, the estranged, the oppressed, and the marginalized. Saint Paul is committed to engaging theological learning in contextual ways that expand the learner's experience with diversity and cultural sensitivity relevant to their ministry settings.
- Committed to
  - The integration of academic excellence and faithful practice
  - The creation of community in the challenges of emergent contemporary contexts
  - The promotion of peace and justice through theological dialogue
  - The use of multiple platforms and approaches in academic life.

These commitments drive decision-making around all aspects of academic and contextual learning at Saint Paul.

The Mission, Vision, and Values provide a mechanism through which to express the identity and purpose of Saint Paul. In themselves, these brief statements cannot represent the many dimensions of Saint Paul's history, experience, and aspiration. Instead, they are intended to be a mirror and a window, both a reflection of Saint Paul's purpose and a portal through which to see the many ways in which Saint Paul moves in the Heartland and beyond.

As part of its commitment to the United Methodist Church, Saint Paul was formed by and continues to be informed by John Wesley's teachings. Consequently, the Mission, Vision, and Values are grounded in what has come to be called the "Wesleyan Quadrilateral" of Scripture-Tradition-Experience-Reason, Wesley's commitment to the poor and marginalized, his belief that reason is a gift from God that we ignore at our peril, a passion for justice, and undying energy for taking Jesus Christ into the corners of the world.

History and Accreditation

Saint Paul School of Theology was one of two schools authorized by the 1956 General Conference of The Methodist Church. Kansas City was selected as the location due to the shortage of Methodist pastors in this part of the country. Consequently, the central concern of Saint Paul School of Theology since it was chartered in 1958 has been the academic preparation for the practice of ministry. Since the fall of 2008, Saint Paul School of Theology has operated campuses in Kansas City and Oklahoma City.

Saint Paul School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools and is approved to offer the following degree programs:

- Master of Divinity (MDiv)
- Master of Arts in Christian Ministry (MACM)
- Master of Arts (Theological Studies) [MA(TS)]
- Doctor of Ministry (DMin)

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive, Pittsburgh, PA 15275, USA
412-788-6505; 412-788-6510 (fax)
www.ats.edu

These programs are approved for offering at our Saint Paul: Kansas Campus, Saint Paul: Oklahoma Campus, and via distance education.

Saint Paul School of Theology is regionally accredited by the Higher Learning Commission to offer the following degree programs:

- Master of Divinity (MDiv)
- Master of Arts in Christian Ministry (MACM)
- Master of Arts (Theological Studies) [MA(TS)]
- Doctor of Ministry (DMin)

The Higher Learning Commission
30 North LaSalle Street, Suite 2400,
Chicago, IL 60602-2504
800-621-6440
www.ncahlc.org

These programs are approved for offering at our Saint Paul: Kansas Campus, Saint Paul: Oklahoma Campus, and via distance education.

Saint Paul School of Theology is also approved for listing by the University Senate of The United Methodist Church. Saint Paul is chartered by the State of Missouri, approved by the Kansas Board of Regents and the Oklahoma State Regents for Higher Education, and authorized to participate in NC-SARA (a voluntary, regional approach to state oversight of postsecondary distance education).

Saint Paul is also a member of the Kansas City Association of Theological Schools (KCATS), a cooperative venture in theological education that includes Central Baptist Theological Seminary, Midwestern Baptist Theological Seminary, and Nazarene Theological Seminary.

For more information on the institution's accreditations and approvals, please visit https://www.spst.edu/accreditation/.

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Dr. Mike Graves
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Dr. L. Shannon Jung
Dr. Laurence A. Wagley
Dr. Henry H. Knight III
Dr. Lovett H. Weems, Jr.

Authority and Governance

(Affirmed by the Board of Trustees, October 2007)

In accepting admission to Saint Paul School of Theology, a student thereby agrees to be governed by and abide by the standards, regulations, and procedures of the seminary as identified in the Saint Paul School of Theology Student Handbook and Catalog (including the Structure of Governance) and other officially distributed documents. Saint Paul School of Theology students at the Oklahoma Campus are also subject to aspects of the Oklahoma City University Policies and Procedures (detailed below).

Saint Paul School of Theology is a seminary of the United Methodist Church. A Board of Trustees governs it. The Board of Trustees holds the President of the seminary responsible for the seminary's operation and governance. The Faculty Council has authority in all matters having to do with academic work and the professional development of students. It also makes the decisions about a student's qualification for graduation.

Structure of Governance

Board of Trustees

The Board of Trustees is responsible for establishing and maintaining the corporation's integrity and its freedom from inappropriate external and internal pressures and destructive interference or restraints. It shall attend to the well-being of the corporation by exercising proper fiduciary responsibility, adequate financial oversight, proper delegation of authority to the administrative officers and faculty of the corporation, engaging outside legal counsel, ensuring professional and independent audits, using professional investment advisors as appropriate, and maintaining procedural fairness and freedom of inquiry.

The corporation is a theological school of the United Methodist Church with the primary focus on educating leaders, ordained and lay, for the United Methodist Church. The Board of Trustees shall perform duties as the Board of Directors of the corporation, governing the corporation, defining the corporation's mission and purposes, and adopting basic policies and directions for the corporation's educational endeavor. (Bylaws, Saint Paul School of Theology, rev. 4/12/2016, Article II, 1a)

President

The Board of Trustees shall elect a President who shall be the administrative head of the entire educational and business affairs of the corporation. The President is accountable to the Board of Trustees for implementing all corporate policies, keeping the Board informed on matters appropriate to the best interest of the corporation, consulting with the Board of Trustees in a timely fashion on appropriate matters, and serving as the key spokesperson for the corporation. She or he has the authority to execute all documents on behalf of the corporation, consistent with authority delegated by the Board and in the best interest of the corporation. (Bylaws, Saint Paul School of Theology, rev. 4/12/2016, Article VI, 1)

Faculty

The faculty has responsibility for the academic programs offered by the corporation. The faculty is to ensure the academic programs offered advance the purpose of the corporation and are in conformity with the expectations of the accrediting agencies, the University Senate of the United Methodist Church, and any applicable federal or state entity. The faculty is accountable for demonstrating the educational effectiveness of the programs offered and making changes to the programs to enhance their effectiveness. (Board of Trustees Policies, October 12, 2016, BP12, 1)

Faculty Council

Faculty Council carries out the work of the faculty. Membership criteria are described in the Faculty Handbook.

Faculty Council Committees 2024-2025	Staff Members	Faculty Members
	(ex-officio, voice and vote except where noted)	(Chair and VPAAD have voice and vote)
Faculty Council	Executive Director OK Campus (no vote)	All Faculty VPAAD President
Faculty Personnel and Steering (Advises the VPAAD and President; makes recommendations related to faculty personnel matters)		Robinson (chair) Sigmon VPAAD President
Admissions (Evaluates applications to all degrees and recommends admission policies to Faculty Council)	Director of Admissions Assoc. Dean of Student Affairs Executive Director of OK Campus	Randolph (co-chair) Sigmon (co-chair) Kvam VPAAD
Curriculum (Reviews and approves course proposals; reviews and recommends curricular and academic policy changes)	Registrar Librarian KS Library Coordinator	Hwang (co-chair) Kvam (co-chair) Bartholomew (fall) Howell Kamudzandu (spring) VPAAD
Student Professional Development (Adjudicates student appeals and disciplinary actions; reviews and recommends policy changes related to student conduct and academic progress)	Assoc. Dean of Student Affairs Registrar Executive Director of OK Campus	Randolph (co-chair) Sigmon (co-chair) Howell Kvam VPAAD
Assessment (Develops and implements academic assessment and program review plans as directed by Faculty Council)	Assoc. Dean of Student Affairs Director of Admissions Executive Director of OK Campus	Bartholomew (co-chair) Hoeft (co-chair) Randolph Robinson Kvam (spring) VPAAD

Student Council
The governing organization of the student body conducts ongoing communication with peers, represents all students' interests before the administration, trustees, and committees, and coordinates and develops student activities.

- Elected President, Treasurer, and Secretary
- An elected body of student representatives (depending on the number of the student population)
- A representative from each student group, as approved by the Council.
- Associate Dean of Student Affairs (ex-officio)

Changes in Curriculum and Regulations

(Affirmed by the Board of Trustees, October 2007)

Saint Paul reserves the right to change the academic regulations, admissions regulations, calendar, curriculum, requirements for graduation, tuition and fees, and other regulations affecting the student body with due process. Such changes become effective as publicly announced through the official channels of communication on the campus. They will apply both to students who matriculated at Saint Paul at that time and to new and prospective students. Therefore, the Saint Paul Handbook and Catalog information is not to be regarded as creating a binding contract between the student and the seminary. No additional expenses will be charged to the student for any changes.

Assessment

Institutional Assessment

Saint Paul School of Theology has an ongoing institutional assessment process that evaluates academic programs and administrative units. The general purpose of assessment is to evaluate and improve how well Saint Paul is fulfilling its mission. The Board of Trustees regularly reviews key performance indicators and indicators of effectiveness in all areas of the institution. The Board establishes goals, strategic priorities, and implementation plans to improve Saint Paul's effectiveness continuously.

Academic Assessment

Saint Paul engages in multiple levels of assessment to improve its educational programs, coordinated through the Academic Assessment Committee. Direct and indirect assessments of student learning measure how well students achieve the Student Learning Outcomes, which are clearly stated for each academic program. Faculty gather annually to assess program-level student learning, review degree program curriculum, and establish improvement plans. The Board of Trustees and all institution departments review the Assessment of Student Learning Report.

An annual Educational Effectiveness Report reflects another level of assessment. Enrollment levels, retention, completion, persistence rates, student satisfaction rankings, alum feedback, and other measures provide all areas of the school with information about the overall effectiveness of Saint Paul's programs.

In a five-year rotation, as developed in the Program Review Plan, the Academic Assessment Committee evaluates the effectiveness of each academic program. This evaluation includes a review of student learning, curriculum, enrollment, resources, student experience, and relevance to current needs, leading to recommendations for sustaining and improving the program. These recommendations are distributed to appropriate personnel, who are then asked to report to the Committee on progress toward improved programming.

Admissions Requirements

Saint Paul School of Theology selects from among its applicants persons whose ability is judged equal to the demands of graduate professional education, whose personal qualifications and leadership potential are consistent with the requirements of ministry, and whose seriousness of purpose is evident. Admission is granted without regard to denominational preference, economic status, or theological preference. The Office of Admissions follows the institution's non-discrimination policy, which prohibits discrimination based on race, color, creed, religion, national origin, age, disability, sex, gender, sexual orientation, gender identity, parental, family, or marital status, pregnancy or related conditions, veteran status, or any other status protected by law.

No one pattern of pre-seminary studies can be prescribed to meet the breadth of understanding and skills required in the practice of ministry to the contemporary Church. Ideally, a student should come to Saint Paul with a strong background in history, philosophy, literature, and social sciences. These studies should equip new students to embark on seminary studies with confidence, thinking clearly, and reading, writing, and speaking English effectively.

Applicants wanting to enroll in courses for credit, audit a course, or register as a visiting student should begin the admissions process at www.spst.edu/apply-now. Applicants interested in student pastor appointments with The United Methodist Church should complete their application in time to receive an admissions decision by March 1. It will be critical for such applicants to be in close communication with denominational representatives.

Applicants eligible for US financial aid are encouraged to complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov as part of the application process, even if they do not intend to receive federal aid.

Application Deadlines

The dates listed below reflect the final day to receive ALL required application materials (see below for requirements by degree program)

- March 1 - Fall admission (international students)
- June 1 - Fall admission (US residents)
- November 1 - Spring admission (US residents)

Application Requirements

To be considered for admission, an applicant must provide ALL materials for their desired degree to the Admissions Office by the application deadline. If all documents are not received by the deadline, the applicant's file will be moved to the next semester.

Non-degree Seeking Students

This category may include applicants who desire continuing education credits, qualified applicants who wish to explore seminary education at the master's or doctoral level, and applicants who do not meet the usual undergraduate degree requirements for admission. Non-degree students are not eligible for financial aid.

Students wishing to take master's level courses but not enroll in a degree program at Saint Paul School of Theology must complete an application packet to be considered for admission and enrollment.

An application packet for the non-degree seeking students requires the following to be considered complete:

1. An application for admission form. The application form is found online at www.spst.edu/apply-now. Additionally, a PDF copy of the application form may be requested from the Saint Paul Admissions Office by email to admiss@spst.edu.
2. A personal statement of approximately 2 to 4 double-spaced typed pages. The essay should demonstrate writing skills appropriate to graduate work. For more information, see the online or printed Admissions form.
3. Official academic transcripts from **all colleges or seminaries attended**. A bachelor's degree from a regionally accredited institution is required. The Admissions Committee must approve any exceptions. **A minimum grade point average of 2.5 or higher (on a 4.0 scale) is required.**
4. One letter of recommendation is required. The recommendation can be from an academic professor or someone who can speak to the applicant's writing ability. Recommendation forms are included in the online application. Additionally, the Saint Paul Admissions office can request PDF copies of the recommendation form by email to admiss@spst.edu. **Recommendations from family members are not acceptable.**
5. A **$50.00** non-refundable application fee is paid online when the application is submitted.

Master's Degree Programs

An application packet for the Master of Divinity, Master of Arts in Christian Ministry, and Master of Arts in Theological Studies requires the following to be considered complete:

1. An application for admission form. The application form is found online at www.spst.edu/apply-now. Additionally, a PDF copy of the application form may be requested from the Saint Paul Admissions Office by email to admiss@spst.edu.
2. A personal statement of approximately 2 to 4 double-spaced typed pages. The essay should demonstrate writing skills appropriate to graduate work. For more information, see the online or printed Admissions form.
3. Official academic transcripts from **all colleges or seminaries attended**. A bachelor's degree from a regionally accredited institution is required. The Admissions Committee must approve any exceptions. **A minimum grade point average of 2.5 or higher (on a 4.0 scale) is required**.
4. Three letters of recommendation are required. Recommendation forms are included in the online application. **Students are highly encouraged to seek at least one academic reference to be included in their application packet**. Additionally, the Saint Paul admissions office can request PDF copies of the recommendation form by email to admiss@spst.edu. **Recommendations from family members are not acceptable**.
5. A **$50.00** non-refundable application fee is paid online when the application is submitted.

An applicant's file is complete when all materials listed above have been received by the application deadline. Once a file is complete, the application will be reviewed, and the applicant will be notified of the Admissions Committee's decision regarding admission. Applicants can typically expect a decision from the Admissions Office within ten days. All decisions made by the Admissions Committee are final.

Applicants admitted to the program must return the following to the Admissions Office before registration can be processed:

- Enrollment confirmation form,
- Payment of confirmation fee (within 30 days of receiving admittance letter) and
- A background check - a background check is required for all admitted students. United Methodist Students who have completed the UMCARES process may submit their Background Check Report to the Director of Admissions. All other applicants will use a third-party provider, Castlebranch.com, for all admitted students as a condition of enrollment. The cost of the background check is the responsibility of the applicant and is paid directly to Castlebranch.com.

Upon receipt of an applicant's confirmation form, confirmation fee, and background check report, Saint Paul will provide an institutional student account, assign a Faculty advisor, and provide the student with the next steps for course registration.

Doctoral Program

An application packet for the Doctor of Ministry requires the following to be considered complete:

1. An application for admission form. The application form is found online at www.spst.edu/apply-now. Additionally, a PDF copy of the application form may be requested from the Saint Paul Admissions Office by email to admiss@spst.edu.
2. A personal statement of approximately 2 to 4 double-spaced typed pages. The essay should briefly narrate ministry background and refer to experiences and theological resources that inform his or her interests. For more information, see the online or printed Admissions form. Applicants without an MDiv degree should see the requirements for equivalency below.
3. Official academic transcripts from **every college, university, graduate school, and seminary** from which the applicant has received a total of **fifteen** or more credit hours. An MDiv degree (or Bachelor of Divinity (BD) or equivalent professional ministerial degree) is required from a seminary accredited regionally and by the Association of Theological Schools in the United States and Canada. Applicants should have a cumulative grade point average of 3.0 or higher on a 4.0. scale. *See below for additional information regarding MDiv equivalency determination.*
4. Four letters of recommendation are required. Recommendation forms are included in the online application. Additionally, the Saint Paul Admissions office can request PDF copies of the recommendation form by emailing to admiss@spst.edu. **Recommendations from family members are not acceptable.**
5. A theological writing analysis of a situation in ministry (a maximum of ten double-spaced typed pages). There are two options for the theological writing analysis:

   a) The applicant analyzes a poignant ministerial situation from an explicitly defined theological perspective. Carefully selected biblical, historical, and theological sources should inform the applicant's thinking. Theological issues implicit in the situation should be addressed, and constructive suggestions for ministry should be offered. This reflection should be related substantively to the applicant's primary interests in the DMin degree.
   OR
   b) The applicant submits a previously written work (e.g., an academic paper or a theologically substantive sermon). If the paper or sermon exceeds the page limit, applicants should indicate the four pages they wish the committee to read.

Important Notice: The Admissions Committee will use the theological writing analysis to evaluate the applicant's ability to:

a) Accurately present and critically assess the argument of a text.
b) Develop an informed analysis of the situation vis-à-vis authoritative texts. Theological explication (e.g., how God is understood in this situation, how people are related to one another and God, and how grace and sin are manifested in the situation) and grounding in theological disciplines are especially important. Applicants should also offer constructive suggestions for future practice.

6. A **$60.00** non-refundable application fee is paid online when the application is submitted.

An applicant's file is complete when all materials listed above have been received by the application deadline. Once a file is complete, the application will be reviewed, and the applicant will be notified of the Admissions Committee's decision regarding admission. Applicants can typically expect a decision from the Admissions Office within ten days. All decisions made by the Admissions Committee are final.

Applicants admitted to the program must return the following to the Admissions Office before registration can be processed:

- Enrollment confirmation form,
- Payment of confirmation fee (within 30 days of receiving admittance letter) and
- A background check is required for all admitted students. United Methodist Students who have completed the UMCARES process may submit their Background Check Report to the Director of Admissions. All other applicants will use a third-party provider, Castlebranch.com, for all admitted students as a condition of enrollment. The cost of the background check is the responsibility of the applicant and is paid directly to castlebranch.com. Applicants must forward a copy of the results to the admissions office prior to enrollment.

Upon receipt of an applicant's confirmation form, confirmation fee, and background check report, Saint Paul will provide an institutional student account, assign a Faculty advisor, and provide the student with the next steps for course registration.

Master of Divinity (MDiv)

Equivalency for Doctor of Ministry (DMin) Admission

Graduate work in other master's degree programs may be assessed for MDiv equivalency if the applicant does not have an MDiv degree and wants to pursue a DMin. Official academic transcripts from every college, university, graduate school, and seminary from which the applicant has received master's program credit must be submitted to assess equivalency. The student will supply catalogs or catalog portions describing the courses and program of study. Additional material, such as course descriptions, syllabi, papers, or exams written for courses, may be required. The Admissions Committee will assess the materials in accordance with agreed-upon policies.

Request for exceptions to the Master of Divinity, applicants must demonstrate:

1. the ability to thoughtfully interpret Scripture and the theological tradition of one's ministry context,
2. the capacity to understand and adapt one's ministry to the cultural context,
3. a basic self-understanding of one's ministerial identity and vocational calling,
4. a readiness to engage in ongoing personal and spiritual formation for one's ministry,
5. an accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling and
6. significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate. *"Significant" means a minimum of three years leading in a ministry setting (paid or volunteer)

Conditional Admission

Conditionally admitted students are permitted to study at Saint Paul School of Theology under specific conditions enumerated in their letter of admission. Such conditions may include a requirement to achieve a minimum GPA of 2.5 (Masters) and 3.0 (DMin) in their first semester of study or other requirements specified by the Admissions Committee. Such conditions must be met by the end of a student's first semester of study. The Student Professional Development Committee (SPDC) monitors all degree program students' progress and determines when the concerns resulting in probation have been satisfied. Students who fail to meet their required conditions will be dismissed from Saint Paul.

International Student Admission

Saint Paul School of Theology welcomes international students. We are committed to a global vision of the Church and strongly believe in the sharing and growth that can occur in an academic community that includes international students. While we desire this presence, we live with the realities of financial and governmental limitations. Therefore, applicants for whom English is a second language must submit the following documentation as part of their application process no later than four months from the start of the semester they plan to attend:

1. Official documentation of having passed the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the written (TOEFL) test, 213 on the computer-based test (cBT), or 79-80 on the internet-based test (iBT). Alternatively, an applicant may provide documentation that they have earned a prior degree in a program taught in English or that their country's primary language is English.
2. A completed International Financial Certification. This form will be emailed to all international applicants from the Admissions office to help document the student's financial support before arriving at Saint Paul. An I-20 form will not be processed until the applicant has been admitted and has demonstrated adequate financial support.
3. Copy of valid passport (photo/data page).

Visiting Student

A full-time student in good standing in a degree program at an ATS accredited seminary may enroll for classes at Saint Paul as a "visiting student." A letter from the registrar at the seminary of primary enrollment certifying the student's status should be directed to the Admissions Office for approval. The Saint Paul Registrar's Office will contact the visiting student with registration information upon approval by the Admissions Office. Visiting students are not eligible for financial aid.

Finances

Tuition Rates for 2024 - 2025
The fees and charges presented in this section are for the 2024-25 academic year. The seminary reserves the right to revise any fees, deposits, and other charges or any financial policies without prior notification to the student.

$670 per credit hour MDiv, MATS, and MACM
$670 per credit hour DMin

Student Fee Descriptions and Amounts

1. **Application Fee**
   Master's level and non-degree-seeking applicants to Saint Paul School of Theology are required to submit a fee of $50. Doctor of Ministry program applicants must submit a $60 application fee.

2. **Audit Fees**
   Auditors receive no academic credit or faculty evaluation but are entitled to attend Saint Paul courses for personal enrichment. Degree-seeking students currently enrolled for other credit-bearing courses may audit courses for $100 per course. A special auditor rate of $225 per course is offered to alums of Saint Paul. Qualified community members can audit Saint Paul courses at $200 per credit hour. Inquiries should be made to the Director of Admissions for further information.

3. **Confirmation Fee - $150**
   Admitted students are required to confirm their intention to attend, reserve their place in the entering class, and secure grants and other financial aid offered by paying a non-refundable fee of $150. Accepted applicants may defer enrollment for up to one year. After that, if the applicant chooses to reapply, a new confirmation fee must be paid.

4. **Thesis/Project Fee - $200**
   Students enrolled in thesis, proposal, or project conference courses (0 credit hours) are assessed $200 to cover administration costs.

5. **Graduation Fee - $325**
   Each graduating student at Saint Paul is assessed a $325 graduation fee. Fees collected help cover diploma printing costs, commencement speaker, additional security and food service personnel, and other expenses related to graduating students and commencement. Students are expected to participate in all facets of this important event. The fee will not be waived for non-participants.

6. **Independent Study Fees - $150**
   Students who initiate approved independent studies will be assessed a fee of $150 to cover administration costs (in addition to regular tuition).
7. **Student Infrastructure/Technology Fees - $600 for 6 or more credit hours, $350 for 5 or fewer credit hours**
   A single, all-inclusive fee of $600 (students taking 6 or more credit hours) or $350 (students taking 5 or fewer credit hours) is charged to all students at registration for each semester/term enrolled. This assessment funds a portion of campus-wide services and infrastructure that support classroom education and the community formation experience. Services include the campus computer network, infrastructure equipment, and services, network management and monitoring equipment and software, video conferencing equipment and services, classroom AV equipment purchase and maintenance, internet access fees, electronic security firewalls and filters, course management software, email services, software purchases, and upgrades, community meals (as outlined in this handbook), and security services.
8. **Student Council Activity Fee - $75 for 6 or more credit hours, $45 for 5 or fewer credit hours**
   Students in any of the Master's degree programs are charged $75 (students taking 6 or more credit hours) or $45 (students taking 5 or fewer credit hours) at registration for each spring or fall semester/term. The fee may be refunded only when a student withdraws from all classes before the semester/term begins. No assessment is made for the summer term.
9. **Financing and Late Payment Fee – $50**
   A fee will be accessed to a student's account on the 1st of each month on any past due amount of more than $200 during the term. After the term is complete, a fee will be accessed on any balance due until the balance is paid in full.
10. **Miscellaneous Charges**
    - Lost Library Item Charges: Varies up to $120 per item, including a $15 processing charge.
    - Return Check Fee $25
    - Parking pass (SPST: OCU students only) - $150
    - Transcript -
      - Official $10.00
      - Unofficial $0.00 (available on student's account)
      - All expedited requests will have an additional fee of $25.00.

Tuition Payment Policy

It is expected that Saint Paul students will honor their financial commitments. Tuition and fees are due by the first day of the term. If any charges are to be paid to the seminary by a sponsor other than the student, it is still the student's responsibility to ensure the payment is received when due. Failure of a sponsor to make a payment does not relieve the student from responsibility for payment of charges nor any late/financing fees that may be accessed. In these cases, the student should make the required payment on time and request a credit balance refund after their support arrives and is posted to their student account. Tuition, fees, and anticipated aid are posted to the student's account 21 days prior to the first day of the term. No billing statement will be mailed. Students are responsible for checking their online accounts, as needed, for any balance due or changes to their accounts.

Payment Plans

A standardized payment plan is available in the fall and spring terms for students unable to pay their accounts in full by the first day of the term. Payment plans are not offered for the summer term. Students will need to contact the business office to request a payment plan. Payment plans must be requested 10 days before the term start date to allow for processing and approval. Failure to make timely payments on payment plans will result in late fees and make the student ineligible for future payment plans.

Student Financial Accountability

Enrollment in courses at Saint Paul School of Theology is a privilege. Students are expected to demonstrate a level of accountability in fulfilling financial obligations to the seminary appropriate to those entrusted with ministry to the Church. Students are responsible for being informed of and observing all regulations and procedures regarding the payment of fees and the entitlement to refunds. All students must adhere to the academic progress and Satisfactory Academic Progress (SAP) outlined in the student handbook. In accordance with institutional policy, students with outstanding indebtedness to the seminary will not be permitted to register for a subsequent semester/term or receive academic records/transcripts. All prior balances must be paid in full or be current on an approved payment plan before registering for a subsequent semester/term. Students will be allowed to add classes based on availability only after payment is complete.

Enrollment, Financial Aid, Billing, and Payment Cycle 2024-2025 Year-MDIV, MATS, MACM, and DMIN

	Fall - 2024	Spring - 2025	Summer - 2025
Students must submit forms for notification of Outside financial assistance to the Financial Aid Office.	July 1st	December 1st	May 15th
Invoices are published (no statement will be mailed) on the student's account.	21 Days Prior to Term Start Date	21 Days Prior to Term Start Date	21 Days Prior to Term Start Date
Deadline for students to pay the balance due in full.	Term Start Date	Term Start Date	Term Start Date
A financial hold is placed on delinquent accounts.	30 Days after Term Start Date	30 Days after Term Start Date	5 Days after Term Start Date

Delinquent Accounts

A student's account will become delinquent if 1) the balance due is not paid by the first day of the term, 2) an approved payment plan is not in place prior to the first day of the term, or 3) scheduled payments for a payment plan are not made on time. Students with delinquent accounts will be charged a monthly financing fee until the account is current. During a term, if payments are not made on time, a lock will be placed on the student's account, and/or Moodle access to classes will be denied. A lock bars a student from adding additional classes and the release of academic records/transcripts. In addition, Saint Paul School of Theology reserves the right, without notice, to report student account delinquencies to the Student Professional Development Committee.

The seminary will make several attempts to collect outstanding balances. Students who have failed to respond will be turned over to an external collection agency and assessed a collection fee. The student will be responsible for all collection costs, including agency fees, attorney fees, court costs, and whatever amounts are owed to the seminary.

Accounts of graduating students must be paid in full to participate in commencement. In addition, diplomas will be given to students once accounts are fully paid.

Withdrawals

Any student wishing to withdraw from all classes before the start of the term should notify the registrar immediately. Students who withdraw during the drop/add period will receive a full refund of tuition and fees. A withdrawal becomes official on the date that the Registrar receives a completed withdrawal form. If a student withdraws from Saint Paul School of Theology, all installment payments are due in full and subject to the refund policies of Saint Paul School of Theology.

The total amount owed and any necessary payments or possible refunds will be determined by the date of official withdrawal from the seminary.

After the drop/add date, refunds or credits on balances due for withdrawn students are based only on tuition and fees. A 50% refund of tuition only if the student drops after the last day of the drop/add date but by close of business two weeks following the drop/add date.

Unofficial Withdrawal

In compliance with federal regulations relating to financial aid, Saint Paul will determine whether a Title IV federal refund is necessary when a student fails to attend or ceases to attend class and does not withdraw. This situation is referred to as an "unofficial withdrawal." Once the last date of attendance is established, the Director of Financial Aid will calculate the amount and type of funds to be returned to the federal aid programs, if any, in accordance with federal regulations. Students who attended through the 60% point of the term are considered to have earned all federal aid.

Leave of Absence- Federal Financial Aid

Saint Paul School of Theology understands that some students may need to leave school for an extended period. Students should be aware that any leave from the institution may have an impact on current as well as future financial aid. This may include repaying a portion of funds received in the current semester. Students will be billed for any amount due to Saint Paul because of returned Title IV funds that would have been used to cover Saint Paul charges. Students considering a leave of absence should meet with the Director of Financial Aid to ascertain if any funds will be immediately returned to lenders and the impact on future financial aid.

In compliance with federal regulations, a leave of absence is treated the same as a withdrawal for federal financial aid purposes. Therefore, if you are considering taking a leave of absence, please be aware of the following:

a) Leave of absence cannot exceed 180 days. If a leave of absence exceeds 180 days, federal loans will go into repayment status.

b) A written request must be submitted to be granted a leave of absence.

c) Students are required to complete Exit Counseling.

d) It will be necessary to re-apply for loans upon return to school.

e) Upon returning to school, students must notify the Director of Financial Aid so lenders can be notified.

Withdraw Hardship

Students experiencing emergencies that render them unable to engage in academic work for the remainder of the semester may receive a transcript notation of Withdrawal Hardship (WH) at the discretion of the VPAAD, provided they drop all registered courses. All institutional aid is forfeited for that semester. The VPAAD grants a WH only once to a student in his or her academic tenure. Petitions for exceptions should be directed to the VPAAD for consideration.

- **Students receiving a Withdrawal Hardship will:**

a) Receive tuition credit equal to the tuition charged during the current semester only. (Fees are non-refundable.)

b) Receive a cash refund for any tuition paid by the student.

c) Be subject to repayment terms of any used Title IV federal financial aid mandated by the federal government.

- **To receive a WH designation, a student must:**

a) Drop all classes registered in the semester in which WH is requested.

b) Document the reason for the request in writing and submit it to the VPAAD before the end of the term.

c) Receive approval from the VPAAD. The VPAAD will communicate the decision; and

d) If approved, the decision will be communicated to the student's course instructors, who shall submit a WH as the final grade for the student.

Tuition Refund Policy

Students must drop the course(s) using their online student account by the below dates to receive a tuition refund. Any difficulties with this system should immediately be reported to the Registrar. Drop/add forms can be obtained from the Registrar's Office if an internet connection is unavailable. The official drop date for determining a refund shall be when the process is completed online, or the drop/add form is received and dated by the registrar. Any refund due to the student will be refunded to the student no later than 30 days from the withdrawal date.

Saint Paul School of Theology will fully refund any course terminated or canceled. If a course is canceled, Saint Paul will refund all specific fees for that course. If a semester is canceled, Saint Paul will provide a full refund for all fees for that specific semester. Saint Paul School of Theology will not delay or postpone any course except for the following three reasons: (1) an event that causes loss of life, (2) potential loss of life, or (3) concern for an individual's safety. If Saint Paul School of Theology does postpone a course for more than two weeks, Saint Paul will provide a full refund.

Tuition refunds for all terms will be calculated according to the schedule below.

Please note: Dropping and adding classes after the semester/term has started may reduce the total number of hours for any semester or term. If so, it may affect current and future financial aid eligibility. Please consult with the Director of Financial Aid to avoid any unexpected financial consequences. Please see *Satisfactory Academic Policy (SAP): MACM, MA(TS), MDiv, and DMIN Satisfactory Academic Progress for Financial Aid.*

Non-Refundable Items:
Fees as listed under Fee Descriptions, Saint Paul need-based grants, Saint Paul scholarships, and awarded funds listed as non-refundable (NR).

The return of Title IV federal student aid and non-federal student aid will follow the policies listed under Return of Student Aid.

Master's and DMIN Programs:

Refund	Fall semester 2024	Spring semester 2025	Summer semester 2025
100% Tuition and Fees	Before the start of term and continuing until 14 days into the term	Before the start of term and continuing until 14 days into the term	Before and including the first day of the term
50% Tuition Only	From the 15th day of the term until the 28th day of the term	From the 15th day of the term until the 28th day of the term	From the 2nd day of the term until the 15th day of the term

Add/Drop of Courses Contacts:

Subject	Contact	Phone
Financial aid impact of adding/dropping courses	Director of Financial Aid	913-253-5050
Billing/Cost impact of adding/dropping courses	Coordinator of Student Accounts	913-253-5051
Impact on Academic degree plan when adding/ dropping courses	Registrar	913-253-5050

Financial Aid

Cost of Attendance (COA)

The annual COA includes tuition, fees, supplies, transportation, and room/board. The approved costs determine the financial need for seminary awards and Federal Direct Loans. Status: Full-time (9-15) credit hours; Half-time (6-6.5) credit hours; Three-quarter time (7 – 8.5) credit hours; Part-time (1-5.5) credit hours. Approval is required to enroll in more than 15 credit hours per semester (Master's degree students).

Note Federal Aid eligibility requirements (minimum Half-time enrollment per semester – Fall and Spring): 6 credit hours per semester (Master's); 3 credit hours per semester (Doctoral). Saint Paul does not disburse federal aid for the summer term. Part-time students are not eligible for federal aid.

Degree *Costs per academic year*	**Tuition**	**Fees**	**Books & Supplies**	**Transportation**	**Room & Board**	**Total**
MDIV, MACM, MATS Fall & Spring						
Full-time (30 cr. Hrs.)	20,100	1,350	2,500	4,500	18,000	$46,450
Half-time (12 cr. Hrs.)	8,040	1,350	1,250	2,250	15,000	$27,890
Part-time (10 cr. Hrs.)	6,700	790	1,050	1,250	12,200	$21,990
Summer						
Full-time (6 cr. Hrs.)	4,020	600	300	1,000	6,000	$11,920
Part-time (3 cr. Hrs.)	2,010	350	150	500	4,000	$7,010
DMin						
Fall & Spring						
Full-time (10 cr. Hrs.)	6,700	1,350	630	2,800	12,200	$23,680
Half-time (6 cr. Hrs.)	4,020	700	450	1,400	6,000	$12,570
Summer						
Full-time (5 cr. Hrs.)	3,350	350	300	1,000	2,500	$7,500
Part-time (1 cr. Hrs.)	670	350	150	500	1,500	$3,170

Saint Paul Scholarships and Awards

General Endowed Scholarships

Saint Paul offers a range of endowed scholarships available to all degree-seeking students. General endowed scholarships must be used in the semester they are awarded and are non-refundable to the student. All other non-refundable aid will be applied before endowed scholarships.

Named Endowed Scholarships

Saint Paul offers a range of named endowed scholarships available to all students. These are scholarships available only for students that meet the donor's requirements. Once students have been officially accepted into Saint Paul School of Theology, undergraduate and graduate transcripts will be reviewed to determine eligibility for a named endowed scholarship. As a returning student, to maintain the Saint Paul scholarship, the student must meet the GPA requirement of the scholarship. Named Endowed scholarships are based on the donor's requirements and the value of funds.

Full Tuition Scholarship Fellows Program

To be eligible, a student must be a new Master's degree student entering the fall semester registering full-time. This tuition scholarship is designed to prepare exceptional students for creative leadership and service. The Fellows Program provides three years of funding covering a master's degree, seminary books, and educational fees.

Endowed End of Year Awards

At the end of the academic year, awards are given to students who have achieved a superior level of excellence in designated areas of study or contribution to the Saint Paul community. The faculty selects the awards. Specific funds may be credited to the student's account and then refunded to the student.

Advanced Course of Study Award

An award will be offered based on need.

Scholarships and Grants from Outside Sources

The Financial Aid Office provides information to applicants and current students about potential outside sources of educational support. Students should also check with their denomination and a local church to see what assistance may be available. Students must complete and submit an Outside Scholarship Notification Form with official documents. NOTE: Official documentation may be in the form of an email letter (scanned or mailed). Photocopies will not be accepted. It must include the following: (1) the award amount, (2) your name, (3) the donor name, (4) the term(s) to disburse the award, and (5) whether the aid is for tuition and fees only or can be refunded to you if overage occurs. Forms are due July 1st for the fall semester and December 1st for the spring semester.

Loan Programs

Federal Direct Loan Program
As of July 1, 2012, The Department of Education eliminated the graduate subsidized loan. Graduate students will have unsubsidized loan funding available. The U.S. Department of Education will continue to be the lender of this low-interest loan the federal government offers. The interest rate for unsubsidized loans is a fixed rate. The federal government charges a small loan origination fee for each loan. The Department of Education will deduct this fee before the loan funds are sent to the school. Master's and Doctoral students must be enrolled at least half-time to participate in this loan program. This loan amount will be based on the cost of attendance minus the estimated family contribution (EFC) of the FAFSA results and any other financial aid received, such as scholarships. Students may receive less than the maximum amount of other aid that covers a portion of the cost of attendance. Federal Aid eligibility requirements (minimum Half-time enrollment per semester – Fall and Spring): 6 credit hours per semester (Master's); 3 credit hours per semester (Doctoral). Saint Paul does not disburse federal aid for the summer term. Part-time, Advanced Course of Study, and Non-Degree students are not eligible for federal aid at Saint Paul. Visiting students may use federal aid disbursed by an approved institution. Federal Aid received by the other institution will be credited to the student's account.

The lifetime borrowing limit for all outstanding Direct and FFELP Stafford Loans (including prior schools) is $138,500 as a graduate student. The graduate debt limit does not include Graduate PLUS amounts.

Note: The federal government sets the interest rate, not Saint Paul. Students may repay loans early, as there is no early loan repayment penalty. The federal government guarantees federal unsubsidized loans. Only one application is needed, and no cosigner is required.

Applying for a Federal Stafford Loan

A student must be one of the following to be eligible to receive federal student aid:

- A U.S. citizen or national;
- A citizen of the Freely Associated States: the Federated States of Micronesia and the Republics of Palau and the Marshall Islands; or
- A U.S. permanent resident or other eligible noncitizen.

Steps to Complete

a) Request a Federal Student Aid ID (FSA ID) from the U.S. Department of Education at https://studentaid.gov/.

b) Complete the required Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/.
   - Use the IRS Data Retrieval Tool (which allows students to access the IRS tax return information needed to complete the FASFA by transmitting data directly into their FASFA).
   - If ineligible to use the IRS Data Retrieval Tool, students must obtain a Tax Transcript from the IRS – https://www.irs.gov/individuals/get-transcript
     - Saint Paul's federal code is G02509.

c) Students must submit the Federal Stafford Loan Data Sheet stating/approving the amount to be borrowed. Forms are on Moodle (SPST Forms link at the top of the page).

Financial Aid Notice

Students will receive a financial aid notice via Populi, listing the following:

- Saint Paul Endowed Scholarship
- Federal Direct Stafford Loan

Disbursements of Federal Financial Aid

All federal loan proceeds are received via electronic funds transfer (EFT). Before each disbursement, the student's eligibility will be reviewed to ensure that he or she remains eligible. To qualify for financial aid, students must be enrolled at least half-time and adhere to Satisfactory Academic Progress (SAP) guidelines outlined in the student handbook. Disbursement of funds occurs after the fourth week of the term. Students should be prepared to cover all expenses, i.e., food, rent, books, transportation, etc. until federal or scholarship funds are disbursed and applied to outstanding charges. After paying the charges, Saint Paul will refund the remaining funds to students by check. Checks will only be sent to the address on file. All refund checks will be sent via the US Post Office, with no exceptions.

Satisfactory Academic Progress for Financial Aid

- **(Part A) General Information**

All students (Title IV or non-Title IV) must adhere to the academic and Satisfactory Academic Progress (SAP) policies outlined in the student handbook. Federal regulations require that financial aid recipients maintain SAP for continued eligibility for Title IV funding. Funding under this title includes the Federal Direct Loan program (unsubsidized loans for graduate students). This policy includes all funding from Saint Paul School of Theology's institutional scholarships. The Director of Financial Aid will determine the SAP of each student receiving assistance at the end of the spring semester for Master's and the summer semester for Doctoral graduate students annually. Students who fail to meet the SAP standard (GPA and Pace) will be notified by the VPAAD in writing via email. All credits accepted by Saint Paul School of Theology from other institutions will be used to calculate eligibility. Any student who fails to meet the standards will be notified by email.

SAP for financial aid eligibility should not be confused with the institution's Academic Probation and Dismissal Policy. The academic progress policies can be found in the handbook's Academic Progress section, which addresses the expectation that students will achieve proficiency in the academic areas required for their degrees and maintain satisfactory professional progress at Saint Paul. All students (full-time, part-time), regardless of status, enrollment, or program (degree or non-degree) will be treated the same.

Federal Financial Aid Status

Financial Aid Warning

Students who do not meet the SAP standards (see Part B) will be placed on Warning as a notice that their academic work is below the standard. While on Financial Aid Warning, a Master's graduate student must receive a 2.50 cumulative GPA and meet the pace and timeframe standards requirements. A Doctoral graduate student must receive a 3.00 cumulative GPA and meet the pace and timeframe standards requirements. If a student corrects the deficiency by grade changes or meeting the standards by working on his/her own, he/she will be removed from the warning. Warning status cannot be appealed. Students are still eligible to receive Financial Aid for one payment period while on Financial Aid Warning status. Students who fail to make satisfactory progress after the warning period are placed on suspension.

Financial Aid Suspension

Students who do not meet the terms of their warning will be suspended and prohibited from receiving future aid until all standards are met. In addition, any graduate financial aid recipient receiving all failing or incomplete grades at the end of the annual SAP evaluation will automatically be suspended (no warning period will be granted). A student on Financial Aid Suspension is not eligible to receive financial aid.

Appeal for Financial Aid Suspension

Students may appeal financial aid suspensions to the Director of Financial Aid. Reasons for an appeal may include but are not limited to the death of a relative, an injury or illness of the student, or other exceptional circumstances. Appeals may be made

based on the student's injury or illness, the death of a relative, or other special circumstances. To appeal, a student must submit a typed appeal letter explaining why they failed to meet the SAP requirements and what has changed that will allow them to meet the requirements at the next evaluation. Letters of support from doctors, teachers, family members, etc., are encouraged. All appeal decisions the Director of Financial Aid addresses are final and not subject to further review. Appeals will not be considered for prior semesters. Reinstatement of any aid originally awarded to a suspended student is at the director's discretion.

Re-establishing Federal Financial Aid Eligibility

Students with no extenuating circumstances or students with denied appeals may reestablish eligibility for federal financial aid. To re-establish eligibility, students may enroll at their own expense in an academic semester at Saint Paul School of Theology or elsewhere and successfully complete all credit hours enrolled. Students must also meet all academic progress requirements outlined in Part B.

- **(Part B) Graduate Student Standards**
  Time Frame: The maximum timeframe for graduate aid eligibility is **MDIV**, 79 credit hours; **MATS**, 38 credit hours; MACM, 38 credit hours; and **DMIN**, 30 credit hours, at Saint Paul School of Theology. The timeframe considers all hours attempted regardless of whether the student has ever received financial assistance or has completed a prior degree. The required credit hours for the degree must be completed with the listed number of years: MDIV-10 years, MACM-8 years, MATS-8 years, and DMIN 6 years.

Qualitative Standard (grade-based)

Cumulative Grade Point Average: Master's graduate students must have a cumulative GPA of 2.50 or higher annually at the spring semester's end. Doctoral graduate students must have a cumulative GPA of 3.00 or higher annually at the summer semester's end. This cumulative GPA must be maintained until graduation to meet SAP. Students who receive an Incomplete grade will be evaluated after the final grade has been submitted. Incomplete grades are due 30 days from the end of the semester. Student status is reviewed annually.

Quantitative Standard (pace)

Attempted Hours/Credit Hour Pace: Attempted hours include any credits a student is enrolled in when aid is disbursed. The pace requirement for SAP requires students to earn (complete) credit for at least 67% of the credits attempted. The pace is defined as the number of credits completed divided by the number of credits attempted. Credits of F, NC, I, IP, W, or AUD are not considered completed. If that percentage is less than 67%, aid eligibility will be subject to a warning or suspension status. Satisfactory Academic Progress will be reviewed at the end of the spring (Masters) and summer (Doctoral) semesters annually.

Students who receive an Incomplete grade will be evaluated after the final grade has been submitted. Incomplete grades are due 30 days from the end of the semester. Financial aid recipients who receive all failing grades will automatically be placed on probation at the end of any term. Students who fail to meet the standard by the end of the spring semester will be automatically placed on suspension. Completion GPA and pace of completion are affected by incomplete courses, withdrawals, repetitions, and transfer credits from other schools. Courses will be counted in the SAP quantitative assessment for students who withdraw after the add/drop period (earning a grade of "W" or its equivalent). The assessment will not include withdrawal from courses during the add/drop period. If students change degree programs, credits and grades acceptable towards the degree in which the student is now enrolled will be included in the satisfactory progress determination.

After the grades are posted, students whose GPA is below the standard (2.5 – Master/3.0 Doctoral) will be notified by the VPAAD in writing via email.

The following table compares a student's attempted and completed hours per semester and which grades will be counted as completed and incomplete at the end of the semester.

(see next page)

Hours attempted per semester/term	Hours completed per semester/term
12+	9 Master's Level
9	6 Master's level
5	3 Doctoral Level
4	2 Doctoral Level
Completed Credits	**Non-Completed Credits**
A- Superior	F - Failing
B - Above Average	I - Incomplete
C - Average	W - Withdrawal
CR - Credit	
C - Below Average (Doctoral)	
D - Below Average	

Example: If John, a Master's graduate student, initially enrolled in 12 hours (9+ = Full-time status) at the beginning of the semester and received aid at that enrollment level, he would be expected to complete at least 9 hours successfully regardless of whether he dropped, withdrew, or failed classes. On the other hand, if John initially enrolled in 9 hours and then dropped to 6 (6-6.5 = Half-time status) before his aid was disbursed, he would only be expected to complete 6 hours, and his aid would be adjusted to the appropriate enrollment level.

Retake Policy

According to federal regulations, a student may receive Title IV funds to retake any previously passed course a maximum of once per course. Students may receive Title IV funds to retake a course they failed. If a student withdraws before completing the course, they may use Title IV funds for retaking; it is not counted as the student's one allowed retake for that course. However, if a student passes a class once, then is repaid for retaking it, and fails the second time, that failure counts as their paid retake, and the student may not be paid for retaking the class a third time. The retaken course will be included in the student's enrollment status and count toward the student's eligibility for Title IV aid. The highest grade between the courses will be used to calculate the cumulative GPA and to assess qualitative and quantitative progress. The lower grade will count toward the term GPA and affect the quantitative progress.

Return of Student Aid

Federal Return of Title IV Aid Policy (R2T4)

According to federal regulations, for students who receive federal financial aid and withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, Saint Paul will calculate any amounts disbursed that must be returned to the Title IV programs. A student is considered officially withdrawn by receiving a completed withdrawal form. The official withdrawal date is determined by the date the Registrar receives a completed withdrawal form. For a student who withdraws during the 100% refund (add/drop) period for any term, all disbursed federal aid will be canceled and returned. If a student stops attending without dropping all classes, the faculty/advisor notifies the registrar of the last date of attendance, and the student will be considered unofficially withdrawn. The last date of attendance will be recorded as the official withdrawal date.

If the R2T4 calculation results in a credit balance on the student's account, the balance will be disbursed within 14 days of the calculation.

Steps to returning Title IV aid consist of:

- **Step 1**: Determine the percentage of the student's enrollment period before withdrawing (days attended divided by total days in the period).
- **Step 2**: Determine the amount of Title IV aid earned by multiplying the total Title IV aid for which the student was awarded by the percentage of time enrolled.

- **Step 3**: Compare the amount earned to the amount disbursed. If more aid was disbursed than earned, determine the amount of Title IV aid that must be returned by subtracting the earned amount from the disbursed amount.
- **Step 4**: Allocate the responsibility for returning unearned aid between the school and the student according to the portion of disbursed aid that could have been used to cover institutional charges and the portion that could have been disbursed directly to the student once the institutional charges were covered.
- **Step 5**: Distribute the unearned funds to the appropriate Title IV program.
  Students will be billed for any amount due to Saint Paul because of Title IV funds that were returned that would have been used to cover Saint Paul charges.

Order of Refunds for Students with Financial Aid

Refunds due to students who are receiving student financial assistance funds will be made in the following order:

- Unsubsidized Federal Stafford Loans
- Other Assistance Awarded by Title IV of the HEA
- Other Federal, State, Private, or Institutional Assistance
- Issued to the Student

Return of Unearned Tuition Assistance (TA) funds to the government

Saint Paul School of Theology will return any unearned tuition assistance (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided to the military Service Branch. TA funds are proportionally earned during the enrollment period; unearned funds are based on when a student stopped attending. The unearned funds are returned to the military branch, not the student.

Schedule for the return of unearned TA funds to the government

- 15-week semester
- Before or during weeks 1-2: 100% returned.
  During weeks 3-4: 75% returned.
- During weeks 5-8: 50% returned.
- During week 9: 40% returned (60% of course completed)
- During weeks 10-15: 15% return

Veterans Policy

Under the Veteran's Benefits and Transition Act of 2018 –

- Saint Paul School of Theology permits any covered individual to attend or participate in education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:
  1. The date on which payment from VA is made to the institution.
  2. 90 days after the date, the institution certifies tuition and fees following the eligibility certificate.

- Saint Paul will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

In addition, the covered individual must take the following additional actions:

1. Submit a certificate of eligibility for entitlement to educational assistance by the first day of a course.
2. Submit a written request to use such entitlement.
3. Provide additional information necessary for the proper certification of enrollment by the educational institution.
4. Covered individuals are required to pay the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

***NOTE**: A Covered Individual is any individual entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits. "GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)." More information about education benefits offered by the VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill."

Degree Programs

Saint Paul School of Theology offers the following (four) degree programs: Master of Divinity, Master of Arts in Christian Ministry, Master of Arts (Theological Studies), and Doctor of Ministry.

All degree programs have expected student learning outcomes assessed throughout the programs using the rubrics established by the faculty. Graduates of our programs demonstrate satisfactory achievement of these student learning outcomes. Any program changes approved during an academic year will take effect the following academic year. Students must adhere to the catalog in which the changes appear.

Master of Divinity

The Master of Divinity (MDiv) degree, a professional degree for ministry, prepares persons for leadership in the Church. In many denominations, the MDiv is the approved academic preparation for ordination.

Students who complete the MDiv degree may enter ordained ministry in parishes, institutional chaplaincy, church-related agencies, or other forms of specialized ministry. Students are encouraged to work closely with their denominational officials regarding requirements and steps toward ordination.

Purpose: To prepare persons for leadership and ordained ministry in congregations and diverse settings and further academic study.

Goal: With attention to contextual diversity and spiritual formation, the Master of Divinity degree forms persons for innovative ministry, prophetic service, and scholarly leadership.

Adopted 4/20/2023

Student Learning Outcomes (SLOs

Integration is the unifying factor among MDiv Student Learning Outcomes. The term is defined by the coherence of knowing, doing, and being—three aspects of formation needed for ministry practice in a diverse church and world.

At the conclusion of the degree, students will be able to:

1. Demonstrate critical understanding and coherent integration of Bible, doctrine, and history, within the Christian religion.
2. Demonstrate formation as skilled leaders grounded in theological and/or theoretical frameworks for the practices of ministry (such as Christian religious education, pastoral care, preaching, and worship).
3. Analyze the dynamics of one's social location in relation to multilayered cultures and contexts (such as global, local, multireligious, and systemic) for the sake of social justice.
4. Demonstrate growth toward emotional, intercultural, moral, spiritual, and vocational integrity.

Adopted 5/15/2024

See the complete Academic Assessment Plan for rubrics and further information.

Admission Requirements

Admission to the MDiv degree requires a baccalaureate degree from an accredited institution with a minimum grade point average of 2.5 or higher (on a 4.0 scale). The Admissions Committee may consider exceptions to this policy upon receipt of such a request from the Director of Admissions or other designated staff. See the Admissions section of this Handbook for application procedures.

Curricular Components

The MDiv degree program requires the completion of 79 credit hours. Students are encouraged to pay close attention to the plans for degree completion and curricular requirement tracking forms available on the website https://www.spst.edu/registrar/. Courses are offered in various formats, including asynchronous online, synchronous online, hybrid, and on-campus, but only some courses are offered in some formats. See "Standards for Saint Paul Classes and Definitions of Credit Hours" below for a definition of each format.

Graduation Requirements

1. Completion of New Student Orientation and 79 credit hours, as directed in the curricular requirements and catalog.
2. Attainment of a cumulative grade point average of at least 2.5/4.00.
3. Fulfillment of all degree requirements in not more than ten calendar years from the first term of enrollment, unless the Student Professional Development Committee approves an exception; and
4. Completion of the graduation application and commencement materials by the due date.

All students must enroll in and receive credit for New Student Orientation before their first semester ends.

MDIV Curricular Requirements	Credit Hours Required	Course to Fulfill Requirements
New Student Orientation	0	NSO 001
Introduction to Ministry	3	MIN 301
Preparing for Local Ministry I&II (.5 cr. ea.)	1	CTX 301 and CTX 302
Spiritual Formation Retreat (2 required .5 cr. ea.)	1	SFR 301 or SFR 302
Ministry Practicum (4 required .5 cr. ea.)	2	PCM 3**
Ministry Collaboration Group (2 required at .5 cr. ea.)	1	CTX 431
Summative Contextual Education Colloquy	.5	CTX 450
Mid-degree Seminar	1	ASR 401
Summative Seminar	2	ASR 420
Introduction to the Hebrew Bible	3	HBS 301
Upper-Level Hebrew Bible	3	HBS 4**
Introduction to the New Testament	3	NTS 301
Upper-Level New Testament	3	NTS 4**
Introduction to Christian Ethics	3	ETH 301
Christian Religious Education	3	CRE **
Traditions I	3	HST 301
Traditions II	3	HST 302
Introduction to Systematic Theology	3	THL 301
Upper-Level Theology	3	THL 4**
Upper-Level History or Upper-Level Theology	3	HST 4** or THL 4**
Church Leadership	3	CHL ***
Introduction to Pastoral Theology and Care	3	PCR 301
Introduction to Preaching	3	PRE 401
Worship	3	WOR 301
Church and Society or Upper-Level Ethics	3	CHS*** or ETH 4**
Engaging World Religions	3	EWR 3**
Evangelism	3	EVN 3**
Electives (may include Denominational Studies)	13.5	
Total Hours	**79 credit hours**	

** Indicates that any course in that discipline at that level will fulfill the requirement. For example, EVN3** means that any 300-level EVN course will satisfy that requirement.

Students preparing for ordination should check with their appropriate judicatories for specific course requirements. United Methodist students may be expected to take approved courses in UM History, Polity and Doctrine, Evangelism, and Mission of the Church.

Master of Divinity Specializations

Specializations enable students who demonstrate strength and potential to focus on a particular area of interest and expertise, provided they have a satisfactory overall level of academic achievement. MDiv students may apply for a specialization in Social Justice and Advocacy, Spirituality and Prophetic Leadership, and Women, Society, and Church Studies. Application forms are available at: https://www.spst.edu/registrar.

Students should consult with the faculty specialization advisor to complete application materials for the specialization. Students approved for specializations will be assigned to the faculty specialization advisor whenever possible. All specialization course choices require specialization advisor approval.

Specialization in Social Justice and Advocacy		**Faculty Advisor: Joshua Bartholomew**
REQUIRED COURSES	**Credit Hours Required**	**Course to Fulfill Requirements**
I. Required Specialization Courses	**3**	
Introduction to Ethics	3	ETH 301
II. Required Primary Electives Theology (Choose One)	**9**	
Race and Religion	3	THL 415
Liberation Theology in the US	3	THL 446
Liberation Theology Global Context	3	THL 448
Leadership 1 (Choose One)		
Spiritual Leadership	3	CHL 313
Adaptive Church Leadership	3	CHL 391
Leading the Intercultural Church	3	CHL 322
Leadership 2 (Choose One)		
Organizing for Change	3	CHL 412
Leading Across Difference	3	CHL 414
Becoming Agents of Hope	3	CHL 420
III. Required Secondary Electives	3	
Almost Human	3	CHS 321
Racial Justice and Intercultural Development	3	CHS 335
Race and Religion	1	CHS 345
Black Church in the USA	3	CHS 349
Prophetic Ministry	3	CHS 415
Topics in Women, Society, and Church Studies I	1	MIN 340
Topics in Women, Society, and Church Studies II	1	MIN 341
Pauline Prison Epistles	3	NTS 442
Justice, Peace & Reconciliation	3	NTS 454
Total Specialization Hours[1]	**15 Credit Hours**	

Student Orientation before their first semester ends.

Specialization in Spirituality and Prophetic Leadership		Faculty Advisor: Elaine Robinson
REQUIRED COURSES	**Credit Hours Required**	**Course to Fulfill**
I. Required Specialization Courses	**2**	
Spiritual Development	1	CHL 301
Spirituality and Activism	1	CHL 302
II. Required Specialization Courses	**6**	
Spiritual Leadership	3	CHL 313
Adaptive Church Leadership	3	CHL 391
Building Communities in Context	3	CHL 411
Organizing for Change	3	CHL 412
Leading the Intercultural Church	3	CHL 322
Prophetic Ministry	2	CHS 415
An Educational Approach to Spiritual Formation	3	CRE 360
Spiritual Formation Through Mentoring Relationships	3	CRE 462
Spiritual Direction/Companionship	3	CRE 464
Spiritual Traditions and Ministry	3	HST 414
Christian Mystics	3	HST 460
Christian Spiritual Practices	3	HST 462
Spirituality in a Global Context	2	SFR 320
Prayer and Spirituality	3	THL 460
III. Spirituality and Prophetic Leadership Electives Coursework where Spirituality and Prophetic Leadership offer a supporting lens. These courses should be approved for the specialization by the course instructor and the specialization advisor.	**7**	
Total Specialization Hours[2]	**15 Credits Hours**	

[2]The specialization hours may use a combination of general requirement hours and elective hours.

Specialization in Women, Society, and Church Studies		Faculty Advisor: Kris Kvam
REQUIRED COURSES	**Credit Hours Required**	**Course to Fulfill**
I. Required Courses	2	
Topics in Women, Society, and Church Studies I	1	MIN 340
Topics in Women, Society, and Church Studies II	1	MIN 341
II. Primary Courses *Courses where matters of WSCS are primary to the course's design and goals.*	6	
Women of the Hebrew Bible	3	HBS 428
US Religious History: Major Groups Involvement	3	HST 430
Women in the New Testament	3	NTS 456
Feminist/Womanist Pastoral Care	3	PCR 440
Seminar in Theological Studies	1-3	THL 420 THL 421 THL 422
Theology in Context	1-3	THL 424 THL 425 THL 426
Theological Anthropology	3	THL 432
Christian Scripture and Feminist Hermeneutics	3	THL 441
Theological Commentary, Feminism, and the Psalms	3	THL 445
Liberation Theology in the U.S.	3	THL 446
Studies in a Selected Theologian	3	THL 450
III. Secondary Courses Choose coursework where Women, Society, and Church Studies offer a supporting lens. The course instructor and the specialization advisor should approve these courses.	7	
Total Specialization Hours		**15 credit hours**

Master of Arts in Christian Ministry (MACM)

Purpose: The MACM prepares people for ministries of Word, Service, Compassion, and Justice in congregations and community organizations. This degree may also provide the academic requirements for ordination as a Deacon or Advanced Course of Study in the United Methodist Church.

Goal: The Master of Arts in Christian Ministry (MACM) degree forms persons for an innovative, creative, specialized ministry in the church and/or the world through rigorous academic life, the exploration of Scripture, tradition, and ministry practices, and diverse, contextual experience.

Student Learning Outcomes (SLOs)

At the conclusion of the degree, students will be able to:

1. Demonstrate a critical and informed understanding of the biblical, historical, and doctrinal traditions of the Church.
2. Exhibit competence in integrating theory and practice in the area of specialization.
3. Analyze diverse cultural contexts and social issues and their significance for the ministry specialization.
4. Demonstrate vocational formation for a holistic practice of ministry that reflects emotional and spiritual maturity, moral integrity, and practical skills in the area of specialization.

See the complete Assessment Plan for more details.

Admission Requirements

Admission to the MACM degree requires a baccalaureate degree from an accredited institution with a minimum grade point average of 2.5 or higher (on a 4.0 scale). The Admissions Committee may consider exceptions to this policy upon receipt of such a request from the Director of Admissions or other designated staff. For application procedures, see Admissions.

Curricular Components

The MACM degree program requires the completion of 38 credit hours, equivalent to two years of full-time study. Students are encouraged to pay close attention to the plans for degree completion and curricular requirement tracking forms available on the website https://www.spst.edu/registrar/. Courses are offered in various formats, including asynchronous online, synchronous online, hybrid, and on-campus, but not every course is offered in every format. See "Standards for Saint Paul Classes and Definitions of Credit Hours" below for a definition of each format.

Graduation Requirements

1. Completion of New Student Orientation and 38 credit hours, as directed in the curricular requirements and catalog.
2. Attainment of a cumulative grade point average of at least 2.5/4.00.
3. Fulfillment of all degree requirements in not more than eight calendar years from the first term of enrollment unless the Student Professional Development Committee approves an exception and
4. Completion of the graduation application and commencement materials by the due date.

Students are admitted to one of the following specializations in the MACM: Modern Worship Music; Prophetic Witness and Service; Social Justice and Advocacy; Spirituality and Prophetic Leadership; UMC Studies; and Women, Society, and Church.

All students must enroll in and receive credit for New Student Orientation before their first semester ends.

MACM Curricular Requirements	Credit Hours Required	Course to Fulfil Requirements
New Student Orientation	0	NSO 001
MACM Ministry Collaboration Group (4 required, .5 each)	2	CTX 330
Introduction to Christian Traditions I	3	HST 301
Introduction to Christian Traditions II	3	HST 302
Introduction to Ministry	3	MIN 301
Introduction to the New Testament*	3	NTS 301
Introduction to the Hebrew Bible*	3	HBS 301
Introduction to Systematic Theology*	3	THL 301
MACM Summative Seminar	2	ASR 412
Specializations (See in charts below)	16	
TOTAL	**38 credit hours**	

* Students who have completed the United Methodist Course of Study will take an upper-level history, Bible, and theology courses to meet Advanced Course of Study (ACOS) requirements; prerequisites for these courses will be waived.

Specialization in Modern Worship Music		**Faculty Advisor: Casey Sigmon**
Required Courses	**Credit Hours Required**	**Course to Fulfill Requirement**
Worship: Choreographing the Movement of God's Kindom Come	3	WOR 301
Designing and Leading Worship	1	WOR 415
The Emergence of Contemporary & Modern		
Worship OR Melodies of Social Justice	2	WOR 3**
PCM in Worship/music	.5	PCM 314, 335, or 338
PCM in Worship/music	.5	PCM 314, 335, or 338
Production: Designing Space and Sound for Sacred Modern Worship	2	MUS 2**
Modern Worship Music Performance:		
Cultivating Authentic Leadership for Music Ministry	2	MUS 2**
Singing of God's Kindom: Songwriting for Modern Worship	2	MUS 2**
Covenant Elective Class in Upper-Level Theology, Bible, History, or a CHS, CRE, CHS with an assignment geared toward the specialization.	3	
Total Specialization Credit Hours	**16 Credit Hours**	

Or others as proposed and approved with worship/music as the focus.

Prophetic Witness and Service		**Faculty Advisor: Heesung Hwang**
REQUIRED COURSES	**Credit Hours Required**	**Course to Fulfill Requirements**
Practica *(4 required, .5 credit hours each)*	2	PCM ***
Spiritual Formation Retreat *(2 required, .5 credit hours each)*	1	SFR 301
Upper-Level Theology	3	THL 301
Ethics or Church and Society	3	ETH 301 CHS 3**
Specialization Electives	**7**	Courses in CHS, CHL, CRE, ETH, EVN, EWR, IMM, PCM, PCR, PRE, SFR, WOR, DST, or up to 6 credit hours of THL
Total Specialization Hours	16 Credits Hours	

MASTER OF ARTS IN CHRISTIAN MINISTRY

Specialization in Social Justice and Advocacy		Faculty Advisor: Joshua Bartholomew
I. Required Specialization Courses	**Credit Hours Required**	**Course to Fulfill Requirements**
Introduction to Christian Ethics	**3**	ETH 301
Theology (Choose one)	**3**	
Race and Religion	3	THL 415
Liberation Theology in the US	3	THL 446
Liberation Theology Global Context	3	THL 448
II. Required Primary Electives	**6**	
Spiritual Leadership	3	CHL 313
Leading Intercultural Church	3	CHL 322
Adaptive Church Leadership	3	CHL 391
Organizing for Change	3	CHL 412
Leading Across Difference	3	CHL 414
Prophetic Ministry	3	CHS 415
III. Required Secondary Electives*	**4**	**Elective to Fulfill Specialization**
Almost Human	3	CHS 321
Black Church in the USA	3	CHS 349
UM History and Arc of Justice	3	DST 310
African American Methodism	3	DST 332
Pauline Prison Epistles	3	NTS 442
Justice, Peace & Reconciliation	3	NTS 454
Racial Justice & Intercultural Development	1	CHS 335
Race and Religion	1	CHS 345
Topics in Women, Society & Church Studies I	1	MIN 340
Topics in Women, Society & Church Studies II	1	MIN 341
TOTAL SPECIALIZATION HOURS	**16 Credit Hours**	

*Other electives may be approved through a course covenant between the student and professor.

Specialization in UMC Studies*		Faculty Advisor: Heesung Hwang
Required Courses	**Credit Hours Required**	**Course to Fulfill Requirements**
Evangelism	3	EVN ***
Worship	3	WOR ***
Mission of the Church in the World	2-3	CHS 330 or 355
UM Doctrine	3	DST 311
UM Polity	2	DST 330
UM History	2-3	DST 320
Optional Elective	1	CHS ***
Total Specialization Hours	**16 Credit Hours**	

* This specialization fulfills the basic graduate theological studies requirement for both Deacon's Orders and Advanced Course of Student in the UMC.

Specialization in Women, Society, and Church		Faculty Advisor: Kris Kvam
Required Course	**Credit Hours Required**	**Course to Fulfill Requirements**
I.Specialization Required Coursework		
Two Required Courses for Specialization	2	
Topics Women Society Church Studies I	1	MIN 340
Topics Women Society Church Studies II	1	MIN 341
Specialization Electives	**14**	
II. Primary Courses Courses where matters of WSC are primary to the course's design and goals.	6	
Women of the Hebrew Bible	3	HBS 428
US Religious History: Major Groups Involvement	3	HST 430
Women in the New Testament	3	NTS 456
Feminist/Womanist Pastoral Care	3	PCR 440
Seminar in Theological Studies	1-3	THL 420 THL 421 THL 422
Theology in Context	1-3	THL 424 THL 425 THL 426
Theological Anthropology	3	THL 432
Christian Scripture and Feminist Hermeneutics	3	THL 441
Theological Commentary, Feminism, and the Psalms	3	THL 445
Liberation Theology in the U.S.	3	THL 446
Studies in a Selected Theologian	3	THL 450
III. Secondary Courses Choose coursework where Women, Society, and Church Studies offer a supporting lens. The course instructor and the specialization advisor should approve these courses.	8	
Total Specialization Hours	**16 Credit Hours**	

* This specialization fulfills the basic graduate theological studies requirement for both Deacon's Orders and Advanced Course of Student in the UMC.

* Other electives may be approved through a course covenant between the student and the professor.

Contextual Education

Saint Paul School of Theology has a long tradition of integrating experience in ministry with work in the classroom to prepare persons for sustainable leadership in the church. Contextual Education courses and ministry contexts provide opportunities for students to develop and demonstrate vocational formation for a holistic practice of ministry that reflects emotional and spiritual maturity, moral integrity, and practical skills.

Contextual Education courses provide students with opportunities to experience diverse settings and contexts for ministry. In small group settings, students reflect on ministry experiences. In the classroom setting, students develop a rich contextual understanding of churches, communities, and ministry. Students also reflect on how the practice of one's ministry impacts others in ministry contexts and vice versa. Students in the Master of Divinity and Master of Arts in Christian Ministry programs are required to participate in Contextual Education.

Courses

CTX 301 and 302: Preparing for Local Ministry (PLM) is a two-semester sequence of courses for MDIV students. PLM offers space in small groups facilitated by experienced practitioners for first-year MDIV students to reflect on their call to ministry and the diverse range of ministry contexts. Work for the course and group discussions may include short readings, reflection on the Intercultural Development Inventory (IDI), class devotionals, site visits, self-reflection, and case studies. Time in a ministry setting is a no-credit co-requisite for CTX 301 and 302.

CTX 431 and CTX 330: Ministry Collaboration Groups are where students reflect on their experience in life and ministry in small groups facilitated by a faculty member (CTX 431) or experienced practitioner (CTX 330). MDIV students are required to take two semesters of CTX 431, while MACM students are required to take four semesters of CTX 330. Collaboration Groups attend to critical reflection on matters of formation for a holistic practice of ministry. Topics include vocational identity and roles in ministry, emotional and spiritual maturity, moral integrity, and growth in the ability for constructive participation in small group processes. Collaboration Groups focus on processing experiences in ministry settings through group conversation and writing assignments. Work for the course and group discussions may include case studies, learning goals, written assignments, short readings, self-reflection, and a final self-evaluation. Time in a ministry setting is a no-credit co-requisite for CTX 431 and CTX 330.

CTX 450: Summative Contextual Education Colloquy is a final-year contextual education course for students in the MDIV program. It is designed to equip graduating students to reflect critically on their vocational formation for a holistic practice of ministry, including articulation of the student's development of emotional and spiritual maturity and moral integrity during seminary. Students create a portfolio containing various artifacts from previous semesters of CTX (two Collaboration Group courses and two Preparing for Local Ministry courses) for critical reflection. Students will also take the Intercultural Development Inventory. Faculty members typically facilitate groups. Time in a ministry setting is a no-credit co-requisite for CTX 450.

Portfolio Checklist for Summative Contextual Education Colloquy

Master of Divinity students are responsible for archiving CTX course materials for their final portfolio. Students should create a folder at the end of each CTX course containing the following files:

CTX 301 (and New Student Orientation) Artifacts to save:
- IDI/IDP
- Word of Intent
- "Sound of the Genuine" reflection paper
- Final Reflection Paper
- Feedback Survey from PLM Instructor

CTX 302 Artifacts to save:
- Case study reflection paper
- Self-evaluation survey
- Spiritual gift assessment
- Conflict style assessment
- Final reflection paper
- Feedback Survey from Site Supervisor
- Feedback survey from PLM instructor

CTX 431 Artifacts to save (from both semesters):
- Learning goal form
- Case study reflection paper
- Final reflection paper
- Feedback Provider Survey
- Feedback Survey from Collaboration Group Professor

CTX 450 Artifacts to incorporate:
- IDI/IDP (new results)
- Spiritual gifts assessment
- Conflict style assessment
- Feedback Provider Survey

Ministry Settings

All students enrolled in a Contextual Education course must serve at least four hours per week in an approved ministry setting. Not securing an approved ministry setting will result in receiving No Credit for the course. The ministry setting may be paid or volunteer. The hours logged in a ministry setting are a co-requisite, no-credit requirement for Contextual Education classes. Students in all Contextual Education courses will need to submit a Ministry Setting Agreement form signed by the student and a representative from the congregation or agency they serve (site supervisor) once per academic year. If the student's ministry setting or site supervisor changes during the academic year, a new Ministry setting Agreement will need to be filled out, signed by both the student and the site supervisor, and submitted.

Students in CTX 302, 330, 431, and 450 will also need to designate a Feedback Provider and submit the Feedback Provider portion of the Ministry Setting Agreement. If the student's Feedback Provider changes during the academic year, a new Feedback Provider form will need to be filled out, signed by both the student and the Feedback Provider, and submitted. The student's site supervisor can also serve as their feedback provider if they meet the criteria listed below.

Time Logs

Students provide time logs documenting their work in the ministry setting, logging fewer than the required number of hours may result in receiving No Credit for the course.

Finding a Ministry Setting

It is the student's task to find an appropriate setting for ministry and the student's responsibility to make timely contact with potential employers or volunteer coordinators.

The Director of Contextual Education can assist students in locating possible settings for ministry. Students are encouraged to search for a ministry setting as early as possible.

- Information on open part-time positions is available on the Moodle Student Bulletin Board. These typically include pastoral, youth, children, and Christian education positions. Notices are sent out via e-mail when new positions arrive, and they are posted on the electronic Student Bulletin Board on Moodle. For information on current opportunities, refer to the Saint Paul Community category on Moodle and select the Student Bulletin Board to view information and enroll to receive the latest updates.
- Employment or appointment as a part-time or full-time pastor of a congregation is a qualified ministry setting.
- Information about volunteer agencies and programs willing to work with Saint Paul students is available on the Student Bulletin Board. These locations can provide excellent learning experiences.
- Students may also propose innovative opportunities for approval as ministry settings. Ministry setting approval is based on meeting the educational needs of Contextual Education courses and Saint Paul School of Theology standards. The Director of Contextual Education makes decisions.

Ministry Setting Requirements

Ministry setting assignments require students to have at least three areas of ministry on the Areas of Ministry list below. The position can be paid or volunteer in a church or agency. If the Areas of Ministry requirements are met, students in appointments or serving a church may use that as their ministry setting.

MACM students are expected to have a ministry setting appropriate for their specialized area of ministry.

Areas of Ministry

- Preaching/Leadership in Worship: Responsibilities for proclaiming the Gospel and having leadership roles in public or small group worship.
- Pastoral Care Giving: Responsibilities for leadership in caring ministries with individuals, small groups, or larger communities.
- Teaching and Learning: Responsibilities for leadership in the educational/formational ministries of the church or other ministry settings.
- Outreach Ministries: Responsibilities for leadership in ministries that reach beyond the congregation or agency in evangelism or social witness.
- Administration: Responsibilities for leadership in oversight of committees or boards, organizing and reporting on the work of ministry to keep it moving forward
- Program Development: Responsibilities for leadership in designing, evaluating, and carrying out ministry programs.

Feedback Providers

Students in Contextual Education small groups must obtain feedback from a person in their ministry setting who observes their work in the setting. Students in CTX 302, 330, 431, and 450 propose a Feedback provider at the beginning of each academic year, unless there is a change. Students in CTX 301 do not propose a Feedback provider until the beginning of the Spring semester when enrolled in CTX 302. Once approved by the Director of Contextual Education, this Feedback Provider will observe the student in ministry and is required to complete a Ministry Setting Feedback Survey near the end of the semester. Students are to select someone in their ministry setting who can observe them firsthand and provide feedback on the student's learning and performance in the ministry setting. The student's site supervisor can also serve as their feedback provider as long as they meet all of the criteria listed in the student handbook. A final grade for the course cannot be given until the feedback survey is received. The completed feedback survey will be turned into the Contextual Education office and the student. MDIV students must keep a copy of their survey as part of their final portfolio. Students may utilize the forms to reflect on their growth and progress toward preparedness for ministry.

The person observing the student and providing the feedback is to be:

a) Someone who is "on-site" at the ministry setting and has regular opportunities to observe the student carrying out ministry responsibilities. This person can be the student's on-site supervisor (if the student has one), a pastor-parish relations chair (PPR),, or a congregation or agency member with some standing. Thoughtful, experienced lay members who are official or unofficial persons of authority can also provide useful insights into the student's learning and growth in the ministry setting. **Relatives, close friends, and other seminary students may not be nominated.**

b) Someone supportive and thoughtful about the practice of ministry and honest in giving feedback about areas where growth and improvement are needed. We strongly encourage the student and the feedback person to share and discuss the observations in the completed feedback survey.

c) Someone willing to complete a Ministry Setting Feedback Survey sent near the end of the spring and fall semesters and return it to the Director of Contextual Education before the end of classes.

Master of Arts (Theological Studies)

The Master of Arts (Theological Studies) or MA(TS) is an academic degree in religion and theology.

Purpose: To provide academic grounding in theological studies for further graduate study or personal academic research.

Goal: To educate persons in biblical, historical, and theological studies through rigorous research methods and writing, culminating in an interdisciplinary capstone project in a defined area of study.

Student Learning Outcomes (SLOs)
At the conclusion of the degree, students will be able to:

- Demonstrate an understanding of the biblical, historical, and theological studies of Christianity.
- Explain and evaluate significant scholarship, including at least one historically marginalized perspective, on a selected topic in a defined area of study.
- Effectively communicate their research and contribution to the selected topic.

Admission Requirements

Admission to the MA(TS) degree requires a baccalaureate degree from an accredited institution with a minimum grade point average of 2.5 or higher (on a 4.0 scale). The Admissions Committee may consider exceptions to this policy upon receipt of such a request from the Director of Admissions or other designated staff. See "Admissions" for application procedures.

Curricular Components

The MA(TS) degree program requires 38 credit hours and is equivalent to two years of full-time study. Students are encouraged to pay close attention to the plans for degree completion and curricular requirement tracking forms available on the website https://www.spst.edu/registrar/. Courses are offered in various formats, including asynchronous online, synchronous online, hybrid, and on-campus, but not every course is offered in every format. See "Standards for Saint Paul Classes and Definitions of Credit Hours" below for a definition of each format. The MA(TS) requirements include a focused, in-depth study of a topic in the context of broader theological disciplines and a summative evaluation. Students take a core of required courses and several elective courses related to the student's chosen focus of study.

Graduation Requirements

1. Completion of New Student Orientation and 38 credit hours, as directed in the curricular requirements and catalog.
2. Attainment of a cumulative grade point average of at least 2.5/4.00.
3. Fulfillment of all degree requirements in not more than eight calendar years from the first term of enrollment unless the Student Professional Development Committee approves an exception and
4. Completion of the graduation application and commencement materials by the due date.

MAT(S) Curricular Requirements	Credit Hours Required	Course to Fulfill Requirements
New Student Orientation	0	NSO 001
Information Literacy for Theological Education	1	MIN 231
Introduction to the Hebrew Bible	3	HBS 301
Introduction to the New Testament	3	NTS 301
Introduction to Christian Traditions I	3	HST 301
Introduction to Christian Traditions II	3	HST 302
Introduction to Systematic Theology	3	THL 301
Upper-Level Theology	3	THL 4**
AREA OF STUDY COURSES - Approved by Advisor		
ELEC (Area of Study)	3	
ELEC (Area of Study)	3	
ELEC (Area of Study)	3	
ELEC (Area of Study)	3	
SUMMATIVE REQUIRED COURSES		
Creative Project and Thesis Proposal Writing	1	MATS 410
Creative Project and Thesis Proposal Conference	0	MATS 411
Creative Project and Thesis Research and Writing	6	MATS 412
Creative Project and Thesis Conference	0	MATS 413
OR		
Thesis Proposal Writing	1	MATS 420
Thesis Proposal Conference	0	MATS 421
Thesis Research & Writing	6	MATS 422
Thesis Conference	0	MATS 423
Total Hours	**38 Credits Hours**	

Thesis Process and Guidelines

The summative component of the MA(TS) degree program is a thesis or Thesis and Creative Project followed by a Conference at which the student demonstrates to the faculty MA(TS) Committee an informed appropriation of theological study and theoretical and theological depth in the student's area of study.

All required forms referenced below are available online: www.spst.edu/forms.

MA(TS) Advising and Thesis Committee

Before the student's first semester, the VPAAD assigns an academic advisor relevant to the student's study area. The student's academic advisor serves as chair of the MA(TS) Committee, which includes the chair and an additional committee member. In the semester before the student takes MATS 410 or 420, the student and advisor meet to discuss and jointly complete MA(TS) Form C: MA(TS) Committee Recommendations, listing up to three potential committee members in order of preference. Form C is submitted to the VPAAD, which assigns the second member of the committee from this list or the faculty at large. The VPAAD notifies the advisor, student, and committee member and returns the form to the Registrar, who will place Form C in the student's file.

Thesis (or Creative Project and Thesis) Proposal Writing Process

Writing the Thesis Proposal (or Creative Project and Thesis Proposal) is the first step in the summative evaluation for the Master of Arts (Theological Studies) degree program.

The student registers for MATS 410 or MATS 420 (1 credit hour) in the Fall of their final year of study. In consultation with both members of the MATS Committee, the student develops a proposal. Student draft submissions and committee feedback should be posted to the course Moodle site throughout the semester.

Components of the Thesis Proposal

The Thesis Proposal is a document that introduces the thesis topic, research question, and rationale for its significance; provides an overview of the planned research, an introduction of primary sources, and a preliminary bibliography; and summarizes a plan for organizing the body of the thesis, including tentative section titles and purposes.

The document should be approximately ten pages long (about 250 words per page), including notes and an appended annotated bibliography, following the Turabian Manual for Writers style guidelines (most recent edition).

The Thesis (or Creative Project and Thesis) should address the MA(TS) Student Learning Outcomes as defined above.

Sample outline:

I. Introduction: Description of the topic, research question, and rationale for significance
II. Method: Description of the method and approaches to the research
III. Literature Review: Summary of significant sources for the research, including how the thesis will address historically marginalized perspectives.
IV. Structure: Description of the elements of the thesis, how they will be organized, and the purpose of each
V. Timeline: A plan for carrying out the work toward completion of the thesis

Annotated Bibliography: a preliminary list of sources with a brief description of the content and how the source will contribute to the thesis.

Proposal for a Creative Project and Thesis will include all of the above and a plan for a Creative Project to be presented and evaluated with the Thesis, including a description of the format, the rationale for selecting the project medium, and the criteria for evaluating the project. The timeline should address the completion of the Creative Project and Thesis.

Thesis (or Creative Project and Thesis) Proposal Conference

The Thesis (or Creative Project and Thesis) Proposal Conference is a scheduled discussion between the student and the Committee to evaluate the proposal and plans for the MA(TS) thesis. The student registers for MATS 411 Thesis Proposal Conference or MATS 421 Creative Project and Thesis Proposal Conference (0 credit hours), usually in conjunction with Thesis Proposal Writing (MATS 410/420). At the conclusion of the Conference, the Committee decides whether to approve the proposal and thus grant permission for the student to continue with the thesis writing phase of the degree program.

Upon receiving approval from both committee members, the student submits the Proposal to the Moodle course page. A final grade of CR for MATS 411 or MATS 421 indicates that the Proposal has been approved.

Thesis or Creative Project and Thesis Research and Writing Process
The MA(TS) thesis is an academic research paper informed by biblical, historical, and theological studies and significant scholarship, including at least one historically marginalized perspective, focused on a selected topic in a defined area of study.

The MATS Creative Project and Thesis is an alternative capstone project for the MATS degree that includes a creative project, such as an artistic presentation, a program design, or another medium of expression that communicates the claim or thesis of the overall work, accompanied by a written academic research thesis.

The student registers for MATS 422 Thesis Research and Writing or MATS 412 Creative Project and Thesis Research and Writing (6 credit hours) following successful completion of the MATS 411 or 421. The student completes the Thesis or Creative Project and Thesis using the approved Proposal as a guide and in consultation with the two assigned MA(TS) committee members.

Components of the Thesis or Creative Project and Thesis
A thesis is an academic paper that presents the student's research on a defined topic as a capstone to the degree. The thesis introduces the area of study and the selected topic, presents the research question and its significance, states the position or claim of the author, supports that claim with analysis and evaluation of significant scholarship, acknowledges limitations in the research, and identifies implications of the claim.

The MATS Thesis or Creative Project and Thesis should address the degree program Student Learning Outcomes as defined above.

For MATS 422, the paper should be 25–50 pages long (about 250 words per page), including notes, and follow the *Turabian Manual for Writers* for format and style. Guidelines for academic thesis writing are in the most recent edition of the *Turabian Manual for Writers.*

Suppose the student is preparing a Creative Project and Thesis, MATS 412. In that case, the paper should be 20 - 25 pages long (about 250 words per page), including notes, follow the Turabian Manual for Writers for format and style, and be accompanied by a creative project.

Sample thesis outline:

I. Introduction: Description of the topic, research question or problem, rationale for its significance, and thesis of the paper
II. Method: Description of the organization, methods of research, and structure of the argument; description of the method for developing the creative project, as appropriate
III. Findings: Explanation and evaluation of significant scholarship related to the area of study and defined topic, including at least one historically marginalized perspective; identification of implications for the thesis claim
IV. Conclusion: Summation of findings in support of the thesis claim; discussion of implications, limitations, and significance; explanation of the creative project, as appropriate
V. Bibliography

Thesis or Creative Project and Thesis Conference
The Thesis or Creative Project and Thesis Conference is a scheduled discussion between the student and thesis committee to evaluate the MATS thesis or creative project and thesis. Students register for MATS 413 or MATS 423, usually in the same semester as MATS 412 or MATS 422.

The MA(TS) committee chair schedules a date and time for the conference and notifies the other committee member and the student. The student may invite a silent peer to attend the conference (i.e., a student currently registered for classes at Saint Paul, not the spouse or significant other of the student). A silent peer offers non-verbal support during the conference. It is the student's responsibility to notify the silent peer of the date, place, and time of the conference and to instruct that person in the role of silent peer. The name of the silent peer should be given to the MA(TS) committee chair at least one day before the conference.

The VPAAD or the Registrar may occasionally ask a new faculty member to observe the conference process but not participate.

The two-hour conference begins with a brief session during which the committee plans an approach to the conference that will be creative and sensitive to the student. The student is then asked to join the committee to discuss the thesis. After the discussion, the committee confers. They may approve the Thesis (or Thesis and Creative Project) or require further revisions. Feedback comments or required revisions should be posted on the course Moodle page. The final Thesis and Creative Project and all required revisions must be completed and posted to Moodle by the date graduating student grades are due if the student wishes to graduate in that same academic year. After receiving the final version, the Committee chair posts the final grade of CR or NC to the course Moodle site.

Changing Master's Degree Program

Students accepted into one master's degree program at Saint Paul may transfer to another master's degree program. Students should meet with their currently assigned faculty advisors and, in consultation with the Registrar, determine how courses from the current degree program will transfer to the new degree program. Students changing from MDiv to the MACM or MA(TS) degree program should also meet with a faculty member in a chosen area of concentration or specialization and complete the appropriate forms.

Students wishing to make such degree transfers must notify the Registrar in writing of their request to change degree programs. Such requests must include the approval of current and anticipated faculty advisor(s). The Registrar's office processes the request for a change of degree program notifies the student in writing and records any degree change in students' permanent records. Students who transfer from one master's degree program to another are responsible for degree requirements published in the catalog for the year when the transfer is completed. Time limits for applying courses toward degrees (ten years for MDiv; 8 years for MACM or MATS) begin at the date courses were taken, not the date of the degree change.

Doctor of Ministry Degree

The Doctor of Ministry (DMin) is the highest degree in professional ministry and seeks to provide an advanced level of leadership for the church. The Doctor of Ministry (DMin) degree is a 30 credit-hour program completed in a minimum of three years or a maximum of six years. The minimum full-time enrollment for a Doctor of Ministry student is two semesters a year with a minimum of four semester credit hours per academic year.

Purpose: To enhance this practice of ministry for persons who hold the MDiv or its educational equivalent and have engaged in substantial ministerial leadership.

Goal: The Doctor of Ministry degree provides leaders an advanced understanding of ministry through rigorous academic life, the exploration of Scripture, tradition, ministry practices, and diverse, contextual experience.

Student Learning Outcomes (SLOs)
Students who complete the Doctor of Ministry degree will:

1. Exhibit advanced competency in integrating theory and practice in the service of ministry.
2. Demonstrate advanced methodological competence for the study of the Church and practice of ministry.
3. Analyze diverse cultural contexts and social issues and develop creative ministry practices informed by that analysis.
4. Demonstrate spiritual and vocational maturity and moral integrity for faithful and innovative leadership in ministry.

Admission Requirements

Admission to the DMin degree requires an MDiv degree or equivalent from an accredited institution with a minimum grade point average of 3.0 or higher (on a 4.0 scale). The Admissions Committee may consider exceptions to this policy upon receipt of such a request from the Director of Admissions or other designated staff. Saint Paul School of Theology has a long-standing tradition of utilizing an action/reflection model of theological education in preparing persons for advanced leadership in the ministry of the church. Students are expected to integrate the academic study of faith and ministry with their experience and practice in a ministry setting. Applicants must have significant ministerial experience suitable for the DMin curriculum's reflection and integration. For application procedures, see Admissions.

Curricular Components

(Approved by Faculty Council May 10, 2012; revised August 2015; revised May 2016; revised March 2019)

The Doctor of Ministry (DMin) degree is a 30 credit-hour program completed in a minimum of three years and a maximum of six years. Students are encouraged to pay close attention to the plans for degree completion and curricular requirement tracking forms available on the website https://www.spst.edu/registrar/. Courses are offered in various formats, including asynchronous online, synchronous online, hybrid, and on-campus, but not every course is offered in every format.

The DMin is a collaborative model that builds on Saint Paul's prophetic witness and service heritage, intentional relationships, team teaching, and student-centered learning. The integrated approach incorporates focused learning experiences representing Saint Paul's long-standing commitment to a theological action-reflection model. The DMin. curriculum is structured with a common core that includes the Orienting Seminar and three ministry seminars, Prophetic Ministry, Spiritual Traditions and Ministry, Theology and the Church's Ministry, four focus-specific courses, and the Praxis Thesis. Students admitted to a specific collaborative focus take their coursework in an established order with no electives.

All students are required to complete New Student Orientation before their first semester.

Graduation Requirements

1. Completion of New Student Orientation and 30 credit hours, as directed in the curricular requirements and catalog.
2. Attainment of a cumulative grade point average of at least 3.0/4.00.
3. Fulfillment of all degree requirements in not more than six calendar years from the first term of enrollment, unless the Student Professional Development Committee approves an exception and
4. Completion of the graduation application and commencement materials by the due date.

Students must maintain satisfactory academic progress (SAP). (See SAP in Handbook).

DMin. Focus: Spiritual Leadership in Unsettled Times

DMIN Curricular Requirements		
Required Courses	**Credit Hours Required**	**Course to Fulfill Requirements**
New Student Orientation	0	NSO 001
DMin Orienting Seminar	2	DMIN 510
Prophetic Ministry	2	CHS 515
Spiritual Traditions & Ministry	2	HST 514
Theology & the Church's Ministry	2	THL 512
Focus Specific Courses		
Building Communities in Context *(Includes attendance at Leadership Institute)*	3	CHL 511
Organizing for Change *(Includes attendance at training)*	3	CHL 512
Becoming Agents of God's Hope *(Includes attendance at Leadership Institute)*	3	CHL 520
Leading Across Difference	3	CHL 514
Praxis Thesis Phase Courses*		
Pre-Praxis Thesis Evaluation & Assessment	1	DMIN 540
Praxis Thesis Seminar	2	DMIN 550
Praxis Thesis Proposal	1	DMIN 560
Praxis Thesis Proposal Conference	0	DMIN 565
Praxis Thesis Research and Writing	3	DMIN 571
Praxis Thesis Research and Writing	3	DMIN 572
Praxis Thesis Conference	0	DMIN 573
Total Hours	**30 Credits Hours**	

*A revised sequence of courses in the praxis thesis phase of the program begins in Summer 2022. Students enrolled in the DMin program before Summer 2022 should follow the directions below to complete their degree.

- DMin students who first enrolled in the program before the Summer of 2022 and have completed DMIN 562 prior to the Summer of 2022 should enroll in DMIN 572 and DMIN 573 to complete their degree.

*Students should follow the degree completion plan available at https://www.spst.edu/registrar/.

Changing Focus Emphasis

(Approved by Faculty Council, April 2011)

Admission to the DMin requires prospective students to indicate the focus area to which they apply. A faculty advisor is identified and appointed by the VPAAD.

Students in a focus-specific program must complete all curricular components identified for that focus. Students unable to enroll in a focus-specific required course or learning experience should consult the faculty advisor to discuss options for completing the DMin degree program requirements.

DMin students may petition the Student Professional Development Committee for a change of focus. For example, suppose a student needs help to complete the curricular requirements for a focus-specific program. In that case, the student may petition the committee to change to another area of focus or make a course substitution. The written petition should include the reasons for the request, a statement regarding the Praxis Thesis topic area, and a plan for completing the degree in the requested area of focus. The Student Professional Development Committee will only approve a change of focus if a faculty advisor is available in the requested area of focus.

Praxis Thesis Process and Outline

The Doctor of Ministry degree is distinctive because it begins and ends with considering ministry practices. It culminates in a praxis thesis that should advance the way people think about and practice ministry.

Praxis Thesis Committee

Although much of the work at this stage of the DMin process is done independently, it is initiated by classes designed to facilitate writing a praxis thesis. Also, students' progress toward degree completion is evaluated at periodic checkpoints. Each DMin student has his or her Praxis Thesis Committee consisting of two faculty members, one of whom has usually served as his or her advisor throughout his or her studies.

Praxis Thesis Preparation and Writing

After completing DMIN, 540 students should work closely with their faculty committee chairperson to fulfill their remaining degree requirements. The Praxis Thesis Seminar prepares students to write the Praxis Thesis Proposal.

Praxis Thesis Proposal Guidelines

Writing the Praxis Thesis Proposal

Proposals should be a maximum of ten to fifteen pages in length. The proposal identifies the practice of ministry and the question(s), problem(s), or opportunities that triggered the investigation. It delineates the context for ministry, the student's theological framework and methods, and contributions to the practice of ministry that the student hopes to make. The proposal should identify almost everything central to the actual praxis thesis but not do the work of the thesis. For example, if a student plans to use feminist theology to name the dynamics of gender bias in a particular context, the proposal would name the feminist theologians and methods, explain their relevance, and say a bit about this salient feature perspective. The proposal would not include a complete feminist analysis at this stage.

Upon successfully completing the Praxis Thesis Proposal Conference, students move into the research and writing for the Praxis Thesis. Suppose the student plans to incorporate insights from a field project involving human subjects after his or her praxis thesis proposal has been approved. In that case, it is mandatory to apply for and receive approval for research with human subjects before proceeding. (See Policy on Human Subjects Research.)

Writing the Praxis Thesis

The praxis thesis serves three purposes. It investigates a practice of ministry; it analyzes that practice of ministry theologically and advances the church's thinking about and practice of that ministry.

1. Investigate a Practice of Ministry

The praxis thesis begins with and points toward the renewal of a particular practice of ministry. Though far from an exhaustive list, students could:

a) Develop and test a focused expression of ministry, e.g., an approach to formation through small groups or developing a "justice team" to develop a specific justice ministry.

b) Develop and test an administrative policy or polity practice with implications for the larger church.

c) Identify an unaddressed need in a congregation or denomination and propose a strategic practice of ministry for meeting that need or

d) Analyze an existing liturgical practice or short-term mission of the church.

There are many possible ways to investigate ministry practice that focus on the praxis thesis. For example, one could use human science methods (sociology, ethnography, congregational studies, etc.) or review the existing literature about a particular practice to enhance the church's understanding of that ministry.

2. Interpret and Evaluate Theologically a Practice of Ministry

Students could make biblical, systematic, historical, and/or ethical claims, as appropriate, about the practice of ministry that is the focus of their thesis. This should include critical thinking about and the imaginative construction of new possibilities for that practice. The goal is to link the particular practice to the church's Christian tradition and current practices in illuminative and fruitful ways. For example, a student could critically analyze a tradition in light of contemporary or emergent church practices. Alternatively, a student might constructively argue for reshaping current practice in light of fresh biblical interpretations. (Again, these examples are meant to be suggestive, not exhaustive.)

3. Advance the Church's Thinking about and Practice of Ministry

Every thesis should include innovative alternatives to and/or strategic ways of thinking about ministry and explain how these innovations and strategies might transfer to other ministry contexts.

The Praxis Thesis Should Contain:

- A clear and accurate description of the practice of ministry under study.
- A description of the larger context of ministry in which the praxis thesis is developed.
- An analysis of this practice of ministry: a critical and creative engagement of it, informed by authoritative resources, within an explicitly defined theological framework.
- A description of the particular theological framework (its biblical, traditional, etc. components) informed the above analysis.
- A detailed explanation of the field project, if there is one. This should include:
- The scope and limitations of the project.
- A clear description of how the project relates to the overall praxis thesis.
- A description of the research design for the field project may include statistical testing or various other techniques, such as structured interviews, observations, participant responses, questionnaires, attitudinal scales, secondary resources, etc.
- A description of the actual project, providing sufficient data for the reader to duplicate or adapt the project to another setting and
- A clear summary of the project's findings.
- NB: copies of research instruments and other materials employed by the researcher in the project should be placed in appendices.
- Substantive and integrated insights into the practice of ministry from the theological resources (and field project, if any).
- Innovative recommendations about improving or reconstructing this ministry practice within the study's limits.
- Recommendations for further research into this practice of ministry; and
- A complete bibliography

The Praxis Thesis Conference

The Praxis Thesis Conference is a three-hour meeting in which the student and his or her Praxis Thesis Committee discuss and evaluate the completed praxis thesis.

When the Committee agrees that scheduling a Praxis Thesis Conference is appropriate, the chair will select the conference's time, date, and place in consultation with others. Most of the conference is devoted to faculty-student dialogue about the praxis thesis. Sometimes, students are asked to summarize their research verbally. Questions are diagnostic, but the student may also be asked to discuss plans regarding this practice of ministry.

After the conference, the Praxis Thesis Committee convenes privately to decide if the praxis thesis and conference have been completed satisfactorily and what, if any, revisions are required. If further revisions are required, the faculty will note the required revisions and the date by which such revisions are due. Once the required revisions, if any, are made, and the final version of the Praxis Thesis has been submitted and approved by the Committee chair, the chair of the Praxis Thesis Committee posts the final grade on the course Moodle page by the date of graduating student grades are due in the Spring semester, or by the last day of the term in other semesters. The student will not receive a diploma until the final version of the Praxis Thesis, with all required revisions, has been submitted and approved by the committee chair.

For superb academic performance and special contributions to the church, the committee can note (DMIN form C) that the student's thesis and conference merit the notation of Pass with Distinction. "Praxis Thesis with Distinction" would then be indicated on the student's transcript.

Students who plan to graduate should be careful to submit all the necessary paperwork to the Registrar by the published due dates. Graduation applications for Spring graduation are usually due in the Fall semester.

Following the conference, the Committee faculty will complete and submit the DMin Summative Assessment Form to assess program-level student learning outcomes to the Academic Dean or designated staff. Student names are included on these forms but will be redacted when used for assessment.

Other Educational Offerings

United Methodist Church Course of Study School

Course of Study is the United Methodist Church's (UMC) theological education program designed for licensed local pastors and those certified for ordained ministry. At Saint Paul School of Theology, under the General Board of Higher Education and Ministry (GBHEM) direction, as per the Book of Discipline of the UMC, the Course of Study School (COS) prepares pastoral leaders for local church ministry. This year-round experience teaches foundational classes that expose students to both theory and application. Areas of study include Bible, Theology, Congregational Life, and Pastoral Identity. At Saint Paul, we offer all 20 courses multiple times a year in a flexible format to help you complete your educational requirements. The COS School is a part of the larger Christian community of Saint Paul School of Theology.

Saint Paul COS School Class Structure – This 7-week online class format has both synchronous and asynchronous modules: Week One: A 2-hour introductory class is held via Zoom synchronous and is mandatory; Week Two: A 2.5-hour lecture via Zoom synchronous for participating at that time and/or asynchronous watching later; Week Three: Moodle forums week to interact with classmates; Week Four: A second 2.5 hour lecture follows; Week Five: An 8 hour class meeting via Zoom synchronous and is mandatory; Week Six: First 10 page paper due; Week Seven: Second and Third 5-page papers due.

Advanced Course of Study

The purpose of the Advanced Course of Study for Ordained Ministry is to provide a curriculum that will enable a local pastor to meet the educational requirements for full conference membership and ordination as an elder. Saint Paul students may meet the educational requirement for Advanced Course of Study through the MACM degree UM Studies Specialization.

Local pastors may fulfill the requirements for provisional membership when they have completed the Course of Study twenty classes for ordained ministry.

Advanced Course of Study consists of thirty-two semester hours of graduate theological study offered by a seminary recognized by the University Senate or its equivalent as determined by the GBHEM, which shall include United Methodist history, doctrine, and polity.

1. Undergraduate Requirement:
   A candidate for provisional membership shall have completed a bachelor's degree from a college or university recognized by the University Senate. Exceptions to the undergraduate degree requirements may be made in consultations with the General Board of Higher Education and Ministry in some instances, for missional purposes, for persons with a minimum of sixty semester hours of Bachelor of Arts credit.
2. Local pastors must complete 32 semester hours of graduate theological studies at a University Senate approved school or an equivalent as determined by the General Board of Higher Education and Ministry.
3. Advanced COS students may apply to enroll in the Master of Arts in Christian Ministry (MACM), designed to provide theologically informed and competent lay and ordained leaders in specialized ministry for the local church and beyond. The MACM cultivates awareness of the social and cultural contexts of ministry. It promotes the growth of knowledge and skills for competence in a specialized area of ministry. The MACM degree is 38 credit hours. GBHEM offers scholarships for ACOS students enrolled in a Master's degree program. The scholarship is sent to the seminary once the student is enrolled.
4. Advanced Course of Study courses will not duplicate those included in the five-year Course of Study curriculum.
5. Each student shall have courses recorded by the General Board of Higher Education and Ministry. These become a part of their permanent educational record for Boards of Ordained Ministry.
6. Candidates for Elder's Orders shall have completed one-half of the basic graduate theological studies in the Christian faith. These courses should be included within the 32 hours of the Advanced Course of Study. These basic graduate theological studies (BGTS) include:
   a) Old Testament
   b) New Testament
   c) Theology
   d) Church history
   e) Mission of the church in the world
   f) Evangelism
   g) Worship/liturgy
   h) United Methodist doctrine
   i) United Methodist polity
   j) United Methodist history (¶324.4a)
7. A minimum of six semester hours of credit are required for United Methodist history, doctrine, and polity. These may be taken at any United Methodist Seminary or any University Senate approved theological school. They may be taken by correspondence through the COS office of GBHEM; UM history and polity are also available online through the COS office.
8. One basic unit of Clinical Pastoral Education may be recognized as the equivalent of six semester hours in the Advanced Course of Study.
9. Graduate studies not taken in a theological school, which parallel courses offered for advanced studies, may be approved by the GBHEM up to a maximum of nine (9) semester hours. Such studies must have been taken within the last 10 years.
10. Students may complete no more than 10 hours of online or correspondence courses within the Advanced COS.
11. Individual students are responsible for ensuring they meet Advanced Course of Study requirements established by the annual conference they are pursuing membership and ordination.

Lectureships and Seminars

Non-credit-bearing lectureships and seminars established over the years enrich Saint Paul's theological education. Regular lectureships include:

- Wertsch Lecture on the Work of the Church
- Harrington Seminar for Contemporary Issues
- Stover-Ward Lecture on United Methodism
- Slater-Willson Lecture to Stimulate Spiritual and Intellectual Life
- Cleaver Program in Religion and Public Life

*See www.spst.edu for further details and the current lecture schedule.

Clinical Pastoral Education

The Association for Clinical Pastoral Education, Inc. (ACPE) is a nationally recognized accrediting agency in clinical pastoral education. ACPE provides education to improve the quality of ministry and pastoral care offered by spiritual caregivers of all faiths using the clinical educational methods of Clinical Pastoral Education (CPE). Degree-seeking students may register for PCR 491 to receive academic credit for a single unit of CPE completed at an ACPE-accredited site. Students must apply directly to an approved site and, upon acceptance, provide proof of admission before registration can be completed at Saint Paul.

Library Services

All Saint Paul students, staff, and faculty have access to research and instruction assistance from our library staff, library collections on Kansas and Oklahoma campuses, and online databases and eBooks.

Library Contact Information

Kansas Campus
Saint Paul Library
13720 Roe Avenue, Bldg. C Leawood, KS 66224
Phone: 913-253-5036
Research and Instruction Assistance

Richard Liantonio, PhD,
Library Coordinator 913-832-3962
richard.liantonio@spst.edu

Oklahoma Campus
Dulaney-Browne Library 2501 N. Blackwelder
Oklahoma City, OK 73106
Phone: 405-208-5068
Research and Instruction Assistance

Lee Webb,
Director of the Library 405-208-5163
lee.webb@spst.edu
Chat or schedule an appointment at
https://libguides.okcu.edu/spst

Online Resources

Beginning with the Summer 2023 Term, access to online resources (databases and eBooks) will be via OpenAthens using your Saint Paul email and password (the same you use to access Moodle, Populi, and Microsoft 365). All Saint Paul students can access eBooks and online resources through the Kansas Campus library catalog and databases, regardless of campus affiliation.

EBSCO Discovery Service

[https://searchebscohostcomloginaspx?authtype=ip,shib&custid=s8520310&groupid=main&profile=eds] is now the starting point for library research. When you search, your results will include eBooks and results from most of our databases, with links to a few others that are not included.

Detailed tutorials on how to use the catalog and databases are located at https://moodle.spst.edu/course/view.php?id=601.

Physical Library Resources

Kansas Campus

The Kansas campus library and circulation desk are in Building C on the campus of Resurrection, a United Methodist Church, 13720 Roe Avenue, Leawood, Kansas 66224. The library holds over 7,000 books and audio-visual materials, including nearly 1,100 reference books. The library online catalog is accessible through EBSCO Discovery Service.

In addition, the library in Kansas is a part of the MOBIUS consortium, which includes most public and academic libraries in Missouri and Kansas City, Kansas, with some additional locations in Tulsa, Oklahoma, Iowa, Kansas, Arkansas, and Texas. MOBIUS includes 62 academic libraries, 9 of which are in theological schools. Users affiliated with the Kansas campus can request books from other MOBIUS libraries. A detailed tutorial on searching for and requesting items from other MOBIUS libraries is at https://moodle.spst.edu/course/view.php?id=601.

You will need a Unique Campus ID number to sign into MOBIUS and request items. The Saint Paul library in Kansas will issue a library ID number to current students, staff, faculty, and adjuncts affiliated with the Kansas Campus.

Oklahoma Campus

Saint Paul students, staff, and faculty affiliated with the Oklahoma City University campus have full access to the collections, facilities, and services of the Dulaney-Browne Library at Oklahoma City University.

Saint Paul students at Oklahoma City University use their University ID card as their library card to check out materials and for printing. Most items can be checked out for four weeks and renewed four times. Students are limited to 25 items at a time.

The Dulaney-Browne Library catalog is available to search at https://libguides.okcu.edu/. If Oklahoma City University does not hold an item, you may request it from another library via Interlibrary Loan. A detailed tutorial on how to request items from another library is located at https://moodle.spst.edu/course/view.php?id=601.

To use ILL services, request items to be held, review and renew items you have checked out, and use your Oklahoma City University network credentials to sign into your library account. You will receive your login credentials via email within a few days of the start of your first semester. You must visit Student Accounts on the 3rd floor of the Clara E. Jones administration building to obtain your ID.

Printed and recorded music is in the Leichter Listening Library (Bass School of Music B309).

Archival records of Oklahoma City University, the Oklahoma Annual Conference of the United Methodist Church, the Oklahoma Indian Missionary Conference of the United Methodist Church, and other special collections are available to use in the Archives and Special Collections reading room on the 5th floor of the Dulaney-Browne Library. For more information, see https://libguides.okcu.edu/Archives_home.

The library has study rooms of various sizes and a media viewing room (capacity 2), which students, faculty, or staff can reserve. Call the circulation desk (405-208-5068) or schedule online at https://okcu.libcal.com/spaces.

Citation Help

All academic work at Saint Paul School of Theology must be submitted with complete references and citations and formatted according to the latest edition (17th as of this writing) of The Chicago Manual of Style. Most disciplines use the Note-Bibliography style, but some may use the Author-Date style. Your professor will let you know what is required.

The official style guide for academic work is Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (University of Chicago Press). The latest edition (9th as of this writing) is permanently reserved in both libraries. A quick guide is available at https://www.chicagomanualofstyle.org/turabian/citation-guide.html.

We now have a subscription to the full online version of *The Chicago Manual of Style* at https://go.openathens.net/redirector/spst.edu?url=https%3A%2F%2Fwww.chicagomanualofstyle.org%2F. In addition to citation and formatting guidance, this resource includes helpful information on style and grammar.

Use of citation management software such as Zotero https://www.zotero.org/ is highly recommended. A tutorial for setting up and using Zotero is at https://www.youtube.com/watch?v=JG7Uq_JFDzE.

The library staff on both campuses are available to help you with formatting citations.

Copyright Policy

Copyright infringement is strictly forbidden. The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may be subject to civil and criminal liabilities.
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). The rights include the right to reproduce or distribute a copyrighted work. Downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement in file-sharing.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. In its discretion, a court can also assess costs and attorney's fees. See Title 17, United States Code, Sections 504, 505 for details.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.1

Saint Paul provides regular and ongoing education to students, faculty, and staff about copyright laws, including illegal peer-to-peer file sharing over campus computer networks. Saint Paul uses the following methods to educate the campus community:

- Entering student orientation
- The Student Handbook contains information about copyright and illegal file sharing.
- All students, faculty, and staff will receive an email from the IT department regarding copyright infringement and related issues at the beginning of each fall and spring semester.
- Posters will be mounted in the library and elsewhere to discourage illegal file sharing.

Students identified as illegally sharing copyrighted material over the Saint Paul network, including through email, web pages, and peer-to-peer sharing software, whether using Saint Paul owned computers or personally owned computers connected to the Saint Paul network, will be subject to disciplinary action by Saint Paul. As detailed in the Student Handbook, this disciplinary action is found under the Technology Policy section "consequences of violations."

The VPAAD will direct the student involved to cease such conduct and advise the student that failing to stop may result in immediate administrative dismissal.

The student's access to part or all of Saint Paul's computer resources, systems, and facilities may be temporarily revoked pending the outcome of a disciplinary hearing on the charge(s).

Technology-Based Deterrents:
Saint Paul currently employs technology to block known peer-to-peer applications. Web usage is monitored, logged, and often blocked. The IT department reserves the right to block any websites that are not required to meet Saint Paul's need to conduct its educational and business needs.

[1] Federal Student Aid Handbook, 2014, Volume 2, Chapter 6, p.2-105

[2] Meeks, Kent. *Student Handbook Policies*. Nashville: College Legal Information, 2015. Print.

Alternative to Illegal Peer-to-Peer Networks:
The Saint Paul community is encouraged to take advantage of legitimate sources of digital content. Our digital resources are available through EBSCO Discovery Service. These resources are available but must be cited and used legally.

Copyright for Music and Lyrics

(Affirmed by the Board of Trustees, October 2007)

When music and lyrics are reproduced for worship and other events, Saint Paul requires that proper copyright regulations be followed. Those who prepare worship bulletins for use at either Saint Paul School of Theology campus, for any event must follow the copyright law. In The United Methodist Hymnal, the index outlines copyright requirements: that United Methodist congregations may reproduce for worship and educational purposes any single item from The United Methodist Hymnal for one-time use, as in a bulletin or lesson resource, provided the item bears a United Methodist Publishing House or Abingdon Press copyright notice; that the copyright notice as shown on the page is included on the reproduction; and that the United Methodist Hymnal is acknowledged as the source. Copyright information is given in two places in The United Methodist Hymnal: at the bottom of the page where the hymn appears (at the lower-left corner) and the index of acknowledgments by hymn number. Be aware that sometimes the text, tune, and harmonization copyrights are held by different parties.

In The Faith We Sing, copyright requirements are found on page two of the "Worship Planner" edition: Except as stated elsewhere, Abingdon Press reserves all rights on all material, and no part of this work may be reproduced or transmitted in any form or by any means, electronic, or mechanical, including photocopying and recording, or by any information storage or retrieval system, except as may be expressly permitted by the 1976 Copyright Act or in writing from the publisher. Permission requests should be addressed to The Copyright Company, 40 Music Square East, Nashville, TN 37203.

If the hymn text and tune do not appear in the index, or there is no copyright symbol (a "c" inside a circle [©] on the hymn page, then the hymn is in the public domain and may be copied legally.

To reproduce or record words or music from sources other than the hymnal (i.e., any copied music and/or printed lyrics in a bulletin), one must secure permission from the copyright holder, unless one has blanket permission such as that provided, for an annual fee, by an organization such as Christian Copyright Licensing International (CCLI) or OneLicense. Those companies cover many publishers and individuals, but not all. On the reproduction, be it on a screen or paper, the copyright holder must be identified, and the license number given. Saint Paul subscribes to both these licenses for regular chapel worship services, but an additional fee may be required for special events. These licenses do not cover other media, such as video, artwork, or photos.

To respect copyright laws and adequately prepare, worship planners are advised to plan to ascertain whether permission must be requested to reproduce words and/or music. Following is an example of how to give correct copyright information and permission to copy:

For music covered under the CCLI license:

"Hallelujah" words and music by John Doe
©2000 Good Music Co. CCLI License #000000

For music covered under One License:

Words: John Doe, © 1988 ABC Music Co.; Music: Jim Brown, © 1990 XYZ Publications. All rights reserved. Reprinted under OneLicense.net #A-000000.
*Students may contact the Chapel Coordinator (Kansas or Oklahoma Campus) or Associate Dean of Student Affairs for license numbers to print in worship bulletins and check current copyright licenses.

Academic Policies and Procedures

General Policies

Accessibility Policy (for Persons with Disabilities)
(Affirmed by the Board of Trustees, October 2007)
As part of its commitment to equal opportunity, the Seminary is committed to providing qualified individuals with disabilities with reasonable accommodation. Saint Paul School of Theology's policy is not to discriminate against qualified individuals with disabilities regarding application procedures, enrollment, hiring, advancement, discharge, compensation, training, or other terms, conditions, and privileges of employment or study. We commit to non-discrimination regarding applicants and individuals with disabilities and, when needed, to provide reasonable accommodations to applicants, students, and employees who are qualified for theological education or a job, with or without reasonable accommodations, so that they may perform the essential job duties of the position or the responsibilities of a student.

The Seminary will reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of being a student or employment unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation and/or if the accommodation creates an undue hardship to Saint Paul School of Theology. A qualified individual means an individual who can perform the essential functions of the employment position that such individual holds or desires with or without reasonable accommodation.

Saint Paul School of Theology will not retaliate against any individual requesting accommodations.

Saint Paul School of Theology policies and procedures ensure the full participation of persons with disabilities in the life of Saint Paul. No otherwise qualified person shall be subject to discrimination in employment due to any disability. Otherwise, qualified students with documented disabilities will be afforded an equal opportunity to participate in and benefit from all education programs and activities at Saint Paul. These policies are in accordance with biblical concerns for justice and are grounded in acknowledging the worth, dignity, and rights of all the people of God.

This policy is also in accordance with Section 504 of the Rehabilitation Act of 1973, which states that: "No otherwise qualified person with a disability in the United States . . . shall, solely by reason of . . . disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance." This act covers Saint Paul because Saint Paul students are eligible for loans that are federally insured.

Needs and Limitations

Saint Paul provides reasonable accommodations for students and employees' known physical and mental limitations; therefore, persons seeking accommodations need to communicate the limits relevant to their situation via the procedures described in this section.

Information and Support

Students seeking accommodation should contact the Associate Dean of Student Affairs. This office maintains the forms necessary for medical documentation of disabilities before any accommodation can be considered.

Following receipt of medical documentation from the student, the Associate Dean of Student Affairs will determine reasonable accommodations for specified needs, including identifying persons to whom this information will be released.

If needs change, the additional medical documentation of this need should be communicated to the Associate Dean of Student Affairs as soon as possible.

Any continuing concerns regarding disabilities and reasonable accommodations must be communicated to these same offices/personnel.

Doctoral Students

Doctoral students should be aware that the doctoral program has standards and expectations that are different from and higher than those of Master's level degrees. Accommodations used in other degree programs may not be considered reasonable at the Doctoral level or may apply differently to work at the Doctoral level.

Testing

If the seminary requires a student to have testing done (e.g., test for learning disabilities), the seminary will pay the costs. If a student initiates a request for testing, the student will ordinarily pay the fees.

Class Attendance

Updated: November 19, 2015, September 13, 2018

The Faculty Council has set the following standards as guidelines for class attendance: **100% attendance is expected**. As noted in the Teaching Standards, instructors must verify weekly attendance during the semester. Attendance may be fulfilled through on-campus sessions, synchronous online meetings, or asynchronous engagement of material as appropriate to the class. The Moodle attendance module is used for recording weekly attendance.

The following standards apply to all classes:

a) If a student stops attending a class, the instructor will notify the VPAAD and the Registrar of the date of last attendance, following the second consecutive absence or following the last class session of the semester, whichever comes first.

b) The attendance policy and consequences for missing classes are in each course syllabus.

c) A student who misses more than three class sessions, or 20% of the course instruction time, will not receive a passing grade for the course, including excused absences.

It is the student's responsibility to contact the professor to explain any class sessions missed and to secure any assignments or directives that may have been given in the student's absence (voicemail at campus phone extensions and/or email may be used). **In emergencies**, students may call the Saint Paul office (913) 253–5097 Kansas Campus or (405)-443-3114 Oklahoma Campus and speak to or leave a message for the Associate Dean of Student Affairss. Permission to make up work missed is at the discretion of the instructor. Make-up work will not be used to remove an absence from class.

Advising

Upon admission, students are assigned a faculty member for advising and mentoring. Request for a change in advisor should be submitted in writing to the VPAAD. Students with a specialization or concentration will have an advisor assigned in the appropriate related curricular area. When faculty members are on research leave, an interim advisor will be assigned to that faculty member's advisees.

Role of the Advisor: Master's Degree Programs

Faculty advisors are assigned for the benefit of their student advisees. Advisors work with their advisees to design their class schedules. Advisors to MA[TS] students serve as chair of the thesis committee. The student may initiate a meeting with the advisor when the student feels it would be helpful, but it is also appropriate for the advisor to take the initiative. Advisors are available for counseling on curricular matters, denominational requirements, governance policy, and personal concerns. Advisors may play an active role in monitoring and providing supportive counseling to students on probation or those with academic/professional difficulty. Advisors also provide invaluable assistance to students in identifying their vocational strengths. Students should take requests for recommendations for ordination to their faculty advisors.

Role of the Advisor: Doctor of Ministry Program

Application to the DMin program requires students to indicate their area of study. Admission is contingent upon the agreement of a faculty member able to serve as DMin advisor and DMin Thesis Committee Chair in the student's area of interest. A student may request a change of advisor at any time by filing a new preference in writing with the VPAAD. Faculty advisors work with their student advisees to design their class schedules. In addition, the student may initiate a meeting with his or her advisor when the student feels it would be helpful. Still, it is also appropriate for an advisor to take the initiative. Advisors are available to guide curricular matters, institutional policy, denominational relationships, and professional or personal concerns. Advisors will actively monitor and give supportive guidance to students on probation, those admitted provisionally, or those with academic/professional difficulty.

Directory Information

1. Directory information is any information that would not generally be considered harmful or an invasion of privacy if disclosed. Individual institutions designate it within limits specified by the Family Educational Rights and Privacy Act (FERPA).

   Directory information may be released without the prior consent of the student. All other educational record information is not disclosed to outside parties without student consent. Directory information includes:
   - Student name
   - Address
   - Email address
   - Student ID photos
   - Degree Program
   - Dates of Attendance

2. Saint Paul students must opt-in to the internal-use-only school directory. Students may withhold directory information by notifying the Registrar in writing. Such withholding requests bind all information to all parties other than school officials with legitimate educational interests. Requests to withhold directory information may be filed at any time and will be honored by the seminary until removed by the student.

Electronic Devices in the Classroom

(Affirmed by the Board of Trustees, October 2007)

The purpose of Saint Paul School of Theology is classroom preparation of persons for ministry and leadership in the church. To that end, the classroom must be an environment conducive to learning. When using laptop computers and carrying cell phones, all community members should reduce noise as a courtesy to others (for example, turning off the sound on computers and cell phones and asking others whether keyboarding noise would interfere with hearing lectures and class discussion). Calls should not be answered during class time. In emergencies, persons should inform others that they might need to leave the classroom to answer a call.

Standards for Saint Paul Classes and Definition of a Credit Hour

Adopted: 11/19/2015

This policy applies to all graduate-level courses and degree programs at Saint Paul School of Theology, including all Master of Divinity, Master of Arts in Christian Ministry, Master of Arts (Theological Studies), and Doctor of Ministry classes. These standards are in effect for on-campus classes and hybrid, synchronous online, asynchronous online, and intensive formats.

1. On-campus courses meet on-campus at the Kansas Campus or the Oklahoma Campus. Classes may be video-linked between the two campuses or meet separately. Instructional time for on-campus courses is usually scheduled for weekly class meetings over a 15-week semester but may occasionally include an online session. Some on-campus classes, such as practica and spiritual formation retreats, may meet in an intensive all-day format. All on-campus courses meet the definition of “residential” classes in which at least 50% of the instruction time is on-campus.
2. Hybrid courses meet on-campus and online, usually over a 15-week semester with an intensive on-campus session. The on-campus portion of the class may be video-linked between campuses. All hybrid courses meet the definition of “residential” classes in which at least 50% of the instruction time is on campus.
3. Asynchronous (Online) classes meet entirely online. Students move through the instruction time online at their own pace during a designated time each week during the 15-week semester. Synchronous online courses meet via video link at a designated time during the 15-week semester.

Credit Hour Definition
Adopted: 2018

Saint Paul has clearly defined guidelines for each earned credit hour.

One **Masters level** credit hour includes:

- 15 clock hours of instruction, usually 1 hour per week (1 clock hour is 50 minutes)
- 30 – 45 clock hours of study and preparation of assignments, usually 2-3 hours per week

1 clock hour of instruction time may be satisfied through:

1 actual clock hour of in-class time on campus, video conferencing, watching, or listening to computer slide presentations.
or
Writing approximately 200 words of online posts, viewing approximately 20 non-narrated computer presentation slides, or ¾ pages of writing, or equivalent activities

Students should expect to spend one clock hour per credit hour per week online in an online course in addition to reading, studying, and completing assignments.

Asynchronous online courses may require postings or other student activity online at multiple points during the week. Students will not be required to participate in online course instruction from Saturday – Sunday.

1 clock hour of study and preparation time may be satisfied through:

Reading approximately 20 pages, writing approximately .75 pages, or preparing an equivalent assignment

Students should expect to spend 2 – 3 hours per credit hour per week reading, writing, and completing other assignments in addition to "instruction" time.

A 3-credit hour course will require 45 clock hours of instruction time in an on-campus, online, or hybrid format (3 hours per week for 15 weeks) AND 90 – 135 clock hours of study and preparation, such as 1000 – 1500 pages of reading and 30 – 45 pages of writing.

A Practicum that is .5 credit hours will require 7.5 clock hours of instruction and 15 – 22.5 clock hours of study, such as 150 – 200 pages of reading and 5 – 7 pages of writing.

One **Doctoral level** credit hour includes:

- 15 clock hours of instruction, usually 1 hour per week (1 clock hour is 50 minutes)
- 30 – 45 clock hours of study and preparation of assignments, usually 2 – 3 hours per week

1 clock hour of instruction time may be satisfied through:

1 clock hour of in-class time on campus, video conferencing, watching, or listening to computer slide presentations.
or
Writing 250 words of online posts, viewing 20 non-narrated computer presentation slides, or 1 page of writing, or equivalent activities

Students should expect to spend one clock hour per credit hour per week online in an online course.

Asynchronous online courses may require postings or other student activity multiple times during the week. Students will not be required to participate in online course instruction from Friday – to Sunday.

1 clock hour of study and preparation time may be satisfied through:

Reading approximately 30 pages, writing 1 page, or preparing an equivalent assignment

Students should expect to spend 2 - 3 hours per credit hour per week reading, writing, and completing other assignments in addition to "instruction" time.

A 3-credit hour course will require 45 clock hours of instruction time in an on-campus, online, or hybrid format (3 hours per week for 15 weeks) AND 90 – 135 clock hours of study and preparation, such as 1800 – 2700 pages of reading and 30 - 45 pages of writing.

Independent Study

A student initiates an independent study in consultation with a faculty member. The purpose is a further exploration of a given subject area with guidance provided by a faculty member. The student and faculty member develop a 1-3 credit hour independent study plan and record the plan on the form available online: https://www.spst.edu/registrar/. Students will be registered for an independent study only after their submitted independent study proposal form and syllabus are approved by the VPAAD. Independent studies require a significant degree of flexibility depending on the subject matter, the student's needs and abilities, and the instructor's time and creativity. Independent studies require the same amount of work per credit hour as other courses.

Students should note that an independent study fee, in addition to the usual cost of tuition, is assessed for each credit hour of independent studies taken. Specific information about this fee can be found in the "Finances" section of this Handbook. Ordinarily, a faculty member will not contract for more than three independent studies and three independent readings in one academic year for students in all degree programs (MACM, MATS, MDiv, DMIN).

Inclusive Language: Its Use and Implications

(Affirmed by the Board of Trustees, October 2007)

Saint Paul School of Theology is committed to carrying out its mission in a community of learning and formation that honors and engages a diversity of perspectives. We seek to be and to model the hospitable and welcoming community that the church is called to be.

Saint Paul is a community founded on the revelation of God disclosed in the witness of scripture and the life of the church. As a Christian community, we seek to be a faithful and relevant witness to that revelation through language that speaks truthfully of God and humanity created in God's image.

People of faith may differ in their understanding of the necessity of using inclusive language in the learning and worshipping community. The following principles are provided to inform our understanding of inclusiveness and shape our practice.

We covenant to model in our common life the kind of Christian love regarding language that we are committed to bringing about in all the ministries of the church:

- because we are seeking to bring the Gospel to all God's people
- because we recognize the importance of language in articulating and shaping our understanding of what is revealed to us about God and God's people
- because in naming our hurts, healing may begin.

We covenant to celebrate unity in our common belief in Christ Jesus and the gift of our diversity:

- because we see our diversity as a strength, informing serious and sustained dialogue concerning issues crucial to our common faith.
- because our commitment to this dialogue manifests our unity in Christ

We covenant to show honor and respect as we engage in the critical task of dialogue among our different perspectives, reexamining our assumptions and discovering new understandings:

- because we encounter one another as persons for whom Christ died.
- because we continue to see in a glass dimly and do not, ourselves, possess the whole truth.
- because we are limited by our finitude and our various cultural and social perspectives
- because our speaking of God and humanity requires the sharing of insights and ongoing critical reflection within a community

We covenant to be inclusive in our language about people and avoid stereotypes and language that is pejorative or demeaning:

- because we recognize the dignity and worth of every human being
- because we seek language that is not only truthful but expressed with Christian love, We covenant to speak our God-language with humility as well as assurance:
- because we recognize the limitation of human language in our speech about God
- because while the revelation of God makes our speech possible, the infinite mystery of God, at the same time, transcends our language.
- because language about God always points beyond itself

We covenant together to seek language in our worship that shows an awareness of and sensitivity to our differing perspectives and cultures:

- because we are one body with diverse members

We covenant to practice inclusiveness in our writing and speaking in accordance with the preceding principles.

We covenant to search for ways to be inclusive when we use materials written by others.

Bias-Resisting Language

Saint Paul School of Theology expects language to be used in ways that communicate honor and respect for all persons and engage diverse perspectives. Language that perpetuates stereotypes and injustice should be avoided. In reference to persons, language should be as specific as possible and seek to avoid biased based labels. For example, instead of using "man" to refer to all persons, use "humanity" instead. Instead of referring to "a schizophrenic," say "a person living with schizophrenia." When possible, use terminology preferred by the person referenced.
(Adapted from APA Publication Manual, Seventh Edition)

For more information about and examples of bias-free language, see https://apastyle.apa.org/style- grammar-guidelines/bias-free-language.

Integrity of Work Submitted, Plagiarism, and Student Self-Citation

Students are required to submit original work for each course. Students using previous academic work in subsequent courses are expected to cite their previous work as they would cite sources from other authors. This includes actual sentences and paragraphs as well as ideas. Students seeking exceptions to this policy should consult with the individual instructors. (Example: a student wishing to rework a previous paper for a subsequent course should consult with the instructor.)

Student Citation of Others

All students are expected to document the sources they use in their written work properly. All words from the source should be quoted and cited, even if only one unique word, phrase, or model and typology headings. The use of a concept, idea, or fact must also be given recognition. All of these instances would require a reference with a full citation. The form of citation required at Saint Paul School of Theology is found in Kate L. Turabian's A Manual for Writers of Term Papers, Theses and Dissertations, 9th edition (Chicago: University of Chicago Press, 2018).

Constructive Use of AI by Students

Approved 5/9/2024

Technology changes day by day. As a community of theologians at Saint Paul, we must lead in these shifts with care. Engaging Generative AI requires critical, theological thinking. While it can be used in generative ways, there are risks. For example, Generative AI can make up information that is not real and also does not cite the sources shaping its content. We especially need to be aware that Generative AI has implicit bias, undermining the work a Saint Paul student does to grow in Intercultural Competency, anti-racism, and empathy. Finally, Generative AI has yet to learn about events that have occurred in recent years, while Saint Paul seeks to cultivate leaders who contextualize theology here and now. Student formation as leaders for the church and world requires both rigor and integrity, which means that AI must be used with discernment.

Nonetheless, we understand that there may be useful ways to engage AI that are indeed generative without compromising our embodied wisdom.

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[4]Matt O'Brien, "Chatbots sometimes make things up. Is AI's hallucination problem fixable?" *Associated Press* August 1, 2023 https://apnews.com/article/artificial-intelligence-hallucination-chatbots-chatgpt-falsehoods-ac4672c5b06e6f91050aa46ee731bcf4 accessed March 11, 2024; Cade Metz, "Chatbots May 'Hallucinate' More Often Than Many Realize," The New York Times November 6, 2023 https://www.nytimes.com/2023/11/06/technology/chatbots-hallucination-rates.html accessed March 11, 2024.

[5]Aaron Welborn, "ChatGPT and Fake Citations," Duke University Libraries, March 9, 2023 https://blogs.library.duke.edu/blog/2023/03/09/chatgpt-and-fake-citations/ accessed March 11, 2024.

Some acceptable uses of AI may include:

- Improvement of spelling and grammar (e.g., spelling and grammar check)
- Translation of terms and phrases in other languages (e.g., theological Latin, although a theological dictionary might be more reliable) [Note: AI is not yet sophisticated enough to translate accurately student-authored theological papers from another language into English.]
- Brainstorming of ideas for a paper or essay (e.g., brainstorming topics)
- Generation of a paper outline (e.g., check an assignment draft to see whether the work is well organized)
- Engagement in critical thinking (e.g., generating definitions of theological terms and then evaluating the AI definitions using course textbooks)
- Focusing and evaluating original essays (e.g., asking AI to discern the main point of a student's original essay to determine the clarity of a paper)
- Research on popular conceptions or attitudes about a topic or issue (e.g., taking advantage of AI bias toward compiling the most frequent information on immigration policies)
- Completion of instructor assignments requiring the use of AI (e.g., generating a hashtag for a sermon)
- Suppose you use Generative AI to focus or organize an assignment or to generate material for an assignment prompted by the instructor. In that case, you need to include a citation of this in your assignment. You do not need to put Chat GPT or another Generative AI platform in the bibliography (Turabian). However, you do need to add a citation.

When a prompt is not mentioned in the text, the form includes the author/tool, AI tool publisher, date the text was generated, and tool URL. For example:

1. Text generated by ChatGPT, Open AI, April 30, 2024, https://chat.openai.com/chat.

   When the prompt is mentioned in the text, the form includes the author/tool, prompt question, AI tool publisher, date the text was generated, and tool URL. Example:

2. ChatGPT, response to "What are the Christian theories of atonement?," OpenAI, March 7, 2023, https://chat.openai.com/chat.

Acceptable uses of AI are always at the discretion of the instructor, and students should abide by the limitations published in the course syllabus, expressed orally by the instructor, or noted in Moodle instructions. In addition, students should be aware that the AI platform could save students' work, creating a risk that others will plagiarize the assignment.

Plagiarism

All written work submitted by students is assumed to be their work prepared for the assignment intended and without unauthorized assistance. Students shall neither give nor receive such assistance. Alexander Lindey defines plagiarism as "the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting [it] as one's own."1

Any violation of the seminary's policy on plagiarism will be referred to the Student Professional Development Committee and may result in disciplinary action against the student, including, but not limited to, dismissal.

Location of Student Records

Updated April 2019.

The academic records for current students at Saint Paul School of Theology are secured in a locked file cabinet in the registrar's office during the period of matriculation. The records of students who have completed coursework are secured in locked file cabinets in a locked file room. The records (all formats) are maintained on the property located at 13720 Roe Ave., Bldg. C Leawood, Kansas 66224, for at least seven to ten years after the student's last date of attendance. The records are then copied and maintained in a digital format for perpetuity.

Policy regarding Research with Human Subjects

Human Subject Research may include but is not limited to participant observation, interviews, oral histories, focus groups, and the completion of questionnaires.

Why Is Human Subject Research Review and Approval Important?

Consider the argument for such review provided by the Belmont Report on Ethical Principles and Guidelines for the Protection of Human Subjects of Research, summarized below.

First, it is important to recognize the difference between practice and research.

- Standard or accepted practice is oriented primarily to the welfare of the client.
- Research is oriented primarily to contribute generalizable knowledge.

Second, it is important to recognize the Basic Ethical Principles relevant to research. Respect for Persons:

- A person's autonomy should be respected.
- Persons with limited autonomy (e.g., children, prisoners) require special protection.

Beneficence:

- This principle requires prima facie that we do no harm.
- This principle requires that we maximize benefits and minimize risks/harms.

Justice:

- This principle requires that we ask:
  - Who ought to bear the burdens of research?
  - Who ought to receive the benefits?
    - How best might the benefits and burdens of research be distributed?
- There are several views of what is "just" in this regard:
  - Equal shares
  - Individual needs
  - According to individual effort
  - According to contribution
  - According to merit

- Applying these principles has resulted in various common practices or "rules" of thumb that are important to recognize.

Researchers should seek the "informed consent" of their subjects. This involves:

- Providing subjects with all the information a reasonable person would find relevant.
- Verifying the subject's comprehension of this information and
- Verifying and documenting the truly voluntary nature of the subject's participation in the study.

Researchers should assess the risks and benefits associated with their project.

- They should take care of vulnerable populations.
- Information about risks and benefits should be well-publicized (in the informed consent process).
- Selection of subjects should be just.
- Some populations – especially institutionalized ones – are already burdened by their infirmities and environments.
- Vulnerable subjects – such as racial minorities, economically disadvantaged persons, and those who are institutionalized – require special protection.

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[1] Alexander Lindey, Plagiarism and Originality (New York: Harper, 1952).

[2] Consult Joseph Garibaldi, MLA Handbook for Writers of Research Papers, (New York: The Modern Language Association of America, 1995), Section 1.7 on Plagiarism for examples of when citation is necessary.

In April 2017, Oklahoma City University agreed to provide review and oversight of research with human subjects on behalf of Saint Paul School of Theology. Therefore, it is expected that all persons (faculty, administrators, and students) who research under the auspices of Saint Paul, with review and oversight provided by Oklahoma City University's IRB, will treat everyone involved in their research with respect and care. The following guidelines are intended to ensure this effort:

- Oklahoma City University's IRB procedures and guidelines apply to all Saint Paul students, faculty, and staff.
- Saint Paul faculty who chairs Master's or Doctor of Ministry students' thesis projects whose methodology requires IRB approval must complete Oklahoma City University's required training and forward a copy of the completion certificate to Oklahoma City University's IRB Chair.
- Anyone who proposes work involving human subjects must complete human participant modules and forward a copy of the completion certificate to Oklahoma City University's IRB Chair.
- A copy of the proposal must be submitted with the IRB application. Student proposals must be reviewed and approved by their respective Saint Paul Committee Chair before submitting a completed IRB application for review.

Forms and policies for research with human subjects can be found on Saint Paul's website at: https://www.spst.edu/forms-and-documents/
or on OCU's website at: https://starnet.okcu.edu/groups/InstitutionalReview/default.aspx

Policy on Student Conduct and Status of Enrollment

(Affirmed by the Board of Trustees, October 2007)

Admission to Saint Paul School of Theology or registration for any class is a privilege. Students agree to conduct themselves consistently with the school's mission, policies, and procedures to maintain registration privileges. Students who show unsatisfactory academic, professional, or personal progress or behavior or who evidence a lack of seriousness of purpose or violate seminary regulations may be subject to disciplinary action.

In accepting admission, students also agree to abide by the regulations included in this handbook and other regulations published through the official channels of the seminary. Failure to exhibit such conduct may result in disciplinary action.

The legal statutes of states and municipalities and all federal laws apply to the Saint Paul campuses. A student must abide by the statutes of any city in which that student may be pursuing studies, including regular classes, immersion courses, distance learning settings, contextual education settings, or class trips. Whenever a student is engaged in an official Saint Paul function, the provisions of this Code of Conduct and procedures for disciplinary action apply.

Students may be requested to refrain from and may be held responsible for other conduct that inhibits learning in the Saint Paul community, including disruptions of the orderly conduct of classes, study groups, meetings, or worship services.

Saint Paul School of Theology has the authority to determine a student's fitness for continuing enrollment. It reserves the right to assess a student's conduct to determine whether a student's enrollment privileges continue or whether they must take corrective action.

Students at Saint Paul will conduct themselves appropriately to those who represent the Christian faith and serve the church. The following policies provide some guidelines for student conduct in various situations:

- Student Conduct and Status of Enrollment
- Electronic Devices in the Classroom
- Financial Accountability
- Integrity of Work Submitted/Plagiarism
- Statement Addressing Illegal Drugs and Alcoholic Beverages Policy for a Drug-Free Campus
- Prohibiting Harassment/Intimidation
- Consensual Romantic Relationships
- Hazardous Materials
- Weapons and Violence
- Smoke-Free Campus
- Technology
- Conflict Resolution
- Procedures for Investigating Complaints of Serious Misconduct Against Employees and Students

Student Access to Educational Records (FERPA)

Adopted: 10/2007 Updated: 2015

The Family Education Rights and Privacy Act (FERPA) is a federal law regarding the privacy of student records and the institution's obligations, primarily in the areas of the release of records and the access provided to these records. FERPA requirements bind any education institution that receives funds under any program administered by the U.S. Secretary of Education. Institutions that fail to comply with FERPA may have funds administered by the Secretary of Education withheld.

Education Records include graded papers, exams, transcripts, and notes from conversations with or about a student placed in a student's file for others in the department to reference.

Personal Identifiable Information
FERPA identifies personally identifiable information in an education record that may not be released without prior written consent from the student. The following information may not be released without the prior permission of the student:

- Social Security number
- Grades/exam scores
- Grade Point Average
- Current class schedule
- Parent name and address
- Race/ethnicity
- Gender
- Country of citizenship
- Religious affiliation
- Disciplinary status
- Marital status
- Test Scores (TOEFL, GRE, ACT, etc.)

Exceptions to FERPA disclosure requirements are allowed:

- Disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the school in an administrative, supervisory, academic, research, or support staff position or any other school official who has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. This includes official Saint Paul committees such as the Academic Program Committee and Faculty Council.
- To appropriate individuals where disclosure is in connection with a health or safety emergency and knowledge of such information is necessary to protect the health and safety of the student or other individuals.
- To parents if the student is a dependent for tax purposes.

Student Rights

1. The right to inspect and review their education records within 45 days of the university receiving an access request. Students should submit to the School Registrar written requests that identify the record(s) they wish to inspect. The Registrar will arrange for access and notify the student of the time and place where the records may be inspected. If the School Registrar does not maintain the records, the student will be directed to the school official to whom the request should be addressed.
2. The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading. Students who request an amendment to their educational record should write the school official responsible for the record, clearly identify the part of the record they want to be changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations where FERPA and its regulations allow disclosure without the student's consent. These exceptions include:
    - Disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including school law enforcement personnel and health staff); contractors, consultants, and other outside service providers with whom the school has contracted; a member of the Board of Trustees; or a student serving on an official school committee, such as the Honor Council, Student Conduct Council, or a grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

- Disclosure to parents if the student is a dependent for tax purposes.
- Disclosure to appropriate individuals (e.g., parents/guardians, spouses, housing staff, health care personnel, police, etc.) where disclosure is connected with a health or safety emergency and knowledge of such information is necessary to protect the health or safety of the student or other individuals.
- Disclosure to a parent or legal guardian of student information regarding the student's violation of any federal, state, or local law or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance if the school has determined that the student has committed a disciplinary violation with respect to the use or possession and the student, is under the age of twenty-one at the time of the disclosure to the parent/guardian.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue SW
   Washington, DC 20202-5901

Any questions regarding FERPA should be directed to the Office of the Registrar:

Saint Paul School of Theology
13720 Roe Ave, Bldg. C
Leawood, KS 66224

Technology Policy

Purpose of Campus Computer and Communication Networks
The campus computer and communication networks and associated information access technologies were installed and maintained to support the Saint Paul School of Theology mission. These shared resources are made available to students, faculty, staff, and authorized guest users to facilitate communication and exchange of ideas, enable research, promote collaboration, enhance teaching and learning in and outside the classroom, carry out administrative functions of the institution, and foster community.

Computer Technology
Any student-owned computer/device needs the capabilities of Ethernet connectivity (corded or wireless) at broadband speed, web browsing, word processing that can save files in an MS Word compatible (.doc) format, PDF reader, internal storage space, as well as external storage media (USB flash/thumb drive).

The Kansas campus computer network is a Windows-based PC with high-speed Ethernet. Apple computers and devices can interface with the network and access the internet via wireless connections and web browsers. Apple adaptors are required when plugging into PC connections to use the projectors in the classrooms.

Most courses at Saint Paul use Moodle for online course management, including learning activities, threaded discussions, live chat, assignment submission, grade book functions, course evaluations, and more. New Student Orientation includes training in the access and use of Moodle, library databases, Outlook 365, and the campus email system.

User Acceptance of Policy
Use of the campus computer and communication networks and seminary computers and resources indicates acceptance of and agreement to comply with the policies and operating principles listed below.

Acceptable Uses or Activities

a) Any activity conducive to learning, teaching, and the interchange of ideas.

b) Any activity in support of the mission of the seminary

c) Any activity to carry out the administrative functions of the seminary.

d) Personal use that is independent of the work and mission of the seminary and affects network functions and services.

Unacceptable Uses or Activities

a) Any activity that violates federal, state, or local laws, including but not limited to the copyright laws and the Family Educational Rights and Privacy Act

b) Any activity that violates any published Saint Paul policies

c) Any activity that harms, threatens, or harasses others.

d) Downloading information used to commit plagiarism in courses or any other academic context.

e) Any activity that disrupts or impairs network functions and services, including but not limited to:
   - Any file sharing via peer-to-peer (P2P) programs. This tends to use bandwidth and slows the entire network. It can also introduce vulnerabilities that disrupt network function.
   - Operation of a wireless network access point, wireless router, or switch connected to the campus network in any non-housing building without specific authorization of Information Technology.
   - Network game playing, streaming audio, and/or video for personal entertainment when network resources are needed for campus operations, typically Monday through Friday, 8:00 am to 9:00 pm
   - Use of spoofed MAC addresses or other similar tools to conceal the identity of the user's computer

f) Unauthorized access, modification, or destruction of protected or private data of another user or the seminary's systems. (Examples: tampering with any electronic mail of which the person is neither the author nor addressee, reading or deleting a file in another user's directory)

g) Any activity where the sender of information is not identified (anonymous activity) or masquerades as another user.

h) Any activity for commercial gain

i) Any activity that circumvents access codes, information protection, or network security systems is commonly referred to as "hacking."

j) Forwarding chain letters and other messages that are unwanted by the recipient.

k) Generating and sending emails that may be considered spamming.

l) Accessing pornography or gambling

m) Any activity that floods the network and limits or denies access to other users.

n) Installing and/or downloading any illegal copy of software onto seminary equipment

o) Installing and/or downloading any software that affects the performance of the campus computer network.

p) Using the resources of the campus computer network to impair the function of any other network or resources outside of the campus.

User Responsibilities

a) To operate only computers or other network-attached devices registered with the Information Technology Department or the Seminary's property and managed by Information Technology. Registration information shall include, but not be limited to, the following: user's name, user's address, user's "best" phone number, computer name, name of any workgroup or network installed on the computer, MAC address of the computer, or other network devices.

b) To use only the personal access codes (user ID and password) assigned

c) Not to share access/security codes (passwords) with others. Access to the network is non-transferable. Each user is responsible for all activity conducted using their access/security codes.

d) To abide by all federal, state, and local laws

e) To respect other users

f) To practice good stewardship of the resources provided by the seminary.

g) To provide and maintain the user's equipment, hardware, and accessories necessary to enable a user-owned computer to establish linkage and communication with the campus computer network.

h) To use appropriate measures to maintain network security and to safeguard data and information stored and/or used on personal and network systems.

i) To stop, take no further action on the system, and immediately contact the Network Administrator if a person has unintentionally gained unauthorized access to any area in the computer or telephone network.

j) To stop and immediately notify the Network Administrator if it is suspected that any files have been altered or accessed without permission. Do not alter access or execute anything until the Network Administrator has investigated the situation.

k) To practice appropriate backup procedures to safeguard personal data and files.

l) To use appropriate virus protection measures to protect the integrity, health, and functionality of the network and personal equipment.

m) To install/download onto seminary equipment and campus network systems, only properly licensed/purchased software and hardware approved by Information Technology

n) To become proficient in the use of the tools made available through these campus network resources.

o) To seek assistance and consult with appropriate experts when encountering technical difficulties.

p) To be selective and sensitive about forwarding messages because some recipient(s) may or may not appreciate the content or frequency of such messages.

Consequences of Violations

Violations of these policies may result in one or more of the following:

a) Written request to cease the activity in violation of this policy.

b) Formal written reprimand and notification to cease the activity in violation of this policy, a copy of which will go to the individual's student/personnel file.

c) Restriction of access privileges

d) Revocation of access privileges

e) Requirement of financial restitution

f) Suspension or termination from employment

g) Referral of student violators to the Student Professional Development Committee for disciplinary action

h) Referral to civil authorities for investigation and prosecution

Advisory Statements

a) All data, information, and files resident or stored on seminary equipment and/or on the campus computer network are considered confidential and are the property of the seminary.

b) The seminary does not guarantee the security, confidentiality, or integrity of a user's data or information maintained on the campus network systems. The use of passwords and user IDs does not guarantee confidentiality. Therefore, the confidentiality of any message should not be assumed. The recipient of a message may forward it to others. When a message is deleted, it is still possible to retrieve and read the message, and it may be subject to disclosure under Federal and State law.

c) The seminary may install filters limiting and/or blocking access to some internet and websites to protect the integrity of the campus systems.

d) The seminary has no control over the content of other information servers outside its systems, i.e., on the internet. Some information accessible via the campus network and internet may be offensive, inaccurate, incomplete, outdated, biased, and/or inappropriate. User discretion is advised.

e) The seminary may monitor activity on its campus network systems. The seminary does not normally monitor, read, retrieve, inspect, or disclose user communications. However, a condition of using the seminary's electronic, communication, and internet access resources are that each user consents and authorizes the seminary to conduct these activities without prior consent and/or notification of the users.

f) The seminary is not liable for any data losses, lost revenues, or any claims or demands against a campus network used by any other party. In no event will the seminary be liable for consequential damages, even if the seminary has been advised of the possibility of such damages. The seminary will not be responsible for any damages due to the loss of output, loss of data, time delay, network performance, software performance, incorrect advice from a consultant, or any other damages arising from the use of the seminary's network and information access technologies. The seminary will attempt to correct conditions and restore data and files.

g) The seminary is neither responsible nor liable for any user's data, user-owned software, or hardware installed or maintained on seminary-owned equipment.

h) This policy is subject to change at any time. Changes will be posted and disseminated to the seminary community. Users are expected to adhere to the most current version of the policy, including changes, as they are made public.

Oklahoma Campus

The policy above applies to students at the Oklahoma campus. Saint Paul School of Theology students, staff, and faculty at the Oklahoma campus are also expected to abide by the rules and policies of Oklahoma City University. OCU Computer Use Policy is found at:

https://www.okcu.edu/Assets/main/technology/docs/ComputerUsePolicy.pdf)

In addition, all policies governing the use of Saint Paul email shall apply to both campuses. If OCU policy conflicts with SPST policy, then OCU policy shall apply.

OCU Computer Requirements can be found at: https://www.okcu.edu/campus/resources/technology/requirements/index

Other information may be found on the OCU Campus Technology Services page at: https://www.okcu.edu/campus/resources/technology/

In-class video and audio recording
Students must have the permission of the instructor to record on-campus classes. In addition, each person who may be audio or video recorded must also give permission. Recordings are to be used only for purposes related directly to the study and preparation of the class unless otherwise approved.

Acceptable Course Grades and Repeated Courses

Master's Degree Students

Master's Degree Student Courses taken by master's degree students to fulfill degree requirements must be completed with a minimum grade of C. If a grade lower than C is received for a required course, the student must repeat the course; both grades will be reported on the transcript. The first grade will not count toward the cumulative GPA. The retake grade will be bracketed [ ]. A minimum grade of C (2.50) is required for passing all courses (required or elective) in order to be counted towards graduation requirements.

A grade of C (2.50) is the minimum grade required for passing the summative evaluation component in the MA(TS) degrees (e.g., the Thesis or Thesis and Creative Project). A student cannot submit any summative evaluation while on probation. For a master's degree, a GPA of 2.5 is required to complete the program successfully.

Doctoral Degree Students

Courses taken by doctoral students to fulfill degree requirements must be completed with a minimum acceptable course grade of B-. The student must repeat the course if a grade lower than B- is received for a required DMin course. If a grade lower than B- is received for an elective course, the student may substitute for another course. Grades below B- will appear on the student's record but will not be included in the GPA calculation once the course has been repeated or substituted. Students may repeat no more than five hours of coursework prior to the thesis proposal and writing and remain in the DMin degree program.

A 3.0 (B- average) GPA is required to complete the DMin degree.

Appealing a Final Course Grade

(Approved by the Academic and Professional Development Committee, Fall, 2008)

When a student is convinced that a final grade for a course was assigned with inappropriate or inadequate criteria or graded in error, the student may appeal the course grade using the following steps:

1. As soon as possible, after the course grade is assigned, the student consults with the instructor and attempts in good faith to resolve the issue.
2. If a student, having first consulted with the instructor(s), wishes to appeal the grade further, the student submits a written request for a consultation with the VPAAD by the end of the subsequent fall or spring semester grade is officially posted. If the instructor is the VPAAD, the student will proceed from step 1 to step 4.
3. The VPAAD will consult with the student, who provides a detailed rationale for a specific grade and evidence supporting her/his view (such as verbatim reports, papers, exams, syllabus, written evaluations by peers, etc.). The VPAAD may meet with the student and the involved instructor or separately and request a rationale for the grade. The goal is to work toward mutual understanding and resolution between the student and instructor.
4. If no resolution is achieved, the student may appeal to the Student Professional Development Committee by a written petition to the Chair of the Student Professional Development Committee, providing complete documentation and rationale for a specific grade (as in step 3).
5. The Student Professional Development Committee will meet to consider the student's written petition for a specific course grade. The Student Professional Development Committee will request a written rationale for the assigned grade from the instructor. The Student Professional Development Committee may request that the student and/or the instructor attend its meeting on the matter. The student and instructor may be counseled, advised, and represented before the Committee by a Saint Paul faculty member, administrator, or student of their choice who agrees to serve. The petitioning student and instructor must present written permission to the committee chair before representatives serve.

6. In its deliberations, the Student Professional Development Committee may consult other faculty at Saint Paul. The decision for or against the petition will be rendered by voting of the Student Professional Development Committee members with faculty status and, therefore, authorized by the faculty. The conclusion of the Student Professional Development Committee, which is final regarding this course grade, will be communicated in writing to the instructor and student.

Grading Policy and Course Evaluative Categories

The seminary's work derives from its mandate from the church to prepare people for ministry by providing theological education. The seminary fulfills its task by engaging a teaching faculty who, by professional qualifications and established responsibility, evaluate students' theological growth. Assigning grades for coursework is a part of their responsibility. Students entering Saint Paul School of Theology do so with the understanding that it is the instructor's responsibility to provide these evaluations. Saint Paul follows AAUP2 principles in assigning grades: the faculty is responsible for grades; students should be free from prejudicial or capricious grading. No grade may be assigned or changed without faculty authorization. In extreme circumstances, such as the incapacity of an instructor, the VPAAD may assign a grade of Credit/No Credit for a course.

Faculty members have academic freedom, within institutional guidelines, to constitute their course grades as they see fit. The final grade for a course may embrace, as deemed appropriate by the course instructor(s), academic, professional, and personal dimensions. The criteria by which students are to be evaluated should be just, measurable, and identified. A course syllabus will indicate how the final grade is constituted from the outset of the course.

For all degree programs, Saint Paul School of Theology utilizes a GPA-correlated, A – F grading system, along with narrative commentary (on designated classes) on a student's work:

(see chart on following page)

[2]American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure, https://www.aaup.org/reports-publications/aaup-policies-reports/academic-freedom-and-tenure- investigative-reports. It should be noted that in this policy, the term faculty refers to the faculty. The term instructor refers to the teaching faculty member(s) whose grade is being appealed.

A	4.00	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence significantly above normally acceptable for graduate theological education at that stage in the student's curricular program.
A-	3.75	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence well above that normally acceptable for graduate theological education at that stage in the student's curricular program.
B+	3.50	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence somewhat above that normally acceptable for graduate theological education at that stage in the student's curricular program.
B	3.25	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence that is somewhat above normally acceptable for graduate theological education at that stage in the student's curricular program.
B-	3.00	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence that is slightly above normally acceptable for graduate theological education at that stage in the student's curricular program.
3.00 Minimum cumulative GPA to maintain good standing in the doctoral program. **2.50 Minimum cumulative GPA to maintain good standing in master's degree programs.**		
C+	2.75	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence acceptable for graduate theological education at that stage in the student's curricular program.
C	2.50	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence marginally acceptable for graduate theological education at that stage in the student's curricular program. The minimum acceptable grade for a distribution requirement or MACM or MA(TS) summative evaluation in a master's degree program.
C-	2.25	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence below that which is acceptable for graduate theological education at that stage in the student's curricular program.
D	2.00	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence that is well below acceptable for graduate theological education at that stage in the student's curricular program.
F	0.00	Has demonstrated understanding and functioning in the area(s) of the course at a level of competence significantly below that which is acceptable for graduate professional work at that stage in the student's curricular program.

Course Withdrawal

A student may request to withdraw from a course before its completion. The VPAAD must approve all withdrawals. In such cases, a non-punitive notation of "W" (Withdrawal) is entered on the student's transcript. In extenuating circumstances, the VPAAD may grant permission for a Withdrawal for Hardship ("WH") when a student must withdraw from all courses in each term. Students should consult the Financial Policies and Procedures section of this Handbook and consult with the Office of Financial Aid to explore financial implications whenever any withdrawal option is considered.

Coursework Extensions

Students are expected to complete all required work for a course as assigned. Students may request extensions only for events out of the student's control, such as a major student illness or hardship or illness within the student's immediate household or family. Extensions are never assumed and are given only in the most extenuating circumstances at the instructor's discretion.

Students must consult carefully with the course instructor(s) to determine the terms of the extension. During the consultation, the instructor(s) and student complete an Extension Request Form, which must include the reason for the request, assignments required to complete the course, the date incomplete work is due, and the grade to which the Incomplete will convert if work is not completed by the deadline. Next, the student must notify his/her faculty advisor so the advisor can enter approval in the student's file in Populi. The student must initiate, complete, and file a request for an extension by the last day of classes.

Forms for making the request are available online in Populi (using the Links tab) or at https://moodle.spst.edu/course/view.php?id=2744.

Signed forms and approvals must be submitted online in the manner above for the submission of grades. Students granted an extension are given a grade of Incomplete "I" until the final grade is determined, no later than the extension grade due date published in the academic calendar. If work is not submitted to the instructor by the agreed-upon date, the grade will automatically convert to the grade designated on the extension request form by the instructor. The instructor(s) evaluate the student's work and turn in the final grade by the date published on the academic calendar. The instructor(s) is responsible for returning the written work to the student.

In some cases, withdrawing from the course is more appropriate than an extension. Any change in registration may affect tuition, fees, financial aid, and grants (see Finance and Refund Policy for possible implications). The Withdrawal Form is available online:https://moodle.spst.edu/course/view.php?id=2744.

Submission of Grades

The dates by which grades are due will be noted on the annual academic calendar. The registrar's office will provide a list of potential graduates, including those on probation, to the faculty and the commencement committee one month before commencement. Faculty will submit grades for potential graduates approximately one week before commencement. The exact date will be noted on the annual academic calendar.

Transfer Credit

Updated 3/21/2019; 5/9/2024.

Assessing Transcripts and Credits from Other Seminaries or Graduate Programs

MDIV, MACM, and MATS Degrees

- Up to two-thirds of the required credit hours in a degree may be met by transferring credits from other institutions. Students may apply to transfer up to:
  a) 52 credit hours for the MDiv,
  b) 25 for the MACM
  c) 25 for the MA(TS)

- The credit hours must have been granted within the duration limits of the degree:
  a) MDiv – 10 years
  b) MACM – 8 years
  c) MA(TS) – 8 years

- Work completed with a grade of "B" or above from schools accredited by the Association of Theological Schools (ATS) seminaries or a regional accrediting body may be credited toward the Saint Paul degree or certificate programs. The VPAAD and a professor in a relevant field of study must approve any exceptions. Coursework must be congruent with Saint Paul course offerings. Courses with grades of B- or lower, pass/fail, or credit/no credit grades will not transfer. Transferred courses will appear on Saint Paul transcripts with a grade of TR.

- If the student's transcript or the catalog indicates that courses were not graduate-level or theological school courses, the request for transfer credit will be denied. Graduate-level work in fields that might parallel fields of study at Saint Paul may be considered, with a maximum of six semester hours accepted in any one field. It is understood that such work is not likely to have any theological component, which will be considered in the assessment.
- A student who has earned an MA or MDiv from Saint Paul or another ATS-accredited institution may transfer up to one-half of the credits earned toward that degree to a later MA or MDiv, provided that no more than 50% of any degree is fulfilled with credits applied toward two degrees. For example, a student who has completed a 38-credit hour MACM degree may later request that up to 19 credit hours be transferred to an MDiv degree.
- It is the student's responsibility to apply for transfer credit and to provide necessary supporting documentation, including syllabi of the courses requested for transfer. Approval of transfer credit should not be assumed and will not be granted before completing a course. Credits earned at Saint Paul School of Theology are not guaranteed to transfer to other institutions. The acceptance of transfer credit is solely at the discretion of the receiving institution.

DMin Degree

- A student seeking a DMin degree from Saint Paul must complete at least 22 credit hours of their work at Saint Paul. Students may apply to transfer up to eight credit hours to the DMin degree. The transfer request must be approved and applied to degree requirements as designated by the VPAAD, a faculty person in the relevant field of study.
- The six-year time limit for applying courses toward the DMin degree applies to transfer credit and work taken at Saint Paul.
- Only doctoral work from a university or seminary accredited by a regional accrediting agency or the Association for Theological Schools may be accepted for transfer toward the Saint Paul degree. Doctoral courses in fields that supplement study at Saint Paul can be considered for transfer.
- Only work at a grade of B or above from schools accredited by the Association of Theological Schools or a regional accrediting body may be credited toward the Saint Paul degree, provided these are courses congruent with Saint Paul course offerings and do not duplicate courses taken at Saint Paul. Such courses appear on Saint Paul transcripts with a grade noted as TR.
- It is the student's responsibility to apply for transfer credit and to provide the necessary supporting documentation. Transfer credit approval should not be assumed and will not be approved before the credit hours are completed. Credits earned at Saint Paul School of Theology are not guaranteed to transfer to other institutions. The acceptance of transfer credit is solely at the discretion of the receiving institution.

Note: These policies and procedures are for assessing transcripts and courses. They do not guarantee that credit will be transferred to Saint Paul.

Advanced Placement

Adopted: 10/15/2015

1. Students admitted to Saint Paul School of Theology Master's programs with a prior theological or religious studies program may request advanced placement in the Bible, Church History, Theology, and Ethics. The purpose of advanced placement is to waive the introductory course in a particular discipline so that the student can take an advanced elective in that discipline instead. Note: the waiver of an introductory course does not reduce the total number of graduate credits a student must complete for his or her degree. Students seeking advanced placement must petition the VPAAD within the first 30 credit hours of study. A maximum of four courses (regardless of credit hours) can be approved for advanced placement.
2. Eligibility

Prior courses must meet the following eligibility requirements to be considered for Advanced Placement:

a) Course must be an upper-division undergraduate or United Methodist Course of Study course.
b) Course in which the student attained a grade of at least 3.7 (= A-)
c) Course for which the student can provide a syllabus with evidence of readings and assignments.
d) Course must have been taken within five years before admission to SPST.

3. Procedure

a) Upon admission to a degree program, a student may petition the VPAAD for permission to waive the introductory degree requirement in a field to take an advanced elective in that field.

b) The VPAAD, in consultation with the Registrar, will determine that all eligibility requirements have been met.

c) If eligibility criteria are not met, the Registrar notifies the student that advanced placement is denied.

d) If eligibility criteria are met, the VPAAD contacts the student to provide a relevant syllabus.

e) In addition, the VPAAD contacts the faculty member in that field to decide on advanced placement. The faculty member normally thoroughly examines the relevant syllabus and personal interviews with the student.

f) If the faculty member approves the student for advanced placement, the faculty writes a letter (email is sufficient) to this effect to the Dean.

g) The VPAAD notifies in writing the student, the student's academic advisor, and the Registrar of this advanced placement.

h) The student may register for an upper-level (400-level) course in that field.

i) A specific approval for advanced placement for a student in one field expires after three years.

j) If the faculty member does not approve the student for advanced placement, the faculty writes a letter to this effect to the VPAAD.

k) The VPAAD notifies in writing the student's academic advisor that the petition for advanced placement was denied. This decision is final.

Advanced Standing

Students admitted to Saint Paul School of Theology master's degree programs who have completed courses in a regional United Methodist Course of Study might be granted Advanced Standing upon approval by the VPAAD. If approved, students who have completed Course of Study may be granted up to a total of 5 credit hours in electives toward degree requirements.

Eligibility

Prior courses must meet the following eligibility requirements to be considered for Advanced Standing:

a) Course must be a United Methodist Course of Study course taught through a regional Course of Study School

b) Course in which the student attained a grade of at least 3.7 (= A-)

c) Course for which the student can provide a syllabus with evidence of readings and assignments.

d) Course must have been taken within five years before admission to SPST.

Procedure:

a) Upon admission to a degree program, a student may petition the VPAAD for Advanced Standing

b) The VPAAD, in consultation with the Registrar, will determine that all eligibility requirements have been met.

c) If eligibility criteria are not met, the Registrar notifies the student that Advanced Standing is denied.

d) If eligibility criteria are met, the VPAAD contacts the student to provide a relevant syllabus.

e) Specific approval for advanced standing for a student expires after 3 years.

f) If the VPAAD does not approve the student for advanced standing, the VPAAD notifies in writing the student's academic advisor that the petition for advanced standing was denied. This decision is final.

Academic Progress

Students are admitted to degree programs at Saint Paul School of Theology with the expectation that they will achieve proficiency in the academic areas required for their degrees and maintain satisfactory professional progress. Students must complete their course requirements at acceptable grade levels and within the time limits prescribed for each degree program. The Student Professional Development Committee monitors the progress of all students.

The policies described below do not address eligibility for financial aid at Saint Paul. Policies regarding Satisfactory Academic Progress (SAP) for financial aid eligibility can be found in the handbook's finance section.

Academic Good Standing

Good Standing indicates that the Registrar has certified a student to have a cumulative GPA of 2.5 or above (Master's students) or 3.0 or above (Doctoral students) and is making satisfactory progress (SP) toward degree completion. Further, the student is not currently subject to any disciplinary sanctions initiated by the Student Professional Development Committee. Students may graduate only while in good standing.

Academic Probation

Academic Probation indicates that a student's GPA has fallen below 2.5 (Master's students) or 3.0 (Doctoral students). Students on probation must raise their GPA to the level of good standing by the end of the subsequent fall or spring term. If a student on probation fails to raise his or her GPA to an acceptable level by the end of the designated term, the student will be dismissed and receive written notification from the VPAAD. Students on probation after their final term of enrollment are not eligible to graduate.

The Student Professional Development Committee is responsible for monitoring all degree program students' progress and determining when the concerns that resulted in probation have been satisfied.

Academic Sanction

Academic Sanction indicates that the Student Professional Development Committee has determined that questions exist concerning the capability of a student to maintain satisfactory personal and/or professional progress in the student's degree program. When an academic sanction is applied, the Student Professional Development Committee will require certain limitations or other actions deemed helpful for the student's academic, professional, or personal progress. In such circumstances, limits may be placed on the student's academic load, financial aid, or extracurricular responsibilities. Students who fail to meet the requirements specified by the Student Professional Development Committee may be subject to suspension or dismissal.

The Student Professional Development Committee is responsible for monitoring all degree program students' progress and determining when the concerns that resulted in academic sanction have been satisfied.

Suspension

The Student Professional Development Committee may decide to suspend a student for a specified length of time for violation of policies or failure to make satisfactory progress. The VPAAD, President, or Student Professional Development Committee can suspend enrollment during the preparation and deliberation process. Students will be notified in writing of the terms of the suspension. After the suspension term, students may be reinstated to the appropriate status, good standing, or probationary, with the approval of the Student Professional Development Committee.

Dismissal

Recommendation and Notification

Failure to resolve probationary status due to GPA requirements will result in immediate dismissal from school. The Student Professional Development Committee may also recommend the dismissal of students formally admitted to Saint Paul due to other failures to maintain satisfactory academic progress.

On behalf of the Student Professional Development Committee, the VPAAD will notify in writing both the student and the Faculty Council of the recommendation, providing a written explanation of the reason for the action.

The VPAAD or designated agent has the authority to dismiss a student taking a class at Saint Paul but who has not been formally admitted.

In dismissal based upon failing to achieve the required GPA or dismissal of a student who has not been formally admitted, only the student will be notified in writing.

Ratification by Faculty Council

No earlier than 10 days after the student has been notified and following the appeals process, if initiated, the Faculty Council will vote on the recommendation, considering all material relevant to the situation. The vote can be taken at a regular or special Faculty Council meeting or by individual polling of Faculty Council members. The majority decision of the Faculty Council is final and is communicated to the student in writing by the VPAAD.

Readmission Process After Dismissal

Students dismissed for failure to meet satisfactory progress standards may apply for readmission to the program no sooner than one year after the Faculty Council ratifies their dismissal. The student's readmission application must include a statement describing their extenuating circumstances, progress made on issues leading to unsatisfactory academic progress, and identifying methods for ensuring that academic progress will be met if readmitted. Members of the Student Professional Development Committee reviewing the readmission file will aid admissions in determining what if any, special conditions the student will be admitted under (e.g., probation, completion of a specific course, limit on enrolled hours per term, etc.)

The request is reviewed by the committee, which will make a recommendation to the Faculty Council. The Faculty Council will vote on the recommendation, considering all material relevant to the situation. The vote can be taken at a regular or special Faculty Council meeting or by individual polling of Faculty Council members. The majority decision of the Faculty Council is final and will be communicated to the student in writing by the VPAAD.

Readmission does not guarantee eligibility for financial aid. Students should review the Finances section of the handbook and consult with the Director of Financial Aid on their financial aid eligibility.

Student Appeals

The student may appeal decisions of the Student Professional Development Committee if he or she 1) disputes the accuracy of the information on which the decision to recommend dismissal was based or 2) has further information relevant to the situation. The appeal must be made in writing within ten calendar days of the date of the written notice.

The written appeal should:

- Describe the student's extenuating circumstances,
- Describe any progress made on issues leading to unsatisfactory progress and
- Identify methods for ensuring that academic progress will be met if the appeal is approved.
- The Student Professional Development Committee will hear the appeal within ten calendar days of receiving the student's written appeal. The Committee's decision is final and will be communicated to the student in writing by the VPAAD.

Registration

Dates of registration for the academic year are published on the academic calendar. The details of any specific registration period will be announced a week or more in advance. Course schedules prepared annually by the Registrar are available online at https://www.spst.edu/registrar/. Upon admission to Saint Paul, students are required to complete the necessary forms provided by the Registrar prior to registration. A registration hold will apply until the forms are submitted. Students are to complete their course schedules in consultation with their assigned academic advisors. It is recommended that students register at their earliest opportunity because class sizes are limited.

Master's Degree Programs: Full-time enrollment for a fall or spring semester is nine to fifteen hours. Full-time for the summer term is three to six hours. Half-time enrollment is six to seven and a half hours in a fall or spring semester and two hours in the summer term. Registration for more than the number of hours indicated above will be permitted only to approve a written petition submitted to the VPAAD. The student's faculty advisor should first approve the petition. It should indicate the reasons for the overload, why the student believes such an overload is manageable, and the total number of hours desired for the academic year. Less than half-time hours do not qualify for federal aid.

Doctoral Program: DMin students should register for at least one and not more than six credit hours in the Fall and Spring semesters. Full-time enrollment is five or more hours in a fall or spring semester. Half-time enrollment is three hours in a fall or spring semester. Less than half-time hours do not qualify for federal aid.

Enrollment in Classes for Academic Credit

Students are officially registered for a class only when the instructor has the student's name on the class roster and when the student has met financial obligations to the seminary. Students should verify their inclusion on the class roster no later than the end of the first week of class. Rosters are furnished to professors via Populi and Moodle and are updated at the close of the drop/add period.

Calendar for Master's and Doctor of Ministry Degree Students

Masters and Doctor of Ministry students enroll in two 15-week semesters in Fall and Spring and may enroll in a six-week summer term.

Change in Registration
A student may add a course through the semester's "Add" deadline. A student may drop a semester course without academic penalty or record at any time before the "Drop" deadline. If a student is permitted to withdraw from a course after the "Drop" deadline, a non-punitive notation of W will be entered on the student's transcript next to the course title. In extenuating circumstances, a student may receive a WH if he/she is withdrawing from all courses in a semester or term and if he/she has received approval from the VPAAD. (See Withdraw Hardship Policy under Finances).

The academic calendars list the exact dates for adding and dropping courses and are available online at https://www.spst.edu/registrar/. Any change in registration may affect tuition, fees, financial aid, and grants (see Finances and Refund Policy for possible implications). Students are encouraged to complete registration transactions online.

** Students are responsible for completing administrative steps to drop or add their chosen courses. Students who neglect to drop a course may be charged tuition and receive a failing grade.*

Prerequisite Courses
A student may register for a course before completing a prerequisite only with the permission of the course instructor. The faculty advisor is responsible for conferring with a student on the feasibility of registering for a course before the prerequisite work is completed. It is the student's responsibility to obtain the written permission of the course instructor and submit it to the Registrar's Office.

Enrollment in Classes for Auditors
Saint Paul School of Theology encourages community members to audit courses deemed suitable for the general public. Audit fees can be found in the Finances section of this Handbook.

Graduates of Saint Paul may audit courses open to the community or (with faculty permission) other courses of personal or vocational interest. A special tuition rate (listed in the Finances section of this Handbook) is available to our alums/ae. Audit students are able to use the physical library. However, they do not have access to circulation, inter-library loan, or online resources. Faculty will not grade, evaluate, or provide such evaluations to any auditor for any purpose. Audits are intended only for continuing education or educational enrichment. If students wish to receive an evaluation, they must register as non-degree-seeking students and pay regular tuition rates.

Currently, enrolled degree-seeking students may audit classes of interest to them. Typically, a student registered for audit credit must attend all class sessions and complete all assigned readings. Other requirements may be made at the instructor's discretion. Students who wish to audit should be careful to inquire about the professor's requirements and expectations of auditors before the term begins. Audited courses appear on the transcript but do not affect credit hours or the grade point average.

Consecutive Registration

Master's degree students must register for consecutive fall and spring semesters and may take intensive courses in summer terms. Master's degree students will be administratively dismissed if they do not register or fail to attend any required (fall or spring) semester unless a leave of absence has been granted.

Doctor of Ministry degree students are required to register for fall and spring semesters each academic year. Following their semester of matriculation, doctoral students will be administratively dismissed if they fail to register or fail to attend and have not been granted a leave of absence.

Any student who cannot register for the consecutive semesters prescribed for his/her degree program may arrange for a leave of absence (see below).

The Student Professional Development Committee reviews the status of students in each program at the end of each fall and spring semester.

Cross-Registration with Kansas City Area Seminaries

Full-time Master's degree students in good standing may take courses at Central Baptist Theological Seminary, Midwestern Baptist Theological Seminary, and Nazarene Theological Seminary through cross-registration. Students must be at least, half-time students at Saint Paul during the semester in which cross-registration occurs. Master's degree students may cross-register for summer or winter intensive courses if they were half-time students in the previous semester. Doctoral students may cross-register for courses at area seminaries with prior approval by the faculty advisor (see below). The student pays tuition at Saint Paul.

Master's degree students may cross-register for a total of six elective credit hours in one seminary degree program. A student may cross-register for courses to meet distribution requirements only if the VPAAD and the professor in that field of study at Saint Paul have given permission.

Doctoral students must have prior faculty advisor approval for cross-registration in elective coursework. The Student Professional Development Committee must approve substitutions of cross-registration courses for required doctoral courses.

Grades for cross-registered coursework will be sent to the Saint Paul Registrar and appear on the Saint Paul transcript. Courses may be counted as electives if a passing grade is received; courses previously approved to meet distribution requirements (see above) must be passed at a level of C or better for Master's students and a B- or better for Doctoral students.

According to the agreement among Kansas City schools accredited by the Association of Theological Schools, United Methodist denominational studies are not eligible for cross-registration. Students wishing to cross-register should contact the Saint Paul Registrar's office.

Transcripts

Saint Paul transcripts are provided upon the request and authorization of the student, former student, or graduate. Requests for transcripts are made through Populi. A fee of $10 per transcript will be charged for currently enrolled students, alums, and former students. An additional fee of $25 per transcript if expedited. Transcript fees can be paid via Populi. Transcript orders are usually processed within five days from receipt of the request. If a student, former student, or graduate has an unpaid account, a transcript will not be released. Saint Paul does not provide copies of other institutions' transcripts held in a student's Saint Paul file.

Leave of Absence

Leave of Absence indicates that a student has been permitted to take up to one year of leave from academic study at Saint Paul School of Theology.

Students must submit a completed/signed copy of the Leave of Absence form online. Forms are located on the Current Forms link - https://www.spst.edu/registrar/. All requests for Leave of Absence must be approved by the Director of Financial Aid and the VPAAD.

Students may begin a leave of absence without financial penalty if the VPAAD receives their written request before the drop/add deadline in any required semester. Students who request a leave of absence after the drop/add deadline for a required semester will be assessed the appropriate amount of tuition for the withdrawn courses. Their leave of absence will officially commence on the first day of the following entire semester. A year-long leave of absence will be calculated from the first day of the semester in which the leave begins to the first day of that same semester in the following year. Students are not required to reapply for admission upon their return. Time taken on leave of absence will not be counted against the total time limits for completing a degree. If no registration is received at the end of the leave of absence, the student will be administratively withdrawn from Saint Paul.

A student whose leave has expired may reapply for admission at any time. Students who have received federal loans should always inquire with the Director of Financial Aid before taking a leave of absence. Most loan programs provide for a leave of no more than 180 days before repayment is required.

Withdrawal from School

After the add/drop period, a student may cancel or voluntarily terminate the enrollment agreement with Saint Paul School of Theology by submitting his/her intent (to cancel or withdraw) in writing to the VPAAD. The VPAAD will acknowledge, in writing, the student's message and will copy the student's faculty advisor and the registrar to confirm that all parties are aware of the student's intent. When the student's intentions have been confirmed, the registrar withdraws the student's registration and notifies need-to-know administrative offices. Students who withdraw will be notified that no transcript will be issued for them until any balance owed on their Saint Paul account has been paid.

Graduation

Graduation Requirements

All degree-seeking students are required to upload a degree tracking form with the degree audit form online. The advisor and the student must sign the tracking form.

MACM, MA(TS), and MDiv students require a minimum cumulative grade point average (GPA) of 2.50 for graduation.

DMin students require a minimum cumulative grade point average (GPA) of 3.0 for graduation.

To receive a final transcript, a student must comply with all the following graduation requirements, regardless of whether he or she will participate in Commencement exercises:

- Complete coursework with minimal GPA requirements as listed above.
- Complete the ATS Graduating Student Questionnaire online following instructions from the Assessment office.
- Pay all student accounts (including library accounts and OCU balances). The student account includes all fees, as listed in Tuition and Fees. All accounts must be paid for the student to participate in Commencement and/or to receive his/her diploma.

Graduation with Honors

- Students in the Master's programs graduate with honors by completing all credit hours with a cumulative grade point average (GPA) of 3.75 or above.
- Students in the Doctor of Ministry degree program graduate with honors by completing all credit hours with a cumulative grade point average of 3.85 or above.

Graduation with honors will be designated on the transcript.

To signify special recognition for superb academic performance and special contribution to the church, the student's faculty committee can assign a student's summative work the mark of "Praxis Thesis with Distinction" on DMIN Form C: Designation of Praxis Thesis with Distinction, which will be noted on the transcript.

Campus Safety and Security

Saint Paul School of Theology (SPST) is committed to a safe and secure learning environment for students studying at the Kansas or Oklahoma Campuses. Our commitment extends to employees and visitors on both campuses. This page provides the information required by The Jeanne Clery Act.

SPST publishes and distributes an Annual Campus Security report to students, faculty, and staff by October 1st each year. The information contained in the report includes current policies and procedures and statistical data obtained through collaborations among the Campus Security Authorities and local law enforcement offices in Leawood, Kansas, and Oklahoma City, Oklahoma.

Legend:

Associate Dean of Student Affairs/Campus Security Authority (ADSA/CSA)	913-253-5097
Chief Financial Officer/Chief Operations Officer/Human Resources Director	913-253-5060
Equity Compliance Officer/Title IX Coordinator (ECO/Title IX Coordinator)	913-253-5036
Oklahoma City University Police Department (OCUPD)	405-208-5911
Saint Paul School of Theology (SPST)	913-253-5000
Vice President for Academic Affairs and Dean (VPAAD)	913-253-5018

Security and Safety Reports for SPST Kansas and Oklahoma Campuses:

The following reports provide you with the latest statistics of crime on campus, as well as SPST's policies for ensuring a safe and secure learning environment. You may request a printed copy of these reports by contacting the CSA.

Current Annual Security Reports are available on the SPST website at: https://www.spst.edu/campus-safety-and-security/
Reporting Emergencies at the Kansas or Oklahoma Campuses:
Students, employees, and visitors should report emergencies, criminal actions, and suspicious behavior to local authorities.

Kansas Campus: Dial 911
Oklahoma Campus: dial 911 and then call 405-208-5911 (Campus Police)
(If you are calling from a campus phone, OCUPD can locate the origin of the call.)
Both campuses also notify the ADSA/CSA of the incident at 913-253-5097

The VPAAD and the ADSA/CSA are responsible for publishing the Annual Security and Fire Safety Reports by campus. To request a printed copy of the report, please contact the ADSA/CSA. To report an issue of discrimination, harassment, sexual harassment, or retaliation, please contact the Equity Compliance Officer (ECO) and Title IX Coordinator.

Campus Security Authority (CSA):
Rev. Dr. Margaretta Narcisse
ADSA/CSA
913-253-5097
margaretta.narcisse@spst.edu

Equity Compliance Officer (ECO) and
Title IX Coordinator:
Richard Liantonio, PhD
Library and Title IX Coordinator/Equity
Compliance Officer
913-253-5036
richard.liantonio@spst.edu

Oklahoma Campus Security Act and Contact Information

The Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act report is published each year by October 1st. The report for OCU discloses data on crimes committed on the OCU campus in addition to campus safety policies and procedures. This report is available online at: https://www.okcu.edu/police/home. This webpage also provides links to other pertinent safety and security information.

The OCUPD is responsible for maintaining conditions necessary for a safe and secure learning environment and is located at 1635 NW 23rd Street. They are open twenty-four hours per day, 365 days a year. For an emergency, students can reach Campus Police by dialing 5911 from any campus phone or using blue emergency posts located around campus. For emergencies, they can also be reached at 405-208-5911; for non-emergencies, please call 405-208-5001. Campus Police may also be contacted by email at: ocupd@okcu.edu

The Oklahoma Campus Annual Safety Report is located at: https://www.spst.edu/campus-safety-and-security/

Hazardous Materials Policy

(From the OCU Student Handbook 2015-2016)

The possession or use of kerosene, gasoline, benzene, naphtha, and similar flammable liquids are strictly forbidden. This prohibition includes but is not limited to any substance, material, or ingredient which may potentially be used for bomb-making.
Weapons and Violence Policy (From the OCU Student Handbook 2015-2016)
Firearms, weapons, and explosives are not permitted on campus. No student shall have in his or her possession, including a person's motor vehicle or on-campus residence, a pistol, revolver, rifle, shotgun, blowgun, or device that has the appearance of a firearm, including toy guns and air guns while on university property, whether loaded or unloaded. Violation of this policy may be deemed cause for suspension or expulsion from the university or submission to the District Attorney's Office for criminal prosecution by the Oklahoma Campus Police.

INSTITUTIONAL POLICIES

These policies apply to all SPST students, employees, volunteers, and guests.

CLERY ACT POLICIES

CCP1 Identification of Geographic Boundaries for Saint Paul School of Theology

Adopted: 6/29/2015; Updated: 7/27/2015; 7/27/2018

1. SPST owns no buildings at either of its campus sites but rents space from the United Methodist Church of the Resurrection (Resurrection) in Leawood, Kansas, and is granted the use of facilities at OCU, according to existing Memorandums of Understandings (MOUs). The following facilities are those controlled by SPST for educational purposes and are considered **on-campus**:

   a) Building C of Resurrection in Leawood, Kansas (the east building of the campus) is the location of offices and where classes, meals, and Chapel are held, including the adjacent parking lot during those times when SPST controls the space per the existing Memorandum of Agreement.
   b) OCU in its entirety.
   c) Dormitory space occupied by SPST students at OCU (specifically for fire safety reporting).

2. The **public property** adjacent to SPST's on-campus facilities includes the following (maps attached):

   a) Resurrection, Building B – the area in Leawood, Kansas, bounded and including the street surface and sidewalks:
      on the north, West 137th St on the south, West 137th Ter on the east, Roe Ave on the west, Linden Ave
   b) OCU – the area in Oklahoma City, Oklahoma, bounded and including the street surface and sidewalks:
      on the north, Northwest 28th St on the south, Northwest 23rd St on the east, North McKinley Ave on the west, North Virginia Ave

3. Collecting and updating geographic data is the responsibility of the ADSA/CSA. This data is stored electronically in the Dean of Students secure drive of SPST.

CCP 2 Collection and Disclosure of Crime Statistics for Saint Paul School of Theology

Adopted: 6/29/2015

a) To facilitate collecting and disseminating annual crime statistics, the CSA will distribute a template for reporting crimes for SPST's on-campus, public, and non-campus property. This distribution will occur annually. Categories will be updated according to federal requirements.

b) Collection of data, maintenance of records, and distribution of information is the responsibility of the ADSA/CSA. A community-wide announcement will be sent twice a year to all students and employees identifying the ADSA/CSA and the procedures for reporting crimes and emergencies. These will also be posted in classrooms and facilities at both campuses.

c) Local law enforcement and university authorities will be contacted to collect the required data. This will also refer to their file of reported incidents located in the "Dean of Students" folder on the secure drive. SPST is not required to maintain a daily crime log.

d) The ADSA/CSA will also contact OCU (when housing SPST students) to obtain data on fire safety in dormitories.

e) The ADSA/CSA will be responsible for compiling the annual Security and Fire Safety Report, which must be posted on the website by October 1st of each year. When the report becomes available, an e-mail notification will be issued to all students and employees who provide the website URL to access this report. Copies of the report may also be obtained by contacting the ADSA/CSA. All prospective employees may obtain a copy from Human Resources. Prospective students will receive a notification at the time of application.

f) Disclosure in the Annual Security and Safety report will be as follows:

SPST prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report can be located on our website at: https://www.spst.edu/campus-safety-and-security/

This report is prepared in cooperation with the local law enforcement agencies surrounding our campuses. We gather information from OCU and Resurrection to ensure accuracy in reporting. Each entity provides updated information on its educational efforts and programs to comply with the Act.

Campus crime, arrest, and referral statistics include those reported by designated campus officials (ADSA/CSA), local law enforcement agencies, and the OCUPD. These statistics may also include crimes in private residences or businesses and are not required by law.

CCP3 Emergency Notification Procedures

Adopted: 6/29/2015

1. This policy describes notification of the campus community or particular segments of the community upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees on one or both campuses of SPST.
2. **Emergency notification system**: SPST will notify students and staff via e-mail and text message as instructed by a senior administrator for time-critical messages. On-campus emergencies may also utilize immediate in-person notifications to evacuate or take other actions. At the beginning of the fall and spring semesters, SPST will notify the community about the emergency notification system, how to sign up for text messages, and where to find information about emergency responses.
3. **Notification Procedures**: Emergency reports can be received in several ways: through a report to the ADSA/CSA, from one of SPST's collaborative partners such as Resurrection or OCU, via local media or local authorities. To ensure immediate notification, potential emergencies should be reported to the CFO/COO/HR Director or the VPAAD, who is given the authority to confirm the nature of the emergency, as well as the portion of the campus community requiring notification and/or response or evacuation. Due to the size of the SPST community, normally, the community will be notified at both campuses. The CFO/COO/HR Director or VPAAD may seek to confirm the emergency with local authorities or a collaborative entity. The CFO/COO/HR Director or VPAAD will then instruct the Director of Communications and Admissions or Director of Operations to immediately send an e-mail and text message notification about the situation and the response to be taken.

The CFO/COO/HR Director or VPAAD will, without delay, consider the safety of the community, determine the content of the notification, and initiate the notification system unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a complainant or to contain, respond to, or otherwise mitigate the emergency.

The persons responsible for initiating emergency notifications:

a) President
b) CFO/COO/HR Director
c) VPAAD
d) Vice President of Institutional Advancement
e) Executive Director of the Oklahoma Campus

4. **Testing of the Emergency Notification System and evacuation procedures (described in SPST Policy CCP 5)** will take place at least twice a year. The test may or may not be announced and will be followed by a notice detailing the emergency response and evacuation procedures. At the Oklahoma campus, these may be conducted in conjunction with the OCU emergency system testing. The ADSA/CSA will schedule emergency testing for SPST in the fall and spring or summer sessions. The Executive Leadership Team (ELT) (President, Vice Presidents, Executive Director of the Oklahoma Campus, and CFO/COO/HR Director) will be notified of the scheduled testing. The ADSA/CSA will be responsible for observing and evaluating responses, including the functioning of the emergency notifications. The ADSA/CSA will report results to the ELT for evaluation and revision of the system. Documentation of emergency testing and evaluation will be kept in the Dean of Students' secure files on the SPST server.

CCP 4 Timely Warning Policy

Adopted: 6/29/2015

Timely warnings are triggered by crimes that have already occurred but represent an ongoing threat. A timely warning will be issued for any Clery crime committed on SPST's Clery geography reported to the ADSA/CSA or a local law enforcement agency and is considered by the institution to represent a serious or continuing threat to students and employees.

1. A timely warning will be issued for any Clery Act crime that occurs at SPST on campus, in public, or non-non-campus locations in the following circumstances:

   a) The crime is reported to Campus Security Authorities or local police agencies, and
   b) The crime is considered by the institution to represent a serious or continuing threat to students and employees.

Timely warnings may also be issued for non-Clery Act crimes deemed to pose a serious or continuing threat to the campus community.

2. Campus Security Officers, or in some instances, other employees, students, visitors, or local law enforcement with actual knowledge, may provide information about crimes that require a timely warning to the community. This information will be reported to the CFO/COO/HR Director or VPAAD to determine the need for a timely warning message and the portion of the community to which the message should be sent. If a situation arises, either on or off-campus, that, in the judgment of the CFO/COO/HR Director or the VPAAD, constitutes an ongoing or continuing threat, a campus-wide "timely warning" will be issued.
3. The CFO/COO/HR Director or VPAAD will then instruct the Director of Admissions and Communications or Director of Operations to issue a timely warning via email and text message that indicates the nature of the crime, the continuing danger to the campus community, and other such information that will ensure the safety and security of the campus community (such as warnings to lock vehicles or not to travel alone across campus at night).

CCP 5 Reporting of Crimes or Emergencies at SPST

Adopted: 6/29/2015; Updated: 7/30/2018

1. To ensure a safe and secure environment for all students, employees, and visitors to SPST, the following procedures will be utilized. Community members, students, faculty, staff, and guests are encouraged to report all crimes and public safety-related incidents, as well as emergencies.
2. The ADSA is the CSA for Kansas and Oklahoma Campuses.
3. At least twice a year, an email announcement will be sent to the community indicating the ADSA/CSA and the procedures to utilize for reporting an emergency or potential crime. Flyers will also be posted at the Kansas and Oklahoma campuses.

4. Reporting of crimes and emergencies should be as follows:

   a) Kansas campus: Call 911 to report, then follow up with the ADSA/CSA, who will share the report with the Resurrection security personnel.
   b) Oklahoma campus: Call 405-208-5911 to report to the OCUPD; follow up with the ADSA/CSA

5. Timely warnings will be issued whenever the report warrants or as directed by local law enforcement authorities. If a situation arises, either on or off-campus, that, in the judgment of the CFO/COO/HR Director or the VPAAD, constitutes an ongoing or continuing threat, a campus-wide "timely warning" will be issued.

The campus community will also be notified annually of the option to report a crime confidentially. Suppose someone is the complainant of a crime and does not want to pursue action within the Seminary/University system or the criminal justice system. In that case, they may still want to consider making a confidential report. With explicit permission, the CSA can file a report on the details of the incident without revealing the person's identity. The purpose of a confidential report is to comply with the wish to keep the matter confidential while taking steps to ensure the future safety of the person and others. With such information, SPST can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime concerning a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the institution.

CCP 6 Statement on Security and Access to SPST Facilities

Adopted: 6/29/2015

1. Although SPST does not own the buildings in which we conduct our classes and administrative support work, our goal is to ensure a safe and secure campus environment for all students, employees, and visitors.
2. **Access to the Kansas Campus**. Access to the campus Building C is available 7:00 am – 11:00 pm, 7 days a week, excluding holidays. The building is locked and unlocked via a computer program. All buildings have contact/glass break and motion sensors and are monitored 24/7. Additionally, the campus has 74 surveillance cameras recording 24/7.

   Certain interior areas of the campus are kept locked and are accessed by authorized personnel using electronic key cards. Some sensitive areas are kept locked and are accessible only by Facilities Staff. Landscaping is planted and maintained to allow a clear field of vision. The parking lots and walkways are programmed to be lighted from dusk until 11:30 pm.
3. **Access to and security of facilities at the Oklahoma Campus**. For the safety of its students, faculty, staff, and guests, SPST at OCU seeks to maintain a closed campus and discourages trespassers. Students, faculty, and staff must always carry University identification cards and present them to any University official upon request. Except for the Tom & Brenda McDaniel University Center, all University buildings are secured by midnight. For safety reasons, students are not to remain in university buildings after midnight unless accompanied by a full-time University employee. While the University strives to maintain adequate evening lighting, individuals are discouraged from walking unaccompanied during the evening and late-night hours. A call to OCUPD dispatch for an escort will enhance individual safety. The Physical Plant supervises custodial services and maintains the buildings, grounds, and utility systems. University employees routinely inspect building door locking mechanisms, windows, and fire alarm systems. Burned-out lights, broken doors, windows, and malfunctioning alarm systems are repaired as quickly as possible. University community members are encouraged to report maintenance problems, including lighting and elevator concerns, at 405-208-5382 or after-hours at 405-208-5383.
4. **Residence Halls at OCU** are accessed by ID card and monitored for guests seeking access.

CCP 7 Statement on Reporting Crimes and Confidential Counseling

Adopted: 6/30/2015

1. SPST does not have any employee or adjunct employee who is designated as a "Pastoral Counselor" or "Professional Counselor" within the work of the Seminary. Therefore, there are no exemptions to reporting a crime on campus, on adjacent public property, or at non-campus locations.
2. In keeping with the provision of the Clery Act: The 1998 amendments to 20 U.S.C. Section 1092 (f), clarification was given to those considered to be Campus Security Authorities. Campus "Pastoral Counselors" and Campus "Professional Counselors," when acting as such, are not considered a Campus Security Authority and are not required to report crimes for inclusion in the annual disclosure of crime statistics. As a matter of policy, they are encouraged, if and when they deem it appropriate, to inform persons being counseled of the procedures to report crimes voluntarily for inclusion in the annual crime statistics.

3. Definitions: A pastoral Counselor is an employee of an institution who is associated with a religious order or denomination, recognized by that religious order or denomination as someone who provides confidential counseling, and who is functioning within the scope of that recognition as a pastoral counselor. Professional Counselor is an employee of an institution whose official responsibilities include providing psychological counseling to members of the institution's community and who is functioning within the scope of his or her license or certification.
4. None of SPST's employees meet the criteria specified in (3.) above, and any conversations will not be considered confidential counseling for the purposes of reporting crimes for annual disclosure.

CCP 8 Security Awareness Programs for Students and Employees

Adopted: 6/30/2015; Updated: 7/1/2015

1. SPST is committed to ensuring a safe and secure campus environment for all students, employees, and visitors. Safety awareness begins with new student orientation and employee notification, where initial information is provided to new members of the community depending on the campus where they are located. This training includes personal safety and crime prevention awareness. Sexual assault prevention training is included in the anti-harassment training provided and required by the Seminary yearly for all students and employees.
2. Once a year, SPST will distribute community-wide reminders related to the following security awareness information, which is published online in both the Annual Security Report as well as the Student Handbook:

   Consider the following tips to ensure safety, security, and crime prevention on our campus, as well as anywhere else:

   - Lock your vehicle doors when you park and leave your vehicle, even if for just a moment.
   - Keep items out of sight in your car; move things into the trunk or conceal items beneath a coat or other cover.
   - Use an anti-theft device on your vehicle.
   - Keep your office doors locked anytime that you step away from the location; check the knob as you leave to confirm that it is locked and that the latch has properly engaged.
   - Check to be sure exterior building doors close, latch, and lock properly when you leave or enter a building; this is particularly important at the office/program buildings at times other than regular business or class hours.
   - Do not block open a locked exterior door, not for a friend who is coming over shortly, nor for the convenience of not having to use your key on frequent trips in and out of a building; it only takes a second for someone to slip into a building when an unsecured door is unattended.
   - Immediately report any suspicious or unusual activity on campus to the local police in Kansas by dialing 911 or OCUPD at OCU by dialing 405-208-5911. Follow up with the CSA.

   Moreover, remember that it is always appropriate and wise to:

   - Let someone know where you intend to be and when (this allows someone else, a family member, another student, a parishioner, or a neighbor to watch out for you and assists the school or others in locating you when we receive emergency calls for you)
   - Stay alert and aware of your surroundings; look around as you walk or as you enter a new space, like a building entryway, an office, or a car.
   - When walking outdoors alone, keep your keys in your hand, ready to open your car or building.
   - Consider carrying pepper spray or a whistle, keeping items in your hand and ready for use.

CCP 9 Disclosure of Off-Campus Locations of Student Organizations

Adopted: 6/30/2015; Updated: 7/27/2015

1. SPST has no student organizations with off-campus locations. As such, the school is exempt from reporting off-campus crimes.
2. On an annual basis, SPST will include in each campus Annual Security Report the following statement: "SPST student organizations do not maintain any off-campus locations."
3. This policy is reviewed annually in the summer to assess if any off-campus locations have been established.

CCP 10 Statement Addressing Illegal Drugs and Alcoholic Beverages

Adopted: 6/30/2015; Updated: 03/30/2017

STATEMENT OF PURPOSE

SPST seeks to maintain a safe and healthy environment for all persons. The following Drug and Alcohol Abuse Prevention Program (DAAPP) will assist in SPST's commitment to maintaining an alcohol and drug-free campus. All institutions of higher education are required to create a drug and alcohol abuse prevention program that will:

1. Annually notify each employee and student of standards of conduct; a description of appropriate sanctions for violation of federal, state, and local law and campus policy; a description of health risks associated with alcohol and other drug use; and a list of available treatment programs.
2. Have a sound method of distributing annual notification information each year to every student and staff member.
3. Prepare a biennial report on the effectiveness of its DAAPP and the consistency of sanction enforcement.

SPST encourages students and employees to pursue spiritual, physical, and emotional health. The following DAAPP is intended to meet this federal requirement and make all members of the SPST community aware of SPST's expectations regarding alcohol and drugs, encourage abstinence, and assist anyone struggling with these harmful substances.

ANNUAL NOTIFICATION

SPST will notify all students and employees through SPST email accounts of this DAAPP during each fall semester no later than October 1st of each year. All students and staff members are provided an SPST-issued email account and are expected to access SPST email regularly. Providing the DAAPP through email is the most efficient, effective, and all-inclusive method of communication. In addition, new employees and entering students will be provided a copy of the program during or following their new employee or student orientation. The entire program is also available on SPST's **Consumer, Equity Compliance & Title IX Information** page under Resources and may be viewed online at any time by students, staff, faculty, prospective students, and the general public: https://www.spst.edu/consumer-information/

STANDARDS OF CONDUCT

The Drug-Free Schools and Communities Act Amendment of 1989 is a federal law that requires all educational institutions to have and make available a clear policy regarding illegal drugs.

The well-being of its students and employees and creating an optimal learning environment are fundamental priorities for SPST.

SPST's commitment to this standard is firm, and will take action to maintain a safe and healthy educational environment. Therefore, SPST prohibits the unlawful distribution, possession, or use of controlled substances, illegal or illicit drugs, or alcohol by students or employees on Seminary property (defined as the Kansas and Oklahoma campuses), as a part of Seminary activities, or in any way related to Seminary employment or programs. Alcohol is excluded from any official function of the Seminary.

SANCTIONS

Any student or employee who violates the position of SPST regarding the unlawful distribution, possession, or use of controlled substances, illegal or illicit drugs, or alcohol is subject to disciplinary action as detailed within this document.

DRUG AND ALCOHOL TESTING

SPST may require any student or employee reasonably suspected of drug use to undergo drug testing. Drug and alcohol tests may be administered under the following conditions:

- If the employee or student exhibits conduct that would cause a reasonable person to believe that the employee is under the influence of drugs or alcohol
- If the employee demonstrates a level of job performance that suggests a drug or alcohol problem
- An independent, professional laboratory will be used to test for the presence of controlled substances and alcohol when testing is necessary. Termination of employment or enrollment may occur as a result of a violation of any provision of this policy.

NOTICE OF POTENTIAL STUDENT SANCTIONS

Any student who violates the provisions of this program is subject to disciplinary action, which may include termination of enrollment. The policies and procedures by which disciplinary action will be carried out are detailed under Student Conduct and Status of Enrollment. Students receiving sanctions requiring treatment may use any other certified program. In any case, a student must provide proof of treatment before consideration is given to his or her reinstatement.

DRUG-FREE CAMPUS RESOURCES

Kansas Available Treatment and Resources

- **First Call Alcohol/ Drug Prevention & Recovery** (formerly known as National Council)
  Missouri: 816-361-5900 | Kansas: 913-233-0747
  9091 State Line Rd., Kansas City, MO 64114
  www.firstcallkc.org
- **Heartland Regional Alcohol & Drug Assessment Center**
  5500 Buena Vista, Roeland Park, KS 66205
  P.O. Box 1063, Mission, KS66222
  913-789-0951 • Toll Free 1-800-281-0029
  Fax 913-789-0954
  www.hradac.com
  Email: info@hradac.com

Oklahoma Available Treatment and Resources

(Adapted from the OCU Handbook, 2013 – 2014; approved 11/2013)

- **Reach-out Hotline**: 1-800-522-9054
- **Oklahoma Alcoholics Anonymous**: 405-524-1100
  https://www.aaoklahoma.org
- **Oklahoma County Crisis Intervention Center**: 405-522-8100 or 1-800-522-9054 2625
  General Pershing Blvd, Oklahoma City, OK
- **A Chance to Change**: 405-840-9000 5228
  Classen Cir, Oklahoma City, OK
- **Catalyst Behavioral Services**
  (Inpatient and Outpatient): 405-235-9709
  3033 N Walnut Ave, Oklahoma City, OK
- **Jordan's Crossing, Inc**.
  (Inpatient & Outpatient): 405-604-9644
  301 SW I-240 Service Rd, Oklahoma City, OK
- **North Care Center**: 405-858-2700
  4436 NW 50th St, Oklahoma City, OK
- **The Referral Center** (Medical Detox):
  405-525-2525
  1215 NW 25th St, Oklahoma City, OK
- **SOS – Specialized Outpatient Services, Inc**.:
  405-810-1766
  5208 N Classen Cir, Oklahoma City, OK
- **Total Life Counseling**: 405-840-7040
  3000 United Founders Blvd, Suite 239
  Oklahoma City, OK
- **Valley Hope** (Outpatient): 405-946-7337
  6110 NW 63rd St, Oklahoma City, OK

Procedure for Distribution

This policy will be distributed annually to all students and employees through its inclusion in the Community Handbook, which is also available on the SPST website: https://moodle.spst.edu/login/index.php. Students at SPST on the Oklahoma campus are subject to the SPST policy and OCU policy.

Smoke-Free Campus Policy

At its Fall 2007 meeting, the SPST Board of Trustees approved this "Smoke-Free Campus" Policy as follows: In the interests of the health of all persons who use or visit the SPST campus, which grows out of Christian loving concern for the wellbeing of every individual, all the campus buildings and grounds shall be free of smoke from tobacco products as well as electronic cigarettes and chewing tobacco. (January 1, 2008; updated July 2015)

SPST will encourage, support, and assist students and employees who desire to quit smoking by reimbursing their out-of-pocket expenses up to $50 per month for up to four months of a smoking cessation program of their choosing, including consultation with a doctor and medical treatment with gum, patches, and/or prescription medications. Persons may request this financial support through the CFO/COO/HR Director or the ADSA/CSA.

CCP 11 Disclosures to Complainant of Crimes of Violence or Non-forcible Sex Offenses

Adopted: 6/30/2015

In accordance with provisions of the Clery Act, SPST will, upon written request, disclose to the complainant of a crime of violence or a non-forcible sex offense the results of any disciplinary hearing conducted by the Seminary against the student who is the respondent of the crime or offense. If the complainant is deceased due to the crime or offense, SPST will provide the disciplinary hearing results to the complainant's next of kin if so requested.

CCP 12 Emergency Response and Evacuation Procedures

Adopted: 6/30/2015; Updated: 7/27/2015

The following emergency response and evacuation procedures will be reviewed in July of each year to ensure currency. The procedures will be published in the Campus Security Reports and the Saint Paul Community Handbook. Community-wide email messages will be sent each fall and spring to remind students and employees about these procedures. These procedures are also in a notebook in each classroom.

KANSAS CAMPUS PROCEDURES

General Rules – Fire

- Stay calm; do not panic.
- Activate the fire alarm at the nearest pull station – do not assume anyone else has called the Fire Department.
- Call 911 – Remain calm, and give the dispatcher as much information as you can, including the address:
  East building: Resurrection – Building C
  OR West building: Resurrection – Building B 13720 Roe Ave in Leawood 5001 W 137th St in Leawood.
- Exit by the stairs; never take the elevator during a fire; you may be trapped if the power goes out.
- Instructors ensure everyone is out of the room.
  - Bring the class roster or attendance notebook with you.
  - Help others who need assistance to evacuate.
- Before opening any door, feel the handle with the back of your hand for heat, then feel the door itself, starting from the bottom and moving to the top.
  - If the door is hot, DO NOT try to open it; smoke and flames may rush into your room.
  - If the door is cool, open it slowly, but be prepared to shut it quickly if smoke or heat rush in.
- Close doors as you leave to contain fire and smoke.
  - If you encounter smoke or flames during your escape, use another exit.
- Heat and smoke rise so cleaner air will be near the floor; get as low as possible to the floor and move toward the exit.
- Once outside, move away from the building and stay out until emergency personnel say it is safe to return.
- Do not get into your car and try to leave the church grounds; you may block emergency vehicles trying to enter or leave the premises.
- Notify your instructor/supervisor that you have safely exited the building.
- If coworkers are still inside the building, notify the firefighters; DO NOT re-enter the building, and DO NOT attempt to rescue coworkers yourself once you are outside.

Evacuation in case of fire or another emergency

- Evacuate quickly through the nearest exit.
  - DO NOT use the elevators; take the stairs.
  - Assist others as needed.
- The fire stairs are designed to be fire and smoke-resistant and are the safest way to exit.
  - DO NOT PROP OPEN THE FIRE STAIR DOOR; this would allow smoke and fire to enter.
  - The fire stair doors are locked on the stairwell side; return entry is not possible.
- Once outside, all persons are to move across the street from the SPST entry.
  - DO NOT leave the premises – someone might think you are still inside the building, and lives could be endangered by searching for you.
- Gather by departments and groups; verify that everyone has evacuated.
  - Report to the highest administrator available
  - If it is necessary to leave, sign out with an administrator, supervisor, or assigned staff member.

Staff Responsibilities in case of evacuation

- Business office staff clear the offices and conference room as they move to the exits or stairwell.
- Academic staff clear the faculty offices and classrooms, then move to the exits or the stairwell.
- President's office staff clear suite offices and Commons area, then move to the exit or the stairwell.
- Front desk and Registrar clear the restrooms and direct them to the front door as needed.
- Be alert to who is on and off location each day; tell co-workers when leaving the premises.

General Rules – Bomb Threat

Emergency Bomb Threat Evacuation: EVACUATE ALL BUILDINGS

DO NOT use two-way radios
TURN OFF cell phones and pagers
DO NOT TOUCH or move any suspicious objects

- Stay calm; do not panic.
- Leave quickly and orderly.
- Instructors, be sure everyone is out of the room, bring the class roster or attendance notebook with you, and help others who need assistance to evacuate.
- Once outside, move away from the building and stay out until emergency personnel say it is safe to return.
- Notify your teacher/leader that you have safely exited the building.
- If a suspicious object is observed, DO NOT TOUCH IT! Note its location and notify:
    - Safety and Security Director: 913-544-0264 (office), 913-961-1680 (mobile)
    - Director of Facilities: 913-544-0776 (office), 913-568-9088 (mobile)
    - Facilities Cell Phone: 913-908-2327
    - Executive Director of Central Resources & Resurrection CFO: 913-544- 0770 (office)

Evacuation – Fire and Bomb Threat

- Building B/Narthex/Sanctuary:
    - Proceed out to the nearest exit.
    - Those exiting the north side of the building should proceed to parking lot A
    - Those exiting the south side of the building should proceed to parking lot G.
    - Anyone leaving by the east doors should proceed to lot F.
- Building C/Chapel/Youth Center:
    - Proceed out the nearest exit and go to the farthest east or south side of parking lots D and E
- After evacuation, notify the following regarding the fire location:
    - Safety and Security Director: 913-544-0264 (office), 913-961-1680 (mobile)
    - Director of Facilities: 913-544-0776 (office), 913-568-9088 (mobile)
    - Facilities Cell Phone: 913-908-2327
    - Executive Director of Central Resources & Resurrection CFO: 913-544- 0770 (office)

In Case of Tornado

- Alert others who may not be aware of the warning
- Move away from the windows to the interior area; locations are listed under Tornado Shelter below.
- As much as possible, stay together and be aware of locations where others are seeking shelter.
- Gather by departments/groups, account for each person, and report to the highest administrator available.
- Do not leave the shelter until given the all-clear.
- After the all-clear is given, if there is no damage, return to SPST office space and again account for each person; if there is damage, gather in the parking lot or other safe gathering location, account for each person, and report to the highest administrator available.
- If it is necessary to leave, sign out with an administrator, supervisor, or assigned staff member.

Tornado Shelter

- Building B/Narthex/Sanctuary
    - When advised to seek shelter, evacuate the Sanctuary as directed
    - The west half of the Sanctuary should exit to the Basement area.
    - The East half of the Sanctuary should exit to the Saving Grace/Choir area on the north and east sides of the Sanctuary.
- Building C/Chapel/Youth Center
    - When advised to seek shelter, use designated routes to the basement area.
    - Professors/leaders ensure that students remain together and account for all students. Stay in the shelter until advised that it is safe to leave.

Lockdown

- Stay in a classroom or room without a window in the door.
- If outside, get inside immediately.
- When it is safe to do so, call 911 to alert the police to your location.
- Turn out the lights.
- Close and lock doors
- Turn off cell phones.
- Turn off the video connection and equipment.
- Keep silent and stay in the room until instructed by the police.
- If able to escape, keep hands overhead and comply with police instructions.
- Gather by departments/groups, account for each person, and report to the highest administrator available.
- Do not leave the shelter until given the all-clear.

- After the all-clear is given:
  - If there is no damage, return to the SPST office space and again account for each person.
  - If there is damage, gather in the parking lot or other safe gathering location, account for each person, and report to the highest administrator available.

If it is necessary to leave, sign out with an administrator, supervisor, or assigned staff member.

Protected locations

- If it is safe to do so, move to the first or second floors via the outside staircases.
- Shelter in the center hall and restroom areas, away from potential blowing glass
- The fire stairs are reinforced and can be used during a tornado; be aware that the fire stairs are locked from the inside on every level; no re-entry on any floor, only exit the building.
- Go as far down the stairs as seems safe.
- The ground-level fire stair exit has windows that could potentially blow out, and it may be best to stay one flight above them.
- There is a small sheltering space underneath the stairs at the very bottom that is secure but might receive some blowing glass.
- If it is necessary to remain in the SPST office space, use the back hallway file room or move to the restrooms; other internal rooms without windows may be used if needed.

PROCEDURES FOR THE OKLAHOMA CAMPUS
(Consult Building Safety Plan for More Details)

General Rules – Fire

- Go to the lawn west of the Chapel after leaving through the nearest exit; gather near the lamppost south of the Gold Star building.
- Gather with your class so professors can call roll to ensure all are safe.
- If the alarm had not been sounded, pull the alarm on the way out the exit.
- When safe to do so, call: 405-208-5911 (x5911)

In Case of Tornado

- Go to the basement of the Chapel, away from windows.
- Gather with your class to ensure all are safe, and wait until a clear signal is given.

Lockdown

- Stay in a classroom or room without a window in the door.
- If outside, get inside immediately.
- When safe to do so, call 405-208-5911 or x599 to alert police of your location.
- Turn out the lights.
- Close and lock doors
- Turn off cell phones.
- Turn off the video connection and equipment.
- Keep silent.
- Stay in the room until instructed by the police.
- If able to escape, keep hands overhead and comply with police instructions.

Earthquake

- Take cover under a table, chair, pew, or bench.
- Wait for the motion to subside and for falling objects to come to rest.
- If damage is severe, evacuate to the area designated by police.
- If there is no apparent damage, return to normal activities.
- The building coordinator will survey for broken water and gas pipes or other damage.
- If an evacuation location is needed, call 405-208-5911 or x5911.

In case of a Medical Emergency, Call 911.
(On-campus phones, dial 9-911) Be prepared to report:

- Number and location of victim(s)
- Nature of injury or illness
- Hazards involved.
- Nearest entrance (emergency access point)
- Use the nearest AED if needed.
- Call 405-208-5911 (x5911) to alert OCUPD of your location.

In case of Violent or Criminal Behavior or Threats, Call 911.
(On-campus phones, dial 9-911) Be prepared to report:

- Your location
- Nature of incident or threat
- Hazards involved.
- Call 405-208-5911 (x5911) to alert OCUPD of your location.

In case of a Suicidal/Psychological Crisis, Call 405-208-5911 (x5911) to alert OCUPD of your location. (They have been trained – along with OCU Campus Counseling Services personnel – for just such emergencies.)

CCP 13 Equity Compliance Officer and Title IX Coordinator

Adopted: 6/30/2015; Updated: 7/27/2015; Updated 08/12/2020

1. The Department of Education's Mission enacted by Congress states: Title IX seeks to reduce or eliminate barriers to educational opportunity caused by sex discrimination in institutions that receive federal funding. SPST supports this mission and is committed to the fair and equitable treatment of all students, employees, and visitors at our campuses and prescribes to the mandated regulations. Title IX regulations obligate recipients [the institution] to respond promptly and supportively to persons alleged to be victimized by sexual harassment, resolve allegations of sexual harassment promptly and accurately under a predictable, fair grievance process that provides due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims. SPST will treat the complainant and respondent equitably and offer supportive measures to the complainant and will follow a prescribed grievance process that complies with 106.45 of the Regulations before imposing disciplinary sanctions if the respondent is found responsible. Every formal complaint filed by a complainant or signed by the Title IX Coordinator will be investigated and moved through the grievance process. This effectively implements remedies designed to restore or preserve a complainant's equal education access any time a respondent is found responsible for sexual harassment.

   A formal complaint is a document filed by the complainant or signed by the ECO/Title IX Coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegations of sexual harassment. At the time of filing, the complainant must participate in or attempt to participate in the education program or activity of the recipient with which the formal complaint is filed. The Discrimination/Harassment/Sexual Harassment Formal Complaint form can be found online at:

   https://www.spst.edu/wp-content/uploads/2022/01/Online-Discrimination.Harassment.Sexual-Harassment-Formal-Complaint-Form-rev.-01.10.2022.pdf

   Supportive measures are non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipients' educational environment or deter sexual harassment. Examples include counseling, extensions of deadlines or other course-related adjustments, modification of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work/housing locations, leaves of absence, increased security, and monitoring of certain areas of campus.

   SPST will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The ECO/Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

2. Each year, the President will appoint (or reappoint) an ECO/Title IX Coordinator who reports to the President and is a full-time employee of the Seminary. All students and employees will receive annual notification about the ECO/Title IX Coordinator and his or her contact information, along with a description of the duties and responsibilities described herein. This information will be posted on both campuses, as well as published in the *Student Handbook*.

3. The ECO/Title IX Coordinator, appointed by and reporting to the President, serves as the single point of reporting any concerns or complaints related to the following federal regulations:
   - Title IX of the Education Amendments of 1972 – Sex Discrimination (34 CFR 106)
   - Section 504 of the Rehabilitation Act of 1973 – Disability Discrimination (34 CFR 104)
   - Age Discrimination Act of 1975 (34 CFR 110)
   - Title VI of the Civil Rights Act of 1964 – Racial Discrimination (34 CFR 100)

4. A student, employee, or visitor should contact the ECO/Title IX Coordinator directly with any suspected violations of equitable treatment or sexual harassment. The ECO/Title IX Coordinator will then assign the matter for investigation. The findings of the designated investigator will be submitted to the Decision-maker for final action and resolution as a result of the prescribed grievance process.
5. Reports to the ECO/Title IX Coordinator will be treated as confidential to protect those reporting and suspects of violations.
6. The ECO/Title IX Coordinator will receive annual training appropriate to the level of familiarity and knowledge of these federal requirements. The certification training materials are posted on the Equity Compliance and Title IX Office link on the SPST website at www.spst.edu.
7. Equity Compliance and Title IX Office:

   Richard Liantonio, Library and Title IX Coordinator/ Equity Compliance Officer 913-253-5036 richard.liantonio@spst.edu
8. The ECO/Title IX Coordinator is responsible for:

   a) Responding to reports and complaints of sex discrimination, including reports and formal complaints of sexual harassment
   b) Informing complainants of the availability of supportive measures and the process for filing a formal complaint
   c) Offering supportive measures to the complainant designed to restore or preserve equal access to the recipient's educational programs or activity
   d) Working with respondents to provide supportive measures as appropriate
   e) Coordinating the effective implementation of both supportive measures (to one or both parties) and remedies to the complainant
   f) Coordinating investigations, grievance proceedings, and appeals
9. The ECO/Title IX Coordinator will serve free from bias and conflict of interest and is trained in how to serve impartially to avoid prejudgment of the facts at issue, prejudice, and sex stereotypes.

CCP 14 Anti-Harassment, Anti-Discrimination, Anti-Retaliation

Adopted: 6/30/2015 Updated: 10/12/2016; 08/12/2020

SPST is committed to education and prevention of sex crimes and sexual harassment at all Seminary sites. The purpose of this policy is to uphold SPST's commitment to preserving the fundamental dignity and rights of all individuals involved in Seminary educational programs and activities by responding promptly and supportively to persons alleged to be victimized by sexual harassment, to resolve allegations of sexual harassment, and promptly and accurately under a predictable, fair grievance process provide due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims. Harassment based on race, color, creed, religion, sex, pregnancy status, sexual orientation, genetic information, marital status, national origin or ancestry, age, gender, disability, citizenship or impending citizenship status, gender identity, veteran status, or any other status protected by law ("protected status") will not be tolerated. Prohibited discrimination, harassment, sexual harassment, and retaliation are contrary to the education and employment values of SPST and will not be tolerated.

Educational programs or activities include locations, events, or circumstances over which the recipient [institution] exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

All members of the SPST community have the right to be free from discrimination, harassment, sexual harassment, and retaliation from anyone – students, faculty, staff, supervisors, co-workers, or others, including clergy, congregation members, vendors, suppliers, and contractors with whom the employee or student has contact as a result of the individual's employment, study, or contextual education ministry setting while at SPST, whether on the property or off property at an SPST related event.

Preventing prohibited discrimination, harassment, sexual harassment, and retaliation is the responsibility of all members of the SPST community. Actual knowledge of possible violations of this policy (a "Concern") should be reported as soon as possible to the ECO/Title IX Coordinator, who will respond promptly and supportively. If anyone feels that the Seminary has not met its obligations under this policy, that person should contact the ECO/Title IX Coordinator.

1. Discrimination

   Saint Paul School of Theology prohibits discrimination based on race, creed, color, religion, national origin, age, disability, sex, gender, sexual orientation, gender identity, parental, family, or marital status, pregnancy, or related conditions, veteran status, or any other status protected by law. This applies in all areas of the Seminary, including all educational programs, experiences, activities, and opportunities.

2. Sexual Harassment

   Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
   a) An employee of the recipient conditioning the provision of aid, benefit, or service of the recipient on an individual's participation is unwelcome sex conduct (quid pro quo),
   b) Unwelcome sex-based conduct determined by a reasonable person, based on the totality of circumstances, to be so severe, pervasive, and objectively offensive that it limits or denies a person equal access to and/or benefit from the recipient's education program or activity, or
   c) Sexual assault, dating violence, domestic violence, or stalking as defined in CCP20. Sexual harassment of any form or nature constitutes discrimination under the law and will not be tolerated. As part of the above-stated policy, no student, faculty, staff, or any person may sexually harass another individual. Prohibited sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or other non-verbal conduct of a sexual nature when (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission to or rejection of such conduct by an individual is used as a basis for an employment decision affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating environment.

   Sexual violence is a prohibited form of sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the use of drugs and/or alcohol or to an intellectual or other disability. Some examples of sexual violence may include rape, sexual assault, sexual battery, and sexual coercion. Other examples include, but are not limited to:

   - Unwelcome or offensive sexual innuendo
   - Subtle pressure for sexual activity or coercion to date
   - Sexist remarks or jokes about a person's body, physical appearance, or private life
   - Degrading remarks, posters, pictures, photographs, cartoons, drawings, graffiti, or other objects in the workplace or educational environment that contribute to an intimidating work or educational environment.
   - Touching, making improper or unwelcome advances or propositions
   - Abusive, crude, or vulgar language with sexual implications

3. Harassment Based on Other Protected Characteristics

   Harassment based on other protected characteristics is also strictly prohibited. SPST prohibits unwelcome verbal or physical conduct that denigrates or shows hostility or aversion toward anyone because of race, color, religion, age, national origin, disability, pregnancy status, or any other protected status protected by law and that a) has the purpose or effect of creating an intimidating or offensive work or educational environment; b) has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or c) otherwise adversely affects an individual's employment opportunities or student's educational program or activity. This prohibition applies to all individuals who work for or with the Seminary, are students of the Seminary, or other persons conducting business with SPST. Examples of conduct prohibited by this policy include but are not limited to:

   - Visual forms of harassment, such as markings, cartoons, graffiti, and drawings
   - Verbal harassment, such as racial remarks, jokes, epithets, slurs, or negative stereotyping
   - Threatening or intimidating acts
   - Written or graphic materials that denigrate or show hostility or aversion toward an individual or group.
   - Denigrating remarks and jokes or pranks related to a protected class.
   - Actions against or actions that tend to exclude persons due to their association with a protected class.

- SPST has zero tolerance for any prohibited behaviors or conduct, and violators will be disciplined, up to and including termination or expulsion.

4. Reporting

   Any student or employee who has a question, concern, or complaint of discrimination, including harassment or sexual harassment based on his/her protected status or retaliation, is encouraged to bring the matter to the immediate attention of the ECO/Title IX Coordinator. A formal complaint may be filed with the ECO/Title IX Coordinator. The online Complaint form link can be found at:

   https://www.spst.edu/wp-content/uploads/2022/01/Online-Discrimination.Harassment.Sexual-Harassment-Formal-Complaint-Form-rev.-01.10.2022.pdf

   Any SPST official who has actual knowledge of any complaint of harassment should contact the ECO/Title IX Coordinator. Any individual who believes that he or she has been the subject of conduct or has witnessed conduct prohibited by this policy, whether it is the conduct of students, faculty, staff, supervisors, co-workers, or others, including clergy, congregation members, vendors, suppliers, and contractors with whom the employee or student has contact as a result of the individual's employment, study, or contextual education ministry setting while at SPST, or anyone else associated with the organization, should report the incident(s) immediately to the ECO/Title IX Coordinator. Individuals are urged to use this procedure to report actual knowledge of any incidents so that a prompt and supportive investigation can be conducted to resolve allegations of sexual harassment promptly and accurately under a predictable, fair grievance process that provides due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims. If anyone feels that the Seminary has not met its obligations under this policy, that person should contact the ECO/Title IX Coordinator.

5. Investigation

   SPST has a compelling interest in protecting the integrity of the investigation and endeavors to protect witnesses from harassment, intimidation, and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. In some instances, SPST may decide that to achieve these objectives, those involved must maintain the investigation and any person's role in the said investigation as confidential to the extent necessary to protect the investigation. Employees are expected to cooperate fully in any investigation. False and bad faith complaints of discrimination, harassment, sexual harassment, or retaliation will be subject to disciplinary action. Upon receipt of a filed formal complaint, the ECO/Title IX Coordinator will promptly contact the complainant to offer supportive measures. The ECO/Title IX Coordinator will assign an Investigator to the complaint and notify both complainant and respondent of their right to have an advisor of their choice work with them through the grievance process. Once the investigation is complete, the decision-maker will provide the findings and then conduct the grievance proceedings.

Retaliation

SPST prohibits retaliation against anyone for reporting discrimination, harassment, sexual harassment, assisting in making a complaint or cooperating in an investigation as a witness or a related role. Retaliation prohibited by this policy includes but is not necessarily limited to, disparaging comments, uncivil behavior, or other negative treatment of an employee or student because a complaint was made pursuant to this policy or otherwise cooperated with SPST's investigation. Anyone who believes he/she has experienced or witnessed retaliation should immediately notify the ECO/Title IX Coordinator.

CCP 15 Consensual Romantic or Sexual Relationships

Adopted: 6/30/2015 Updated: 10/12/2016

1. Consent is defined in SPST Policy CCP 16. Its provisions determine the use of "consent" or "consensual" relationships in this policy.
2. Although close personal relationships may exist or develop between members of the SPST Community, including but not limited to consensual romantic relationships, appropriate limitations on such relationships are to be observed as follows.
    - Romantic or sexual attention by any adult toward any minor child is absolutely prohibited. Any sexual abuse of a child will be reported according to applicable laws.
    - Unsolicited, non-consensual, or coercive romantic or sexual attention between or among adults is strictly prohibited in all circumstances, as detailed in the Anti-Harassment, Anti-Discrimination, and Anti-Regaliation policy (CCP14).
3. Any sexual relationships between or among adults are prohibited when:
    - One party has power over the other party and/ or is responsible for making decisions regarding the other party's participation in/with the SPST Community, such as directing, supervising, hiring, promoting, evaluating, grading, advancing, or developing the academic or employment experience of the other party to the behavior.
    - One party has a position of confidence, authority, or spiritual guidance over the other party.
    - One party is a subordinate under the other party's supervisory line of authority.
    - One party is a faculty or staff member, and the other is a student.
    - One party is a student in a contextual education ministry setting, and the other is a congregant within the same ministry setting. They were not spouses or partners before being assigned to the ministry setting.
    - There is a potential for significant interference with either party's work or academic performance or ability to conduct himself/herself professionally.
    - The relationship may create a conflict of interest.
    - Other situations as determined.
4. Students may enter into and create relationships with other students that do not violate the criteria set forth above and/or do not otherwise adversely affect the Community environment and comply with the "Policy on Consent (CCP16)."
5. Consensual romantic or sexual relationships between employees (administrators, faculty, and staff) of SPST may be permissible if they are not otherwise prohibited by any criterion set forth above and/or that would not otherwise adversely affect the Community environment.
6. All Community members – employees and students alike – should carefully consider the potential problems inherent in such relationships. At the earliest stage of a relationship between community members where there is a power differential, or the appearance of such that may raise questions regarding its appropriateness, the persons involved shall disclose the relationship and dialogue with their supervisor and/or Vice-President level administrator for guidance on appropriate precautions to protect the interests of all parties.
7. Failure to follow this policy may result in disciplinary action, up to and including dismissal from employment and/or the SPST Community. SPST representative(s) will address any incidents or situations that are reported to them using the tools and processes detailed in the "Conflict Resolution Guidelines" and "Investigating Complaints of Serious Misconduct against Employees and Students" guidelines. Any violations of this policy should be reported immediately to the ECO/Title IX Coordinator.

CCP 16 Policy on "Consent"

Adopted: 6/30/2015; Updated: 7/27/2015w; Updated 08/12/2020

1. SPST is committed to education and prevention of sex crimes and sexual harassment at all Seminary sites. This policy provides for the definition of "consent" as required by the Violence Against Women Act and Campus Sexual Violence Elimination Act (SaVE), as well as consequences for violation of this policy.
2. Definition of "Consent." To prevent unwanted sexual advances and sexual violence and uphold professional behavior standards, SPST defines "consent" as the affirmative, unambiguous, and voluntary agreement to engage in a specific sexual activity during a sexual encounter. Members of the SPST community are expected to comply with the notion that "no means no" without exception. When in doubt, always err on the side of "no." Moreover, an individual who is incapacitated in some manner, whether physically or mentally, due to the effects of drugs or alcohol or for any other reason, or is asleep, or is placed under threat, coercion, duress, intimidation, or force cannot give consent. Silence or absence of resistance

does not imply consent. The existence of a prior relationship or previous sexual activity does not constitute consent. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent.

Any violations of this definition of consent should be reported immediately to the ECO/Title IX Coordinator. Any reports provided to the ADSA/CSA or the CFO/COO/HR Director will be immediately forwarded to the ECO/Title IX Coordinator. The ECO/Title IX Coordinator will assign the investigation to the Investigator. Following a thorough, fair, and impartial investigation, the Investigator will provide results, including all evidence, to the Decision-maker for the grievance proceeding. Following the conclusion of the hearing, both parties will be simultaneously notified of the decision and notified of their right to an appeal.

CCP 17 Educational Programs for Sexual Assault Prevention

Adopted: 6/30/2015; Updated: 7/27/2015; 7/31/2019; 08/12/2020

1. SPST conducts annual anti-harassment training. This training is mandatory for all members of the SPST Community. This information will also be available to students, employees, and visitors on the SPST website in the Annual Security Report and the Student Handbook.
2. The ECO/Title IX Coordinator will be responsible for maintaining rosters of those persons who have completed the annual training.
3. The anti-harassment training will include, but not be limited to, the following:

   a) Prevention of Sexual Abuse, including the Seminary's definition of "consent" contained in SPST. Policy CCP 16.
   b) Information related to SPST's policies on anti-harassment, anti-discrimination, and anti-retaliation, including procedures for reporting violations.
   c) Information related to SPST's policies on consensual romantic and sexual relationships, including potential consequences for violations of this policy.
   d) Procedures students or employees should follow if a sex offense occurs at any Saint Paul campus, public, or non-campus locations (locations described in SPST Policy CCP 1).
   e) Procedures for campus disciplinary action in cases of an alleged sex offense, including a clear statement that 1) The complainant (an individual who is alleged to be the victim of conduct that could constitute sexual harassment) and the respondent (an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment) are entitled to the same opportunities to select an advisor of their choice to be present during the prescribed grievance process, and 2) Both the complainant and the respondent must be informed of the outcome of any institutional hearing that is brought alleging a sex offense.
   f) Sanctions may be imposed on the respondent if found responsible for violations of sexual offenses not described in b) and c) above.
   g) Advising of where law enforcement agency information concerning registered sex offenders may be obtained.

CCP 18 Fire Safety for Saint Paul Students in OCU Housing

Adopted: 6/30/2015

1. Whenever SPST students live in dormitories or apartments owned by OCU, the following procedures will be in effect.
2. The ADSA/CSA will be responsible for ensuring the following actions are taken in coordination with OCU:

   a) Maintain a log of all reported fires that occur in those on-campus student housing facilities,
   b) Publish the annual fire safety report (as part of the Annual Security Report) that includes fire safety policies and fire statistics for each of those facilities and
   c) Submit the fire statistics from the Fire Safety Report annually to the Department of Education (DOE).
3. For fire safety reporting, the Higher Education Association (HEA) defines fire as any instance of open flame or other burning in a place not intended to contain the burning or in an uncontrolled manner. SPST will utilize this definition.
4. Fire statistics will be reported in the annual Campus Security and Safety Report for each campus.

CCP 19 Policy on Missing Student Notifications

Adopted: 8/21/2015

1. If a member of the SPST community has reason to believe that a student who resides in on-campus housing at OCU is missing, he or she should immediately notify the ADSA/CSA, who will immediately contact the appropriate law enforcement agencies to generate a missing person report and initiate an investigation.
2. In addition to the general emergency contact in (1.) above, students who reside in on-campus housing have the option to identify the ADSA/CSA as an individual to be contacted in the event the student is determined to be missing for more than 24 hours. When providing contact information, it will be treated as confidential and used only for the purpose of making a missing student notification. If a student has identified such an individual, the ADSA/CSA will notify the designated person within 24 hours after the student is determined to be missing. A student's confidential contact information will be accessible only by authorized campus officials and law enforcement during the investigation. In the rare instance that an SPST student is under 18 years of age and not emancipated, a legal guardian must also be notified within 24 hours.
3. After investigating a missing person report, if the appropriate law enforcement agency determines that the student has been missing for 24 hours, SPST will notify the student's emergency contact no later than 24 hours after the student is determined to be missing.

CCP 20 Policy Regarding Programs to Prevent Dating Violence, Domestic Violence, Sexual Assault, and Stalking Policy Statements (VAWA Offenses)

Adopted: 10/1/2015; 08/12/2020

SPST conducts annual anti-harassment training as its primary prevention and awareness program utilizing self-paced webinars. This training is mandatory for all members of the SPST community. The anti-harassment training will include, but not be limited to, the following:

a) Prevention of sexual abuse, including the Seminary's definition of "consent."

b) Information related to SPST's policies on anti-harassment, including sexual harassment, anti-discrimination, and anti-retaliation, including procedures for reporting violations.

c) Information related to SPST's policies on consensual romantic and sexual relationships, including potential consequences for violations of this policy.

d) Procedures that students or employees should follow if an offense of dating violence, domestic violence, sexual assault, or stalking occurs at any SPST campus, public, or non-campus location.

e) Procedures for campus disciplinary action in cases of an alleged offense of stalking or sexual, domestic, or dating violence, including a clear statement that:

   i. The complainant and the respondent are entitled to the same opportunities to choose an advisor of their choice to be present during a prescribed grievance proceeding and

   ii. Both the complainant and the respondent must be informed simultaneously of the outcome of the grievance proceeding that is brought alleging an offense of stalking or sexual, domestic, or dating violence.

f) Sanctions may be imposed if the respondent is found responsible for violations of sexual offenses not described in b) and c) above.

g) Advising where law enforcement agency information concerning registered sex offenders may be obtained.

SPST has zero tolerance for any prohibited behaviors or conduct and violators will be disciplined, up to and including expulsion or termination. Prohibited behaviors include dating violence, domestic violence, sexual assault, and stalking.

Following our initial training and awareness program for Violence Against Women Act (VAWA) crimes and sexual harassment and violence prevention, SPST holds various forums and sessions during our weekly Community Formation time to deepen student and employee understanding.

DEFINITIONS

Consent is the affirmative, unambiguous, and voluntary agreement to engage in a specific sexual activity during a sexual encounter. Members of the SPST community are expected to comply with the notion that "no means no" without exception. When in doubt, always err on the side of "no." Moreover, an individual who is incapacitated in some manner, whether physically or mentally, due to the effects of drugs or alcohol or for any other reason, or is asleep, or is placed under threat, coercion, duress, intimidation, or force cannot give consent. Silence or absence of resistance does not imply consent. The existence of a prior relationship or previous sexual activity does not constitute consent. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent.

Sexual harassment is unwelcome sexual advances, requests for sexual favors, or other verbal or physical harassment of a sexual nature. **Sexual assault** is actual or attempted sexual contact with another person without that person's consent. This includes, but is not limited to:

a) Intentional touching of another person's intimate parts without that person's consent,

b) intentional sexual contact with another person without that person's consent,

c) Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent, or

d) Rape, which is penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by a sex organ or another person, without that person's consent.

Retaliation is any adverse action that someone takes against another individual (s) because he or she filed a complaint about discrimination, harassment, or sexual harassment.

Intimidation means to frighten or threaten someone, usually to persuade them to do something that someone wants them to do.

Dating violence means violence committed by a person.

a. who is or has been in a social relationship of a romantic or intimate nature with the complainant and

b. where the existence of such a relationship shall be determined based on a consideration of the following factors:

   i. The length of the relationship,
   ii. The type of relationship, and
   iii. The frequency of interaction between the persons involved in the relationship. It also includes controlling, abusive, and aggressive behavior in a romantic relationship.

Domestic violence (domestic abuse, spousal abuse, intimate partner violence, battery) includes violence and emotionally abusive behavior used by one person in a relationship to control another. The violence may be criminal and include physical assault, sexual abuse, stalking, emotional/verbal, psychological, and financial abuse, or intimidation.

Stalking is unwanted or obsessive attention by an individual or group toward another person and may include following the complainant in person or monitoring them. It is engaging in the course of conduct directed at a specific person that could cause a reasonable person to:

a) Fear for his or her safety or the safety of others

b) Suffer substantial emotional distress.

Bystander Intervention

(Bystander intervention strategies adapted from Stanford University)

Bystanders play a critical role in the prevention of sexual and relationship violence. They are individuals who observe or witness violence. They are not directly involved but have the choice to intervene. SPST wants to promote a culture of community accountability where bystanders are actively engaged in preventing violence without causing further harm. If you or someone else is in immediate danger, dial 911. The following is a list of some ways to be an active bystander:

- Watch out for friends and fellow students/employees. If you see someone who looks like they could be in trouble, ask if they are okay.
- Confront people who seclude, hit on, try to make out with, or have sex with people who are incapacitated.
- Speak up when someone discusses plans to take advantage of another person.
- Believe someone who discloses sexual assault, abusive behavior, or experience with stalking.
- Refer people to on or off-campus resources for support in health, counseling, or legal assistance.
- Encourage the complainant to personally report the event to the ECO/Title IX Coordinator.

Information on risk reduction (Adapted from OCU 2014 ASR)

With no intent to complainant blame and recognizing that only rapists are responsible for rape,

The following are strategies to reduce one's risk of sexual assault or harassment (whether on or off campus):

- Choose open, well-lit, and well-traveled areas.
- Travel with a friend or in a group
- Avoid dark, vacant, or deserted areas.
- When walking, you should walk facing traffic.
- Be cautious of drivers who stop to talk to you.
- Dress in clothes and shoes that will not hamper movement.
- If you sense trouble, move away from the potential threat if possible.
- Join any group of people nearby or cross the street and increase your pace.

- If a threatening situation is imminent and people are close by, yell, scream, or make a commotion in any way you can to get their attention. Remember: if you yell "help," people tend to leave you and go to get help. If you yell "fire," people will often come towards you.
- Be alert and aware of your surroundings! Giving the appearance of not paying attention and not being alert is what offenders look for in a victim.
- Never hitchhike!
- Always tell someone where you will be and what time you are going to return.
- Do not wear headphones while walking or jogging.
- Do not read while walking or standing on the street.
- Do not leave your drink unattended.
- Do not accept drinks from people you do not know or trust.
- If you suspect someone has been drugged, contact law enforcement immediately.
- Be true to yourself; do not feel obligated to do anything you do not want to do.
- **TRUST YOUR INSTINCTS**; if something feels wrong, something probably is wrong.

PROCEDURES TO FOLLOW IF A CRIME OF SEXUAL ASSAULT, DOMESTIC VIOLENCE, DATING VIOLENCE, OR STALKING HAS OCCURRED

Any student or employee who has a question, concern, or complaint of sexual assault, domestic violence, dating violence, or stalking is encouraged to bring the matter to the immediate attention of the ADSA/CSA, ECO/Title IX Coordinator, or VPAAD. Any SPST official who has actual knowledge of any of these offenses is required to make immediate and accurate reports of the crime to the ECO/ Title IX Coordinator.

If a complainant is unwilling or unable to make a report on the complainant's behalf, individuals with actual knowledge of the crime should contact the police to make a report. At the complainant's request, SPST will assist the complainant in notifying the campus security, appropriate police department, and/or an appropriate victim services agency in the area. The student or employee should also be made aware that he or she may decline to notify such authorities. Where applicable, the complainant will also be made aware of the rights of victims regarding orders of protection, no contact orders, restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court and will be assisted by the ADSA/CSA or the ECO/ Title IX Coordinator in requesting these services if needed.

If you are a victim of sexual assault, domestic violence, dating violence, or stalking:

- Get to a safe place.
- Get medical treatment and a forensic exam.
- Call the police and/or file a report with the ADSA/CSA
- To preserve evidence, even if you choose not to file a police report:
  - Do not shower.
  - Do not eat, drink, or brush your teeth.
  - Wear or bring clothes you wore at the time of assault/act of violence to the hospital.
  - Try not to use the restroom until you are at the hospital.

Resources:

Kansas Campus – If you have any questions about what to do, call:
Metropolitan Organization for Countering Sexual Assault (MOCSA)
816-531-0233 or 913-642-0233
For more information about sexual assault, go to: https://www.mocsa.org/info-resources/sexual-assault

Oklahoma Campus – If you have any questions about what to do, call: Oklahoma City YWCA Rape Hotline at 405-943-7273
For more information about sexual assault, visit: Oklahoma Coalition Against Domestic Violence and Sexual Assault website at https://ocadvsa.org

The OCU Student Campus Health Clinic, OCUPD, and University Counseling Center are all potential points of contact for a student suffering the effects of sexual assault.

There may be consequences to waiting to file a police report. Early reports may improve preparation for prosecution. Filing a police report immediately following the incident does not force the complainant to file charges and prosecute. However, it does aid in preserving valuable evidence if the complainant decides to pursue charges at a later date. The complainant may decline to notify campus police and authorities.

CONFIDENTIALITY

Suppose someone is the victim of a crime and does not want to pursue action within the Seminary/University system or the criminal justice system. In that case, they may still want to consider making a confidential report. With explicit permission, the ADSA/CSA can file a report on the details of the incident without revealing the person's identity. The purpose of a confidential report is to comply with the wish to keep the matter confidential while taking steps to ensure the future safety of the person and others. With such information, SPST can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the institution.

To the extent permissible by law, SPST will not disclose any identifying information about the complainant or other necessary parties in any publicly available records without the prior written consent of the complainant or party. SPST will maintain as confidential any accommodations or supportive measures provided to the complainant, to the extent that maintaining such confidentiality will not interfere with the ability of SPST to provide such accommodations or supportive measures.

WRITTEN NOTIFICATION

After an incident has occurred, SPST will provide written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available to victims offered by SPST and in the community. Some of these services are described in the Student Handbook. To request further information on these services, students and employees are encouraged to contact the ADSA/CSA or the ECO/Title IX Coordinator.

SPST will also notify the complainant in writing of the available supportive measures and assistance to request supportive measures and/or appropriate and reasonable changes to the complainant's academic (such as changing a class schedule), living, transportation, and working situations after an alleged incident of sexual, domestic, or dating violence, or stalking whether or not the complainant files a formal complaint. These accommodations or supportive measures are available if the complainant requests them and are reasonably available, regardless of whether the complainant chooses to report the crime to campus security or local law enforcement.

Whether dating violence, domestic violence, sexual assault, or stalking occurred on or off campus, SPST will provide the student or employee with a written explanation of his/her rights and options.

SPST takes allegations of sexual assault, domestic violence, dating violence, and stalking very seriously. Upon receiving notice of such allegations, the ECO/Title IX Coordinator will assign an Investigator who will compile evidence to be provided to the assigned Decision-maker. A thorough, fair, and impartial grievance process will be conducted by the Decision-maker.

If the respondent is found responsible, disciplinary actions may include expulsion or termination from the Seminary and criminal prosecution. Notification of the decision will be simultaneously sent to both the complainant and the respondent with information regarding their right to an appeal.

Students or employees in need of support following an incident are encouraged to contact a local advocacy agency and/or the ADSA/CSA or ECO/Title IX Coordinator, who will provide supportive measure options.

REGISTERED SEX OFFENDER POLICY STATEMENT

The Campus Sex Crimes Prevention Act of 2000 requires SPST to provide students and employees with information concerning registered sex offenders. This information can be accessed through the Kansas Bureau of Investigation at https://www.kbi.ks.gov/registeredoffender/ or the Oklahoma Department of Corrections at https://sors.doc.ok.gov. Students or employees of SPST who are registered sex offenders are required to notify the ADSA/CSA of their status.

DISCIPLINARY PROCEDURES – POLICY STATEMENTS

SPST is committed to investigating and resolving concerns of behavior or conduct prohibited by its policies as confidentially and as quickly as practicable for an effective investigation and resolution of the complaint. The length, duration, and precise details of each investigation will necessarily depend on the circumstances under investigation. The complaints that this procedure might investigate include, but are not limited to, dating violence, domestic violence, sexual assault, and stalking.

Student disciplinary proceedings will take the following steps:

- Any person who has a complaint against a student is encouraged to bring the matter to the immediate attention of the ADSA/CSA, VPAAD, or directly to the ECO/Title IX Coordinator. In addition, any SPST official who has actual knowledge of any complaint of stalking or sexual, domestic, or dating violence should immediately contact the ECO/Title IX Coordinator.
- Within 48 hours of the receipt of a formal complaint, the VPAAD (for non-sexual offenses) and the ECO/ Title IX Coordinator (for sexual, domestic, and dating violence, and stalking-related offenses) will appoint an Investigator charged with completing a prompt, fair, and impartial gathering of evidence. This investigation may include interviews, written statements, and other pertinent materials, including text messages, photos, videos, or other social media evidence. The investigation will be completed in a timely manner, depending upon the amount of evidence and number of witnesses, and should normally be completed within two weeks.
- The ECO/Title IX Coordinator will provide supportive measures opportunities to the complainant and implement these supportive measures at the request of the complainant.
- Investigations, under the purview of the ECO/ Title IX Coordinator, will be conducted by a trained Investigator who, at minimum, receives annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking, as well as how to conduct an investigation.
- The Investigator will communicate only with those who must know of the complaint and with those who may provide facts and details about the complaint. Investigators are charged with compiling all evidence submitted and may include interviewing witnesses to gather and review all evidence provided. The Investigator will formalize their findings in a confidential written report that will be provided to the assigned Decision-maker for the grievance proceeding. The complainant and the respondent will be provided with the same opportunities to have an advisor of their choice present during the prescribed grievance process. Such advisors may speak only at the request of the Decision-maker during the proceedings. If the complainant or respondent does not have a chosen advisor, SPST will provide one for them.
- Judgments will be based upon the preponderance of the evidence, suggesting that the available relevant evidence points to a greater probability that the offense did or did not occur. These findings provided by the Decision-maker will be forwarded to the VPAAD (non-sexual offenses) or ECO/Title IX Coordinator (sexual offenses) for action. Final disposition should be made within 30 days of the complaint.
- All complaints will be treated confidentially to the extent practicable for effective resolution. No person will suffer direct employment or educational consequences or retaliation as a result of making a good-faith report or taking part in the investigation of a complaint. An individual who knowingly alleges a false or frivolous complaint against another will be subject to the full range of corrective actions, up to and including expulsion and/or termination from the Seminary.
- SPST will provide, as reasonably possible, supportive measures to a student or employee. Supportive measures can include: counseling, extensions of deadlines or other course-related adjustments, modification of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work/housing locations, leaves of absence, and increased security and monitoring of certain areas of campus.
- SPST will simultaneously inform the complainant and the respondent, in writing, of the result of any grievance proceeding that arises from an allegation of dating violence, domestic violence, sexual assault, or stalking. Both parties will also be notified in writing of their right to appeal the outcome of the grievance proceeding, as well as the procedures for doing so. Appeals related to the findings or actions taken may be made to the ECO/Title IX Coordinator. Such appeals must be made within seven days of receiving the notification. Both parties shall receive simultaneous written notice of any change to the results, as well as when such results become final.

DISCLOSURE OF RESULTS OF DISCIPLINARY PROCEEDINGS POLICY STATEMENT

Upon request, SPST will disclose the results of any disciplinary proceeding conducted by the institution against a student who is the respondent of any crime of violence or non-forcible sex offense to the complainant or next of kin if the complainant is deceased. This request must be made in writing to the ECO/Title IX Coordinator or VPAAD.

Bullying

SPST defines bullying as "repeated inappropriate behavior, either direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, on any location where the Seminary conducts educational programs or activities or has employees and/or in the course of employment or study." Such behavior violates the institution's conduct policy, which clearly states that all students and employees will act with the utmost integrity.

The purpose of this policy is to communicate to all students and employees, including supervisors, managers, and executives, that the institution will not tolerate bullying behavior. Bullying may be intentional or unintentional. However, it must be noted that where an allegation of bullying is made, the intention of the alleged bully is irrelevant and will not be given consideration when meting out discipline. As in sexual harassment, it is the effect of the behavior upon the individual that is important rather than the intent. SPST considers the following types of behavior examples of bullying:

- Verbal bullying: Slandering, ridiculing, or maligning a person or his/her family; persistent name-calling that is hurtful, insulting, or humiliating; using a person as the butt of jokes; abusive and offensive remarks.
- Physical bullying: Pushing, shoving, kicking, poking, tripping, assault, or threat of physical assault; damage to a person's work area or property.
- Gesture bullying: Non-verbal threatening gestures or glances that convey threatening messages.
- Exclusion: Socially or physically excluding or disregarding a person in work-related activities.

Students or employees found in violation of this policy will be disciplined up to and including termination.

Anyone who believes he/she has experienced or witnessed retaliation should immediately notify the ECO/ Title IX Coordinator.

Weapons, Violence, and Hazardous Material Policy

(Affirmed by the Board of Trustees, October 2007)

SPST will not tolerate violent acts or threats of violence against another person's life, health, well-being, family, or property. The Seminary prohibits the illegal or unauthorized possession or use of firearms, including facsimiles, which have the capabilities to discharge darts and or pellets, ammunition, explosives, or other weapons or hazardous material or use or threatened use of knives or any other objects as weapons on the premises of SPST or locations controlled or rented at Resurrection and OCU or SPST sponsored activities are strictly prohibited. Legally possessed, including concealed weapons, are not allowed on either SPST campus premises. Violation of this policy will warrant disciplinary action up to and including immediate termination of enrollment.

Violence Policy

All employees, customers, students, and other constituents must always be treated with courtesy and respect. Employees, students, and visitors are expected to refrain from conduct that may be dangerous to others.

SPST will not tolerate any form of violence, harassment, or other inappropriate behavior by any employee that affects the conditions of employment, unreasonably interferes with another individual's work performance, or creates an intimidating or offensive working environment or education program or activity. Our zero-tolerance extends to so-called "jokes" about violence. Behaviors that could cause injury or, impede the normal course of activities or make employees, students, faculty, staff, visitors, or other constituents fear for their safety are prohibited. Personal conduct detrimental to any SPST employee, customer, student, or other constituents who could cause undue disruption of activities or, endanger the safety of persons or property of others, or exhibit personal conduct, which may be characterized as workplace or educational setting violence, is prohibited.

Conduct that threatens, intimidates, or coerces another employee, student, or other constituents will not be tolerated. SPST resources may not be used to threaten, stalk, or harass anyone at a Seminary event or activity, and the Seminary treats threats coming from an abusive personal relationship as it does other forms of violence.

Workplace or campus violence includes, but is not limited to, the following conduct when such conduct is committed at the location or in connection with an SPST activity or event:

- Offensive and/or unlawful touching or application of force by one person against another when done in a rude, insolent, or angry manner.
- Assault or threat of physical assault
- Damage to work area or property.
- Threats to do bodily harm to another.
- Wrongfully excluding or disregarding a person in work-related activities

Reporting
Suppose an employee or student believes that he/she has been subjected to violence or the threat of violence. In that case, he/she should immediately cease all contact and communication with the threatening or offending person if feasible to do so. Employees and students are strongly encouraged to report any suspected violation of the Violence Policy promptly.

Indirect or direct threats of violence, incidents of actual violence, and suspicious individuals or activities should be reported as soon as possible to the ADSA/CSA or the EOC/Title IX Coordinator. When reporting a threat or incident of violence, the employee or student should be as specific and detailed as possible. Employees and students should not place themselves in peril, nor should they attempt to intercede during an incident. If deemed appropriate, 911 should be contacted for local law enforcement assistance.

Employees and students should promptly inform the CFO/COO/HR Director or the VPAAD of any protective or restraining order that they have obtained that lists the workplace or campus as a protected area. Employees and students are encouraged to report safety concerns about intimate partner violence. SPST will not retaliate against employees or students making good-faith reports. The Seminary is committed to supporting complainants of intimate partner violence by providing supportive measures that may include providing employee time off or a leave of absence for students for reasons related to intimate partner violence.

SPST will promptly and thoroughly investigate all reports of threats of violence or incidents of actual violence and suspicious individuals or activities. The individual's identity making a report will be protected as much as possible. The Seminary will not retaliate against employees or students making good-faith reports of violence, threats, or suspicious individuals or activities. To maintain workplace and educational setting safety and the integrity of its investigation, SPST may suspend employees or students suspected of violence or threats of violence pending investigation. The suspension of employees may be either with or without pay.

Anyone found to be responsible for threats of or actual violence or other conduct that violates corporation policy will be subject to prompt disciplinary action up to and including termination of employment or enrollment as may be appropriate.

SPST encourages employees or students to bring their disputes to the attention of their faculty advisor, supervisors, or HR, as appropriate, before the situation escalates, and the Seminary will not discipline employees or students for raising such concerns.

Weapon-Free Policy
In the interest of maintaining a safe academic and employment environment free of violence and danger for all students, faculty, staff, and visitors, SPST prohibits the possession, storage, or use of any weapons, including firearms, ammunition, explosives/incendiary devices, dangerous chemicals, hazardous materials, or flammable materials on any Seminary-owned or leased property (except in their motor vehicles) or at any Seminary-sponsored function (regardless of whether or not the party has a permit to carry a concealed firearm). The presence of a weapon on Seminary property, even where permitted by law, is highly discouraged. The policy applies to all Seminary students, faculty, staff, contract employees, vendors, and visitors on Seminary property or at any Seminary-sponsored function. This policy does not apply to any law enforcement personnel engaging in official duties or otherwise allowed under the law.

Suppose students, faculty, or staff believe another person covered by this policy possesses a concealed handgun or other weapons in violation of this policy. In that case, they should immediately report this information to a Seminary official or the CFO/COO/HR Director. Students, faculty, and staff should be aware that the enforcement of this policy might involve confronting individuals carrying dangerous weapons. They should not take any unnecessary risks or compromise their safety in enforcing this policy.

Students and Employees at the Oklahoma campus are subject to the regulations and policies of OCU regarding weapons and hazardous materials.

(Adapted from the OCU's Student Handbook. 2015 – 2016)

Firearms, weapons, fireworks, and explosives are not permitted on the Oklahoma campus. No person may possess, including in a motor vehicle or on-campus residence, a firearm or device that has the appearance of a firearm, including toy guns and air guns, while on university property, whether loaded or unloaded. Violation of this policy may lead to submission to the District Attorney's Office for criminal prosecution. The possession or use of kerosene, gasoline, benzene, naphtha, and similar flammable liquids is strictly forbidden. This prohibition includes but is not limited to any substance, material, or ingredient that may potentially be used for bombmaking.

The President, Vice Presidents, ADSA/CSA, Directors, and other managers/supervisors (Seminary officials) are responsible for assuring compliance with this policy. Failure to abide by this policy or to report actual knowledge of a possible violation of it will subject a faculty/staff member to disciplinary action, including, but not limited to, expulsion or termination and disclosure of the incident to appropriate law enforcement authorities.

Conflict Resolution Guidelines

- It is SPST's belief and expectation that members of the SPST community will always act in good faith and with consideration and respect for one another and will avoid intentionally engaging in behavior that violates its policies.
- All Concerns will be held in confidence to the extent practicable. However, confidentiality cannot be guaranteed. All participants in any concern are encouraged to respect confidentiality to protect the privacy and reputations of all individuals involved. Individuals may have appropriate and confidential discussions with the ECO/Title IX Coordinator or ADSA/CSA regarding the matter.
- Although SPST cannot commit to keeping a complaint of discrimination confidential because of SPST's obligation to investigate the complaint, the Seminary will use its best efforts not to disseminate information concerning the complaint beyond those who need to know.

Notification
Consistent with these expectations and beliefs, SPST encourages and empowers any individual who experiences or witnesses conduct or behavior prohibited by its Policies to respectfully and appropriately notify the party engaging in the offending behavior that the behavior is unwelcome and/or offensive and/or perceived/ experienced as a violation of a policy. SPST further expects and encourages anyone who is notified that his or her communication, behavior, or conduct is unwelcome and/or offensive to another or perceived/experienced as a violation of an SPST policy to be receptive to such information. It is expected that they are open to dialogue on the issue, as well as to be open to changing/ discontinuing the referenced conduct/behavior, striving for reconciliation, and not punishing or retaliating against another member of the community who respectfully and appropriately shares such information. Open, frank, and respectful conversations are opportunities for mutual growth, understanding, and trust, moving from brokenness to grace, from alienation to reconciliation, and from conflict to resolution.

Reporting procedure
In the event that an offended party opts not to directly notify the offending party that his or her behavior is unwelcome and/or offensive and/or perceived/ experienced as a violation of a policy, or if that notification does not result in a satisfactory resolution and reconciliation, the concerned party is encouraged to raise the matter immediately following the incident with the ECO/Title IX Coordinator.

Initiating institutional procedures to address a concern.
To allow SPST to investigate incidents formally and to correct prohibited behaviors to prevent such prohibited behavior from worsening or repeating, the concerned party or parties may use the Discrimination/Harassment/ Sexual Harassment Formal Complaint form found online at:

https://www.spst.edu/wp-content/uploads/2022/01/Online-Discrimination.Harassment.Sexual- Harassment-Formal-Complaint-Form-rev.-01.10.2022.pdf

Mediation
When deemed appropriate, concerned parties may be offered the opportunity to participate in mediation as an option for seeking and reaching a mutually satisfying resolution and reconciliation around the behavior identified by the reporting party. Only if both (all) parties agree to mediation will mediation occur. The person identified as the mediator maybe someone from within or outside the SPST community following the consent/ approval of the party reporting the concern(s), the party about whom the concern has been reported, and SPST.

Student Complaint

Student complaints related to violations of Anti-Harassment, Anti-Discrimination, and Anti-Retaliation or Bullying should follow the procedure as detailed in the Handbook with those policies. Students also have the option to report alleged violations of laws, regulations, or accreditation standards by filing complaints with the appropriate regulatory body as outlined on the website: https://www.spst.edu/accreditation

The Resolution Guidelines outline SPST's approach to resolving conflict within the SPST community. When students have complaints about matters that have not been resolved using other means or issues that fall outside of those covered by the policies identified above, a report should be filed with the ADSA/CSA. Links for filing such complaints can be found on the SPST website: https://www.spst.edu/accreditation

Upon receiving the Student Complaint, the ADSA/CSA will notify the student regarding which office or personnel will respond to the complaint. Each complaint will be considered promptly and appropriately. The student(s) filing the complaint will be informed about the process for addressing the complaint and notified of its resolution. Filing a complaint will not affect a student's academic standing. Retaliation against a student for making a complaint is absolutely prohibited.

Records of student complaints will be kept securely in the office of the ADSA/CSA. Records will be kept for seven years, to include, at a minimum, the following information:

- The date that the Student Complaint was received.
- The student(s) identified with the Complaint.
- The nature of the Complaint
- The Seminary officials who addressed the Complaint and a description of that process
- The final resolution of the Complaint

Oklahoma Campus Student Code of Conduct

(Adapted from the OCU Handbook. Affirmed by the Executive Administrative Team, June 2008)

SPST students at the Oklahoma Campus are subject to all SPST policies and procedures outlined in the SPST Community Handbook and Catalog. Due to their location on the Oklahoma Campus, they are also subject to aspects of the OCU Student Code of Conduct. The Preamble to the Code, which states University expectations, is below. A complete copy of the Code of Conduct, which includes specific University policies and procedures, is available on the University website: www.okcu.edu

Behavior that is a hazard to the health, safety, or well-being of members of the University community, is detrimental to the University's interests, is a violation of university policy, rules, or regulations, or federal, state or local law is subject to disciplinary action under OCU policies and procedures, as well as SPST policies and procedures.

The conduct of SPST students living in university-controlled housing is subject to the university's standards, lease provisions, and procedures.

All academic matters are solely under the authority of SPST, as outlined in the SPST Community Handbook and Catalog, which can be accessed at: https://moodle.spst.edu/course/view.php?id=2744.

For more information, contact the ADSA/CSA of SPST.

Emergency Communication System

SPST uses Populi as a quick and effective way to send, via text, vital, time-critical, urgent messages to the user's cell phone and/or email, including class cancellations and, campus closures and campus emergencies. All students, faculty, and staff will receive a "test" text message from Populi at the beginning of each semester.

Environment Conducive to Learning and Working

As a courtesy to persons with allergic sensitivities to airborne chemicals and/or fragrances, SPST uses "green products' wherever possible for its supplies. Persons who experience allergic reactions to airborne chemicals are encouraged to communicate that information to others in any context where they encounter such agents, particularly the person in charge of the room/office/space.

Course Catalog

MASTER'S LEVEL COURSES

ASSESSMENT SEMINARS

ASR 401 Mid-Degree Seminar (1)
The Mid-Degree Seminar is designed to help students reflect on their progress in formation for ministry, especially their ability to integrate theory and practice. In the Mid-Degree Seminar, students review their completed ministry studies and begin to articulate their theological convictions in preparation for professional processes, such as ordination interviews. (Prerequisite: THL 301, MIN 301)

ASR 412 MACM Summative Seminar (2)
The MACM Summative Seminar is an intensive engagement with theology and ministry related to the area of specialization, usually taken in the final semester of coursework. The course is designed to draw on all aspects of prior learning in the development of an integrative paper that demonstrates the capacity for a theologically and contextually informed practice of ministry in the area of specialization. (Prerequisite: THL 301, MIN 301)

ASR 420 Summative Seminar (2)
The Summative Seminar is an intensive engagement with theology and ministry designed to help students develop their ability to integrate theory and practice. In this class, students articulate their theology in relation to their ministry setting or intended ministry setting. This course is designed to help students prepare for ordination/commissioning processes. Each version of the Summative Seminar course attends to a distinct doctrine in conversation with one of the following curricular areas: leadership, pastoral care, preaching, worship, evangelism, Christian religious education, church and society, or spiritual formation. (Prerequisite: ASR 401)

CHURCH LEADERSHIP (CHL)

CHL 301 Spiritual Development: Theology and Theory (1)
This course examines the theology and theory of spirituality as a practice of "deep listening" that enables us to take on the mind of Christ or develop a non-dualistic perspective. The writings of Richard Rohr, Brian McLaren, Howard Thurman, and others will be engaged.

CHL 302 Spirituality and Activism (Prophetic Ministry) (1)
This course examines practices of spirituality that cultivate prophetic action on behalf of justice for communities. Spirituality is presented in relational, communal terms in which we act on behalf of the furthering of life in specific actions of healing and wholeness.

CHL 311 Practice of Parish Ministry (3)
This course considers practices of the pastor in basic church administration and management of ministry. Attention is given to ordained and lay ministries in a variety of settings in the mission fields of churches and their communities. Interaction of classroom work with experience in settings of ministry is expected.

CHL 313 Spiritual Leadership (3)
This course addresses the nature of "spiritual" leadership as the fundamental context for the growth and development of religious communities in post-modern American society. How does "spiritual" leadership differ from other forms of leadership? What are the core characteristics, dynamics, and abilities inherent in effective church leadership? These are the baseline questions on which a team-learning model will be constructed. The course will provide students with a vocabulary and landscape for leadership development and challenge them to identify how they would define leadership within those parameters.

CHL 315 Managing Church Conflict (3)
Approaches for understanding and dealing constructively with conflict are explored for the sake of developing greater communion in a variety of communities. Subject matter includes gender, race, and culture studies, personal resources for engaging conflict creatively and non-defensively, intervention strategies, and helpful theological frameworks.

CHL 320 Administration and Leadership (3)
This course will develop leadership potential in students and give them a familiarity with the elements of the administrative process. The course focuses on Christian organizations, particularly the local church, helping students become more effective church administrators and leaders in both theory and practice.

CHL 322 Leading the Intercultural Church (3)
This course examines how to develop and sustain intercultural capacities for leading a multi-ethnic congregation. Theory related to leadership and intercultural formation will be tied to the literature on the practice of leading multi-ethnic churches. Emphasis will be placed on developing intercultural capacities of the pastor and the congregation, as well as the disruption and re-formation of a normative culture.

CHL 391 Adaptive Church Leadership (3)
Adaptive leadership is the practice of mobilizing congregations to address pressing challenges, changing environments, and contemporary contexts in a way that leads to vitality. In this course, students will engage in adaptive leadership theory and learn to apply it to the unique context of the church.

CHL 410 Leadership in Context (3)
This course attends to various approaches to church leadership and how congregational studies and community analysis can be resources for leadership. In this course, students select a congregation or faith- based organization and seek to deepen their understanding of it in a disciplined manner using tools of congregational studies and community analysis. Work in this course assists students in understanding a specific congregation and the situation of the church more broadly and what leadership might look like in those contexts. (Prerequisites: CHL 3**)

CHL 411 Building Communities in Context (3)
The course examines how a larger cultural analysis of context functions as a component of praxis, which integrates theory, theology, and the practices of ministry. The course examines how a larger cultural analysis of context functions as a component of Christian leadership praxis. Different interpretive lenses are used to analyze situations and issues in building community. The course requires attendance at the Church of the Resurrection Leadership Institute. (Prerequisite: CHL 3**)

CHL 412 Organizing for Change (3)
The course focuses on leading communities for social justice ministries. It considers theological grounding for social witness, understanding of justice, and how persons and communities can be formed for leadership in times of polarization and change. The course also attends to faith-based community organizing as a resource for justice ministries, including participation in training for organizing by a group such as MORE2, a member of the Gamaliel network of faith-based community organizations. (Prerequisite: CHL 3**)

CHL 414 Leading Across Difference (3)
The course focuses on the formation of leaders in times of polarization and change. Course content engages differences such as theological perspective, religion, and race/ethnicity. Students will engage exemplary leaders navigating the crossroads of difference. (Prerequisite: CHL 3**)

CHL 420 Becoming Agents of Hope (3)
The course focuses on theological and other theoretical approaches to leadership and how they can motivate and inform the practice of ministry. The course compares and contrasts a variety of approaches to leadership, considering their theological/theoretical grounding, how they can inspire hope in God's future, and how they contribute to the practice of Christian leadership contexts. The course includes participation in a conference on leadership. Such as the Leadership Institute of the Church of the Resurrection. (Prerequisite: CHL 3**)

CHURCH AND SOCIETY (CHS)

CHS 320 Approaches to the Study of Religion (3)
This course provides an overview of the significance of interdisciplinary contributions to the study of religion. The course explores the correlation between social scientific methodologies, such as participant- observer, discourse analysis, ethnography, case study, religion, and society. Readings and discussions will highlight the importance of the social sciences in ministerial formation.

CHS 321 Almost Human: Race and Christianity (3)
Contemporary Black and Womanist theologies emerged by bringing the life of the Black church and the history of marginalized and enslaved people into Christian thought. Black and Womanist scholars offered a critique of and issued a call to white theology and ministry to reflect on unacknowledged social location and dominant theology, which created and creates injustice in the Church and world. This course investigates how "whiteness" and "Blackness" are constructed to support a dominant worldview in Church and society. The course also interprets Christianity as a way of life, which situates Christians in the world with Christ as the center and guide so that every experience or action has the potential to be a practice of justice.

CHS 322 Theology of Growing & Eating (3)
This course will explore the theology and social ethics of the global food supply system, which at present produces a significant degree of hunger. It will approach the spirituality of food practices and suggest how it is that a spiritual recovery of eating practices could begin to remediate the global food disorder. It will employ embodied pedagogy and we will grow food with the Master Gardeners Association of Kansas City and also become a community garden for the community.

CHS 323 The Church in a Divided America (1)
America in the 21st century is divided into sociopolitical groups that provide people with identity, belonging, and an interpretative lens with which to view others outside the group. This tendency toward group identity is a global phenomenon and can be found within the church as well as outside of it. While group identity can be beneficial, it can also lead to misperception of and conflict with others. This course examines this phenomenon from a theological perspective. It considers ways it can be addressed so that churches and Christians can more faithfully participate in the mission of God by finding their primary identity in Jesus Christ.

CHS 330 Mission of the Church in the Contemporary World (3)
This course is designed to develop a passion for and strengthen one's commitment to mission, acquire a biblical, historical, ecumenical, and theological understanding of mission, and design a mission education and cultivation strategy for the local church incorporating the various methods available.

CHS 335 Racial Justice and Intercultural Development (1)
This course cultivates students' ability to engage in social and theological analysis of social structures, ideologies, and embodied practices that lead to domination or oppression. It facilitates critical thinking about social locations, power, and privilege and what effect these have on students' vocational paths. The course takes the perspective that this sort of analysis, engaged in the community and supported with spiritual practices, is crucial to serving effectively in today's complex social environment. It encourages students to deepen their commitment to dismantling privilege and oppression at individual, institutional, and societal levels.

CHS 340 African American Church in Postmodernity (3)
This course is an exploration of the Black church and Black culture and the role of the church in the coming decade in preaching and worship, in justice ministries, in the empowerment of Black people, and in the commitment to a pluralistic and racially inclusive society.

CHS 344 Leading the Affluent Church (3)
Social class is one of the largely ignored topics in the local church. This course will incorporate social scientific perspectives on class in America, with a particular focus on the wealthy. It will identify theological traditions on the role of wealth in the Christian life and explore how the church can minister with and to the affluent.

CHS 345 Race and Religion (1)
This course explores religious perspectives on human questions about life, suffering, goodness, and ultimacy. It will survey the history of the academic study of religion in light of its historical relationship among European colonizers, non-European colonies, and other non-Western regions of the world. We will look at the "power/knowledge" correlation established in the discipline of Religious Studies as scholars 'define,' classify, interpret, and explain "religion" as a way of meaning-making through human experience and relationships. Along the way, we will discuss the connection between religion and empire and how imperial projects emerged through various constructions of "otherness." We will also look at cutting-edge postcolonial theorists who use analytical methods to recover various interpretations of religion and what it means to be human beings in the globalized discursive structures of the human sciences.

CHS 347 Prison Industrial Complex and Syst Sin (2)
The role of prisons and prisoners in U.S. society is changing. In this course, students will analyze the prison system as a means of economic development, the implications of privatization of the prison industry, the incarceration rate of racial and ethnic minorities, and the effect of culture and language on judicial process. In light of these trends the class will explore such theological and ethical concepts as dignity and sin of individuals and society.

CHS 348 Evangelism in a Pluralistic Society (3)
This course addresses the challenge of communicating the gospel in a plurality of contexts. Attention is given to the impact of the Enlightenment on North American culture and the resulting trends toward secularism and pluralism. There is an examination of specific generational, regional, and racial/ethnic contexts. The course helps students contextualize the gospel while maintaining its integrity.

CHS 349 The Black Church in the USA (3)
This course provides a general overview of religious expressions among African Americans in the United States. We examine the impact of culture, from the Trans-Atlantic slave trade to the beginning of the twenty-first century, as a framework to explore various aspects of the Black church. (Prerequisite: MIN 301)

CHS 350 Restorative Justice and Systemic Sin in the Prison Industrial Complex (3)
The course will theologically examine the criminal justice system and the concept of systemic sin. Restorative justice will be explored as a more biblically faithful model of criminal justice and corrections. Contemporary issues will include mass incarceration, racism, punishment as justice, factors leading to wrongful convictions, offender reentry, victims' issues, juvenile justice ramifications, and economic stakes in the status quo.

CHS 351 Democracy in Peril (1)
Democracy in the 21st century is challenged by popular authoritarian movements both across the globe and in the United States that gain power through undermining its institutions and norms. This course examines the nature of this challenge and the conditions that have led to it. It offers a Christian perspective on the enduring value of democracy as well as implications for ministry within this time of cultural change and political polarization.

CHS 352 Prophetic Witness and Service (3)
This course is intended to help students claim their prophetic voices and demonstrate an understanding of prophetic service in the world. Attention will be given to the scriptural and theological basis for prophetic witness and service, as well as the need to disrupt and recreate systems that limit the realization of abundant life for all as proclaimed by the Gospel.

CHS 355 Mission of the Church in the World (2)
This course is designed to develop a passion for and strengthen one's commitment to mission, acquire a biblical, historical, ecumenical, and theological understanding of mission, and to design a mission education and cultivation strategy for the local church incorporating the various methods available. This course meets UM requirements for ordination.

CHS 415 Prophetic Ministry (3)
This seminar addresses contemporary social and global issues (e.g., global warming, farm crisis, health care) as the Judeo-Christian prophetic and biblical tradition informs them. Students explore different understandings of prophetic ministry within their historical and communal contexts. Reflecting on their ministry, students consider the impact of social and global issues on the church and the actual living out of an approach to life and ministry that combines a vital spirituality with a lived proclamation of the gospel. (Prerequisite: ETH 301)

CHS 430 Sexual Issues in Church and Society (3)
This course will examine the personal and social dimensions of several concrete subjects in the field of Christian sexual ethics, such as the moral significance of sexual pleasure, sexual love, and sexual diversity (GLBTQ). The course also focuses on methodological issues in the field. Special attention will be given to the biblical and early church traditions regarding sexuality and contemporary debates among theologians about and perspectives on these questions. (Prerequisite: ETH 301)

CHS 431 Biomedical Issues in Health and Welfare (3)
This course will examine the personal and social dimensions of several concrete subjects in the field of Christian biomedical ethics, such as access to healthcare, physician-assisted suicide, and artificial reproductive technologies. Special attention will be given to cultural and theological interpretations of health, suffering, decline, and dying. Students will be encouraged to bring "cases" from congregational life to our discussions. (Prerequisite: ETH 301.)

CHS 442 Cultural Dynamics in Pastoral Care (3)
This course explores the impact of culture on the formation of personhood and on the care of suffering persons. An introduction to cultural theory in conversation with pastoral theology will provide the basis for thinking about the way cultural norms, practices, and social institutions impact human lives. The course will also consider the variety of racial and ethnic cultural contexts within the U.S. (Prerequisite: PCR 301)

CHS 450 Int Sem: Restorative Justice and Prison (1)
This seminar focuses on providing students with an opportunity to build on previous work in Restorative Justice and Prison Ministry and pursue a project that will allow them to explore relevant theological and ministerial themes in further depth. Students will develop a proposal for an integrative project and complete the project in order to demonstrate their competence in Restorative Justice and Prison Ministry. This course addresses important issues of justice and ministry that face the contemporary church.

CHRISTIAN RELIGIOUS EDUCATION (CRE)

CRE 320 Missional Christian Education for Today's Church (3)
What does it mean to educate for a missional church? This course will examine the inter-relationship between mission and Christian education. It will look at educational strategies that foster missional identity and practice. Students will have the opportunity to explore these strategies in a ministry setting.

CRE 340 Christian Religious Education for the Intercultural World (3)
The course aims to explore the impact of diverse cultures on an individual's life experiences and ministry and aims to implement a multicultural approach to teaching. This class focuses on both theoretical and practical aspects of diversity, encouraging a continuous dialogue between theory and practice, personal reflections, and interpersonal exchange. Through the use of both ethnographic and self-reflective techniques, this course aims to expand intercultural awareness.

CRE 350 Educating Christians for Social Justice (3)
This course considers the relationship between the church's educational ministry and the ministries of social transformation. This course critically examines the ways in which injustice diminishes our world, reflects personal commitments to social justice and theologies of change, and develops educational strategies for transformation.

CRE 360 An Educational Approach to Spiritual Formation (3)
In response to the current interest in spiritual formation, this course explores the educational intent of historical and contemporary models of spiritual formation, paying attention to contributions from a variety of cultural and religious perspectives. Students have an opportunity to assess models of spiritual formation from their denominational tradition considering educational theory. Students design a model for leadership in the ministry of spiritual formation in their unique ministry settings.

CRE 362 Faith Formation and New Generations (3)
The focus of this course is the question, "Do traditional Christian religious education theories meet the spiritual formation needs of Generation Z and the Alpha Generation?" The course explores foundational educational theories and generations, evaluates them in terms of the church's changing educational ministry, and makes proposals for ministries of faith formation.

CRE 380 Ministry Across the Lifespan (3)
This class examines theories about how persons grow in faith, including psychosocial, cognitive, moral, faith development, and wholeness perspectives. Students select a focus on ministry with children, youth, adults, or intergenerational groups and design a ministry project for their age group. A major concern will be how these various developmental theories affect the practice of educational ministry in the church.

CRE 386 Teaching/Learning: Lifelong Process (3)
The process of teaching and learning is at the heart of Christian religious education. In this course, students look at how people learn in a variety of contexts and the teaching methodologies that contribute to learning in these contexts. The course explores how people learn and teach, as well as the purposes and meaning of the teaching/learning process.

CRE 420 Eco-Pedagogy (3)
Eco-pedagogy is a dynamic field of education that integrates ecological principles, sustainability concepts, and pedagogical strategies to empower learners to become active stewards of the environment. This course provides students with theoretical and theological foundations, practical skills, and experiential learning opportunities to explore the intersections of ecology, education, and social change. (Prerequisites: MIN 301)

CRE 425 Faith and Film (3)
Religion is a complex and vibrant phenomenon that influences every aspect of society and culture. This course focuses on the interactions between religion and popular culture. Specifically, it asks: how do commercial filmmakers (collectively called "Hollywood" or "Netflix") understand religion? How does Hollywood call on religion to articulate various social, aesthetic, and economic concerns? Which social and cultural changes have made their impact on the movies, or vice versa? What can we, the faith communities, do to interpret and influence the culture around us? (Prerequisites: CRE 362, CRE 380.

CRE 462 Spiritual Formation Through Mentoring Relationships (3)
This course offers a basic study of the nature of spiritual formation and spiritual mentoring, including theory, process, models, and settings. Students have an opportunity to explore how mentoring relationships that occur through the worshipping, teaching, and serving ministries of the church may serve to enhance or inhibit spiritual growth. Students design a mentoring project for their ministry settings. (Prerequisites: MIN 301).

CRE 464 Spiritual Direction/Companionship (2)
This course focuses on attentiveness to God, listening skills, psychological awareness, personal spiritual disciplines, historical background (including formative Wesleyan spirituality), and ethical issues for fostering this supportive relationship of spiritual guidance. It includes readings in the Christian classics, experiencing the practice of spiritual companionship, and training in ways of offering spiritual guidance in congregations. (Prerequisites: MIN 301)

CONTEXTUAL EDUCATION (CTX)

CTX 301 Preparing for Local Ministries I (0.5)
Preparing for Local Ministries is a first-year contextual education course designed to support students in their local ministry settings and introduce them to vocational formation through emotional and spiritual maturity and moral integrity for a holistic practice of ministry. Experienced ministers lead groups. Students are required to serve in an approved ministry setting for an average of four hours per week. Time in a ministry setting is a no-credit corequisite for Contextual Education classes. (Credit/No Credit)

CTX 302 Preparing for Local Ministries II (.5)
Preparing for Local Ministries is a first-year contextual education course designed to support students in their local ministry settings and introduce them to vocational formation through emotional and spiritual maturity and moral integrity for a holistic practice of ministry. Experienced ministers lead groups. Students are required to serve in an approved ministry setting for an average of four hours per week. Time in a ministry setting is a no-credit corequisite for Contextual Education classes. (Prerequisite: CTX 301) (Credit/No Credit)

CTX 330 MACM Collaboration Group (0.5)
MACM Collaboration Groups are discussion-based formation courses for students in various stages of the Master of Arts in Christian Ministry degree program to come together and focus on their specialized areas of ministry and vocation. The Collaboration Group also provides opportunities for students to develop and articulate emotional and spiritual maturity and moral integrity for a holistic practice of ministry. Faculty members normally facilitate groups. Students are required to serve in an approved ministry setting for an average of four hours per week. Time in a ministry setting is a no-credit co-requisite for Contextual Education classes. (Credit/No Credit)

CTX 390 Chapel Intern (1)
This course gives the student practical experience in worship planning and leadership through service to the ministries of the chapel at the seminary. Using resources from a variety of traditions, the team of chapel interns works together with the Director of Spiritual Formation to provide intentional, meaningful worship experiences for the seminary community, which integrate theological studies and spiritual practices. By appointment of the Formation and Worship Committee only, students should contact the Director of Spiritual Formation for an application before registering. (Credit/No Credit)

CTX 403 Ministry in Context (3)
This course allows students to develop a contextual understanding that can inform the practice of ministry. Using tools of congregational studies and community analysis, students learn about the neighborhoods around the Saint Paul campuses in Kansas City and Oklahoma City and learn about and reflect on their ministry setting and context. Students reflect on ministry in these contexts with special attention to missional outreach and ministry with persons in poverty.

CTX 405 Reflection on Ministry I (.5)
Reflection on Ministry is an advanced Contextual Education course that provides students with an opportunity for theological reflection on their practice in ministry. Making use of tools such as learning goals and case studies, students share questions and insights in a small group setting led by contextual education supervisors. Students are required to serve in an approved ministry setting for an average of ten hours per week.

CTX 406 Reflection on Ministry II (.5)
Reflection on Ministry is an advanced Contextual Education course that provides students with an opportunity for theological reflection on their practice in ministry. Making use of tools such as learning goals and case studies, students share questions and insights in a small group setting led by contextual education supervisors. Students are required to serve in an approved ministry setting for an average of ten hours per week. Part II of a two-term sequence.

CTX 431 Ministry Collaboration Group (.5)
Ministry Collaboration Groups are discussion-based courses where students reflect on their formational experiences in life and ministry. Faculty members normally facilitate groups. Collaboration Groups provide opportunities for growth in the articulation of vocational identity as well as emotional and spiritual maturity and moral integrity for a holistic practice of ministry. Time in a ministry setting is a no-credit co-requisite for Contextual Education classes. (Prerequisite: CTX 301, CTX 302, MIN 301) (Credit/No Credit)

CTX 450 Summative Contextual Education Colloquy (.5)
The Summative Contextual Education Colloquy is a final-year contextual education course for students in the MDiv program. It is designed to equip graduating students to reflect critically on their vocational formation for a holistic practice of ministry, including articulation of the student's development of emotional and spiritual maturity and moral integrity during seminary. Students create a portfolio containing various artifacts from previous semesters of CTX for critical reflection. Faculty members normally facilitate groups. Time in a ministry setting is a no-credit co-requisite for Contextual Education classes. (Prerequisite: CTX 301, CTX 302, two semesters of CTX 431, MIN 301) (Credit/No Credit)

DENOMINATIONAL STUDIES (DST)

DST 310 UM History and the Arc of Justice (3)
This course examines Methodist history from John Wesley to the current era with attention to justice issues that have driven the debates, schisms, unions, and identity of United Methodism: slavery/racial justice, women's rights, poverty/economic justice, globalism, and sexual orientation. Fulfills the denominational requirement for United Methodist History.

DST 311 United Methodist Doctrine (3)
The purposes of this course are: 1) to explore the theology of United Methodism from its beginning with the Wesleys in England to the developments of the later 20th century in America; 2) to learn how to theologize in the Wesleyan and United Methodist tradition; and 3) to gain a command of the doctrinal heritage of United Methodism's order to appropriate critically, explain, and communicate it. (This course meets the doctrine requirements of the United Methodist Book of Discipline.)

DST 312 The Means of Grace in the Wesleyan Traditions (3)
This course is an introduction and overview of the theology of John Wesley and Methodism with a focus on the means of grace. Attention is given to Wesley's original understanding of prayer, scripture, sacraments, classes and bands, and spiritual disciplines, and the changes in the theological understanding of these means of grace in the North American context. Prospects for current renewal are examined. (This course meets the doctrine requirements of the United Methodist Book of Discipline.)

DST 313 Wesley and the Movements of the Spirit (3)
This course is an introduction and overview of the theology of Wesley and Methodism with a focus on the impact of Wesley's theology on the African American, Holiness, Pentecostal, and Charismatic movements. The course examines the continuities and discontinuities between these various movements as well as compares them with other historic theologies within Methodism. (This course meets the doctrine requirements of the United Methodist Book of Discipline)

DST 320 United Methodist History (2)
The purposes of this course are: 1) to help the student review, with appreciation, the United Methodist tradition in light of its historical development and 2) to help the student appropriate the United Methodist tradition so as to enable responsible participation in the life and leadership of the United Methodist Church, effective communication of the tradition, and informed engagement in the ecumenical dialogue. (This course meets the history requirements of the United Methodist Book of Discipline)

DST 330 United Methodist Polity (2)
Through extensive use and discussion of the Book of Discipline, this course seeks to inform United Methodist theological students of the sources, developments, and trends of their denomination's polity and to prepare them to function effectively within, be appreciative of, and affect creatively that polity. (This course meets the polity requirements of the United Methodist Book of Discipline)

DST 332 African American Methodism (3)
This course is a study of the history, polity, and theology of the African Methodist Episcopal Church, African Methodist Episcopal Zion Church, and Christian Methodist Episcopal Church.

DST 350 Denominational Studies (2)
Denominational studies for Disciples of Christ (Christian Church), Presbyterian, Episcopal, and United Church of Christ students will be provided, in cooperation with executives of those judicatories, when demand arises.

ETHICS (ETH)

ETH 301 Introduction to Christian Ethics (3)
The purpose of this course is to gain an introductory knowledge of various sources and approaches to Christian moral discernment and judgment. The general goal is to introduce the discipline of Christian ethics in ways appropriate to the interests of pastors, educators, and other leaders in the church.

ETH 430 Topics in Theological Ethics and the Natural Sciences (3)
This course examines core areas in the emerging dialogue between theology and the natural sciences, especially physics, cosmology, evolutionary biology, genetics, cognitive science, and neuroscience. After this examination of the core issues, the course concludes by exploring some of the implications of the science and theology dialogue for Christian theological ethics, with special attention devoted to methods of ethical reasoning. (Prerequisite: ETH 301)

ETH 431 Pastoral Ethics (1)
This course will examine the ethics of pastoral ministry. Several "professional" issues – such as confidentiality, personal boundaries, practices associated with financial accountability, and ecumenical
relations – will be addressed. Students will be asked to consider real-life cases from their leadership experiences. (Prerequisite: ETH 301)

ETH 432 Advanced Seminar in Bioethics (1)
This is an advanced seminar offering an opportunity to explore contemporary ethical issues in medicine and bioscience, such as genetic engineering. The course is offered collaboratively with the Kansas City University of Medicine and Bioscience. It provides a setting for cross-disciplinary collaborative learning, with medical students and ministry students working together on problems in bioethics – and learning from one another. It is designed especially for ministerial students considering specialized ministry in healthcare settings and/or serving on hospital ethics committees. (Prerequisite: ETH 3*)

ETH 433 Ethics of Forgiveness (1)
This course will examine the personal, interpersonal, and political dimensions of the Christian practice of forgiveness. Several issues –such as the relationship of truth and justice to reconciliation – will be discussed in relation to specific case studies. The course will draw on biblical, liturgical, and theological understandings of forgiveness. (Prerequisite: ETH 301)

ETH 435 Religion and Health Care (3)
This course will examine Christian theological and ethical traditions about health care, focusing on broad issues like (1) the duty to care for one's health and welfare, along with those of others, (2) suffering in relation to chronic illness, pain, disabilities, disease, and experiences of diminishment as well as (3) death and dying. These topics will be addressed in relation to specific topics like addiction, HIV/AIDS, and physician-assisted suicide. It will also focus on the church's role in healing ministries (through liturgical services, parish nursing, hospice work, and other healing ministries) and its role as a public advocate of access to care. (Prerequisite: ETH 301)

ETH 440 African American Critical Religious Thought (3)
This course concentrates on the Theo-ethical perspectives of selected African American Christian thinkers. The course features historical and contemporary figures such as Howard Thurman, Martin Luther King, Jr., Katie Cannon, James Cone, J. Deotis Roberts, and Jacqueline Grant. Special attention is given to implications for the contemporary church. (Prerequisite: ETH 301 or HST 301, HST 302)

ETH 441 Feminist, Womanist, and Mujerista/Latina Ethics (3)
This course is a survey of emerging approaches to Christian Ethics as they are being developed by contemporary African American womanist, Euro-American feminist, and Mujerista/Latina thinkers. Students will study the foundational, that is, methodological questions raised by these approaches, as well as specific ethical issues emerging from within these communities. We will study the constructive work of such theological ethicists as Rosemary Ruether, Katie G. Cannon, Marcia Riggs, and Ada Maria Isasi-Diaz. Special attention will be given to the implications of these perspectives for a variety of ministry issues. (Prerequisite: ETH 301)

ETH 450 Moral Problems and Ethical Possibilities (3)
A primary objective of this course is to examine the transformative significance of four ethical sources: 1) the invisible transcript of scripture; 2) counter realities within tradition; 3) reason as embodied engagement; and 4) the experience of self-naming in Alice Walker's non-fictional works. The course will employ a systematic approach to textual interpretation that probes the depths of written work through an interrogatory engagement in order to assess the unstable truth in selected essays by Walker. (Prerequisite: ETH 301).

EVANGELISM (EVN)

EVN 311 Evangelism Through the Local Church (3)
This is an introduction to the biblical and theological foundations of evangelism and the local church as a center for evangelism. Attention is given to the content of the gospel, its communication through word and deed, and the context of the recipients.

EVN 312 Theologies and Models of Evangelism (3)
This course is an examination and assessment of biblical, historical, and contemporary theologies, models, and strategies for evangelism, enabling the student to develop his or her model of evangelism.

EVN 313 Evangelism as Congregational Care and Nurture (3)
This course considers the ministry of evangelism through the care of members by such means as pastoral care, visitation, support and self-help groups, and the growth and empowerment of lay persons in faith and discipleship.

EVN 314 Evangelism as Congregational Outreach and Growth (3*)
This course examines the role of equipping the congregation to tell the Christian story to those outside the church, to seek a response to the Christian message, and to assimilate persons into the life and ministry of the church. Topics include communication theory and skills, outreach methods and approaches, and models for assimilating new members.

EVN 348 Evangelism in a Pluralistic Society (3)
This course addresses the challenge of communicating the gospel in a plurality of contexts. Attention is given to the impact of the Enlightenment on North American culture and the resulting trends toward secularism and pluralism. There is an examination of specific generational, regional, and racial/ethnic contexts. The course helps students contextualize the gospel while maintaining its integrity.

ENGAGING WORLD RELIGIONS (EWR)

EWR 310 Judaism (3)
An introduction to the broad range of Jewish thought, ritual, tradition, law, and culture both historically and in contemporary settings, with attention to the religious and ethnic diversity of the Jewish people.

EWR 311 Engaging World Religions: Buddhism (3)
This course is designed to introduce to students the fundamental aspects of Buddhism as a religious tradition in terms of its teachings, rituals, symbols, ethical values, and visions for a better world.
EWR 312 Engaging World Religions: Islam (3)
This course is designed to introduce fundamental dimensions of what the Islamic religious tradition stands for by way of getting acquainted with the Quran, symbols, rituals, Islamic laws, and liturgy. The course will also explore ways of constructive dialogue that are devoid of prejudice, bias, and unexamined knowledge about "others" and develop hermeneutics of dialogue.

EWR 313 Engaging World Religions: People of the Book (3)
This course examines historical and theological relations among the three major religions known as "people of the book:" Judaism, Christianity, and Islam. Course topics include understanding of scripture, scriptural authority, and scriptural interpretation, as well as comparative work on figures and themes of the respective scriptures.

EWR 316 Religions in China: Daoism and Confucianism (3)
The course is designed to introduce the basic tenets and convictions embraced by Daoism and Confucianism as they are manifested in Chinese culture, religious performance, symbols, and worldviews. The approach is historical and religious-phenomenological.

EWR 317 Christian Encounter with Hinduism (3)
This course aims to introduce students to a basic understanding of the history, beliefs, and practices of Hinduism, to enable them to recall and evaluate the ways in which Christians have encountered Hinduism, and to help construct a theology of religions that assists in developing a relevant and meaningful relationship with Hindus in the United States, both as individuals and as congregations.

EWR 319 Latin American Spiritualities (3)
An exploration of Latin American spiritual culture from pre-Columbian times until today, with a special focus on Mexico, stressing its affective continuity across the centuries. Students will develop a deeper understanding of the widely shared values and orientations central to the lives of Latin American immigrants and their descendants, one of the fastest-growing populations in the US mission field (Mexicans being the largest population within this stream).

EWR 350 Native American Religious Traditions (3)
A survey of the worldviews and spiritualities of Native American people as these pertain to both inter-tribal beliefs and Native American ceremonial life, with an attempt to show how Native American practice proceeds from their worldview. The relationship of Christian faith to Native American worldviews and spiritualities will also be explored.

HEBREW BIBLE STUDIES (HBS)

HBS 301 Introduction to Hebrew Bible (3)
This course is a critical introduction to the Hebrew Bible (Old Testament), including a survey of the content of the Hebrew Scriptures, their ancient historical contexts and development, diverse contemporary methods of interpretation, the place of the Hebrew Bible in the Christian canon, and its importance for ministry in the Church today. This course can meet the upper-level HBS requirement.

HBS 320 Introduction to Biblical Hebrew I (3)
This is the first term of a year-long intensive introduction to the basic grammar, syntax, and vocabulary of biblical Hebrew. After completing this course, students will be able to read simple connected Hebrew prose. (Students are expected to enroll in HBS 321 the following semester). This course can meet the upper-level HBS requirement.

HBS 321 Introduction to Biblical Hebrew II (3)
This is the second term of a year-long intensive introduction to the basic grammar, syntax, and vocabulary of biblical Hebrew. After completing this course, students will be able to read simple connected Hebrew prose. (Note: Biblical Hebrew is offered every other year as a year-long course) (Prerequisite: HBS 320)

HBS 420 Laughter and Lament in the Hebrew Bible (3)
This class will explore stories in the Hebrew Bible that use humor and lament to convey significant theological arguments about who God is and what it means to be God's people. Although modern readers are often taught to take sacred scriptures quite seriously, there are stories throughout the Hebrew Bible that, when looked at closely, do not seem to take themselves altogether seriously. We will also look at a corresponding biblical genre also often misunderstood by modern readers in texts that use lament to express deep human suffering and question God's justice. We will ask ourselves how prevalent such humorous stories and laments are in the canon and focus on the ancient methods and motivations used in these types of storytelling. One of our overarching questions will be: what do humor and lament allow us to ask and express those other approaches do not? (Prerequisite: HBS 301)

HBS 421 Five Scrolls (3)
An in-depth exploration of the Five Megillot (scrolls) of the Hebrew Bible, namely Ruth, Esther, Ecclesiastes, Lamentations, and Song of Songs. The course will include references to the contemporary and historic commentaries on the ways tradition encounters these texts, both existentially and liturgically. (Prerequisite: HBS 301)

HBS 423 Wisdom Literature (3)
A theological, historical, and methodological study of the ancient wisdom traditions in Israel. Books of Proverbs, Job, Ecclesiastes, Sirach, and Wisdom of Solomon receive particular attention. (Prerequisite: HBS 301)

HBS 425 The Hebrew Prophets (3)
The prophetic material in the Hebrew Bible is some of the most enigmatic, challenging, and theologically rich material in the canon. (Prerequisite: HBS 301)

HBS 426 The Psalms (3)
This course covers the interpretation of individual psalms with attention to their literary form, setting in life, and place in the collection as a whole. The course considers the importance of the Psalter for biblical theology, community worship, and private devotion. (Prerequisite: HBS 301)

HBS 427 Amos and Hosea (3)
This course is a historical study of Amos and Hosea, two eighth-century prophets, in their social and religious contexts. The course includes consideration of the development of the books of Amos and Hosea and their canonical significance, as well as special attention to the relevance of Amos and Hosea for ministry in the church today. (Prerequisite: HBS 301)

HBS 428 Women of the Hebrew Bible (3)
An examination of women in the Hebrew Bible, from their generalized roles in the various eras of Ancient Near Eastern society to their specific roles in Hebrew Bible passages. It will also include an overview of feminist interpretations of the Hebrew Bible. Students will study textual and material evidence related to women in the Hebrew Bible and will do their original research for the class, driven by their interests. (Prerequisite: HBS 301)

HBS 430 Qohelet (3)
This is an exegetical course on the book of Qohelet (Ecclesiastes), emphasizing theological and ethical themes. Students will explore the appropriation of Qohelet in the life of the church, including preaching and other practices of ministry. (Prerequisite: HBS 301)

HBS 431 The Book of Jeremiah (3)
This is an exegetically based course on the book of Jeremiah, including the history of the book's development and close reading of the book in its final form. Special attention is given to the theological and ethical significance of Jeremiah, along with its relevance for ministry in the church today. (Prerequisite: HBS 301)

HBS 432 The Book of Isaiah (3)
This course is a study of the prophecy of Isaiah of Jerusalem, of Deutero-Isaiah, prophet to Israel in exile, and of the continuing Isaianic tradition in the post-exilic period. The course gives final attention to the unity and message of the book of Isaiah as a whole. (Prerequisite: HBS 301)

HBS 433 The Book of Genesis (3)
This course is designed to serve as an orientation for the student-interpreter to a general yet critical understanding of the literary, historical, and theological complex of issues involved in the interpretation of the Book of Genesis. The orientation will present an analysis of major methodological approaches utilized by past and present interpreters, an exploration of the issues and problems in contemporary studies, and a discussion of the functional and pragmatic implications of a confessional interpretation of the Book of Genesis. (Prerequisite: HBS 301)

HBS 434 The Book of Exodus (3)
If the book of Genesis tells the stories of the first things—of God's creation of the heavens and the earth and covenant with Israel's earliest ancestors—the book of Exodus tells the stories of the first days of Israel as a people. In this examination of Exodus, we will look at the opening stories of the women who ensure the survival of Moses, God's battle with pharaoh in the plague narratives, Israel's wandering in the
wilderness, the centrally important moment Israel receives the law at Sinai, the monumentally bad decision to construct the golden calves, and the meticulous planning and construction of the tabernacle. We will seek to better understand the narrative stories of Exodus, as well as its legal material, and focus on the shape and importance of sacred space. (Prerequisite: HBS 301)

HBS 435 Genesis from a Rabbi's Perspective (3)
An in-depth journey into the first book of the Hebrew Bible. Genesis From a Rabbi's Perspective will offer contemporary and historic commentary about this seminal text of the Western religious tradition. Special emphasis will be placed on the ways in which the Jewish tradition encounters the text. (Prerequisite: HBS 301)

HBS 436 The Minor Players: "Boys and Girls in the Band" (3)
Studies in the Hebrew Bible most often focus on the major characters (Abraham, Moses, King David, etc.). This course will examine the so-called minor players and what their characters and stories may teach. Topics include how the Jewish tradition views the minor characters. Characters may include King Ahasuerus and his coterie of advisors; Baalam, who is identified as a prophet of God, a pagan prophet, and a prophet for hire; Jezebel and other characters in the Books of Kings; Shiphrah and Puah, as well as Pharaoh's daughter; and how Jewish tradition elaborates on actors in the text about whom little more than a name is given (for example, Paltiel, Michal's "other" husband).

HBS 440 Ruth and Esther (3)
An in-depth exegetical study of the books of Ruth and Esther. Students will learn to apply current scholarship on these books to preaching and teaching that is relevant to the church. (Prerequisite: HBS 301)

HBS 442 The Bible, Homosexuality, and Christian Community (3)
What does the Bible say about homosexuality? How can the Bible most appropriately inform Christian theological reflection and ethical inquiry concerning issues of sexual orientation and experience? This course examines diverse responses to these questions. Students engage in exegetical, historical, and cultural studies aimed at assessing critically the role of the Bible in the contemporary debate about homosexuality and the church. (Prerequisite: HBS 301)

HBS 450 Interpreting Biblical Narratives (3)
The religious and cultural influence of the Bible owes much to the skill of ancient, anonymous storytellers. In this course, students will examine the characteristics and techniques of narrative composition in the Hebrew Bible/ Old Testament. The course will practice literary-critical, exegetical interpretation and seek to foster performative interpretation as well as study and imagine ways of retelling Biblical stories in various contemporary media, including preaching, drama, and electronic multimedia. (Prerequisite: HBS 301

HISTORY (HST)

HST 301 Introduction to Christian Traditions I (3)
This course surveys the history of Christianity in the second through fifteenth centuries, introducing a variety of theological and spiritual traditions and their cultural settings. It introduces diverse key figures, movements, and practices in the early and medieval churches of East and West and includes close reading of selections from primary sources. It also introduces the art of interpreting texts to discover how historical witnesses can inform the theology and practice of ministries today.

HST 302 Introduction to Christian Traditions II (3)
This course surveys the history of Christianity from the Reformations of the 16th century to the present, introducing the history of the church and theology in this period. It attends to diverse figures, movements, and practices and includes close reading of selections from primary sources. It also introduces the art of interpreting texts to discover how historical witnesses can inform the theology and practice of ministries today.

HST 414 Spiritual Traditions and Ministry (3)
In this course, students engage methods and tools for understanding faith communities and their context, with attention to the way a community's history has shaped its present. Students employ those methods and tools to gain an understanding of a particular faith community and its context. Students also attend to themselves as persons called to ministry and their own spiritual formation sustaining ministry. This course meets concurrently with HST 514.

HST 420 Classics of Christian Theology (3)
An introduction to the history of Christian thought this course focuses on a variety of classic works from the early, medieval, Reformation, and modern periods. Works by authors such as Justin Martyr, Philo, Augustine, Thomas Aquinas, Anselm, Abelard, Teresa of Avila, Julian of Norwich, Martin Luther, John Calvin, Philip J. Spener, Schleiermacher, and Adolph von Harnack are considered. (Deacon: Church History or Theology). (Prerequisites: HST 301, HST 302)

HST 426 Nineteenth Century Protestant Theology (3)
This is a study of "modern" Protestant theology from Schleiermacher to the dialectical theology of the early 20th century. This course attends to the issues posed to theology in the "modern" period, including the rise of historical consciousness, the challenge of the scientific worldview, and the call for just social and economic structures, and examines important and representative responses to these issues. (Prerequisites: HST 301 and HST 302)

HST 430 US Religious History: Major Groups Involvement (3)
This course studies U.S. religious history from the Native American traditions to the mid-20th century by focusing on major religious groups and movements. It examines their histories, self-understandings, and practices and their place in the context of U.S. history as a whole. (Prerequisite: HST 302)

HST 431 History of Christian Ethics (3)
This course examines major issues and figures in the history of Christian ethics from the early church to the early modern period. It proceeds by considering the interrelations among historical and social location, understanding of Christian identity, and understanding and practice of the ethical life. (Prerequisite: HST 302)

HST 450 Luther and Schleiermacher (3)
This course compares the life and theology of the founder of Protestantism with that of the founder of modern Protestant theology. It attends to the interrelation of historical-social location, leadership in church and society, and theology in Luther and Schleiermacher. (Prerequisite: HST 302)

HST 452 Readings in Early Christian Authors (3)
This course focuses on a classic early Christian author such as Augustine or a few related authors such as the Cappadocians. It focuses on close readings of selected classic texts, paying attention to their historical, philosophical, spiritual, and theological dimensions, their cultural contexts, and their implications for church renewal and ministry today. Different figures will be studied in different years. This course may be repeated for credit when the topic varies. (Prerequisites: HST 301)

HST 454 Seminar in Historical Studies (3)
This course provides an advanced-level investigation of selected figures, movements, and/or issues in Christian history. The course includes an analysis of the ways historical figures and movements offer resources for contemporary Christian witness. The focus of the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisites: HST 301, HST 302)

HST 460 Christian Mystics (3)
The course explores Christian figures in Church history who write about the lived experience of faith. The focus of the study is the way in which Christians of the past illuminate our understanding of faith in the present. (Prerequisite: HST 301)

HST 462 Christian Spirituality Practices (3)
This is an overview of some major traditions of Eastern and Western Christian spirituality spanning the period from the New Testament to the twentieth century. The course involves close reading, discussion, and analysis of selected texts. Students also practice a range of Christian spiritual disciplines as part of the coursework. (Prerequisites: HST 301, HST 302)

HST 470 John Wesley's Theology and Ethics (3)
This course is a comprehensive examination of John Wesley's theology and ethics, including an analysis of major interpretations of Wesley's thought as well as Wesley's writings. The implications of Wesley's thought for the Christian life and the formational and missional practices of the contemporary church will be considered. (Prerequisites: HST 301, HST 302)

HST 472 Wesley, Edwards, and the Eighteenth-Century Awakening (3)
This course examines the eighteenth-century Protestant awakening in Europe and America and its impact on church and society. Attention is focused on England and America and the theologies and practices of the two great theologians of the awakening, John Wesley and Jonathan Edwards. Their understanding of faith and the Christian life, as well as their pattern of proclamation, formation, and social concern, has implications for the ministry and outreach of the church today. (Prerequisites: HST 301, HST 302)

HST 474 Early American Methodism (3)
This course is a study of early American Methodism from its inception until the Civil War. It includes an examination of the Evangelical United Brethren tradition, the emergence of African American Methodism, and the beginning of the Holiness movement. Issues include the changing relationship of doctrine and discipline, practices of evangelism and social reform, and the relation of Methodism to American culture. Through understanding this formative period in Methodist history, we will gain important insights that can aid our contemporary engagement with these issues. (Prerequisites: HST 301, HST 302)

INDEPENDENT STUDY

IND 230 Independent Study: Church Leadership

IND 231 Independent Study: Church and Society

IND 232 Independent Study: Christian Religious Education

IND 233 Independent Study: Denominational Studies* IND 234 Independent Study: Ethics

IND 235 Independent Study: Evangelism

IND 236 Independent Study: Engaging World Religion

IND 237 Independent Study: Hebrew Bible Studies

IND 238 Independent Study: Historical Studies

IND 241 Independent Study: New Testament Studies

IND 242 Independent Study: Pastoral Care

IND 243 Independent Study: Preaching

IND 244 Independent Study: Theological Studies

IND 245 Independent Study: Worship

IND 530 DIMN Independent Study: Church Leadership

IND 531 DIMN Independent Study: Church and Society

IND 532 DMIN Independent Study: Christian Religious Education

IND 534 DIMN Independent Study: Ethics

IND 535 DIMN Independent Study: Evangelism

IND 537 DMIN Independent Study: Hebrew Bible Studies

IND 538 DMIN Independent Study: Historical Studies

MASTER OF ARTS (THEOLOGICAL STUDIES)

MATS 410 Creative Project and Thesis Proposal Writing (1)
The Creative Project and Thesis Proposal is the first step in the summative evaluation for the Master of Arts (Theological Studies) degree program. This proposal includes a working thesis and discussion of the issue to be addressed, a preliminary literature review and annotated bibliography, discussion of the method and structure of the creative project and thesis. This course may be taken up to four times. (Credit/No Credit)

MATS 412 Creative Project and Thesis Research and Writing (6)
The MATS Creative Project and Thesis Research and Writing is an alternative capstone project for the MATS degree that includes a creative project, such as original art or media presentation, accompanied by a written academic research thesis. The Project and Thesis are informed by biblical, historical, and theological studies and significant scholarship, including at least one historically marginalized perspective, on a selected topic in a defined area of study. In this course, students prepare the project, and research and write the thesis in consultation with their Thesis Committee. This course may be taken up to four times. (Pre-requisite: MATS 410) (Credit/No Credit)

MATS 420 Thesis Proposal Writing (1)
The Thesis Proposal is the first step in the summative evaluation for the Master of Arts (Theological Studies) degree program. This proposal includes a working thesis and discussion of the issue to be addressed, a preliminary literature review and annotated bibliography, a discussion of the method, the structure of the thesis, and a timeline for completion. This course may be taken up to four times. (Credit/No Credit)

MATS 422 Thesis Research & Writing (6)
The MATS thesis is an academic research paper informed by biblical, historical, and theological studies and significant scholarship, including at least one historically marginalized perspective, focused on a selected topic in a defined area of study. In this course, students research and write the thesis in consultation with their Thesis Committee. This course may be repeated up to four times. (Pre-requisite, MATS 420) (Credit/No Credit)

MINISTRY (MIN)

MIN 230 Introduction to Theological Writing (1)
This course surveys basic writing styles and skills for theological studies. The goal of the course is to equip students with fundamental skills in writing, research, speaking, and critical thinking for professional and academic competence. This course requires simultaneous enrollment in another Saint Paul School of Theology course for which writing is required. (Credit/No Credit)

MIN 231 Information Literacy in Theological Education (1)
This course introduces students to a variety of strategies and techniques for effective research throughout the students' seminary coursework. This foundational course is grounded in a direct approach to information discovery that quickly develops student research skills and information literacy in the broad areas of local library resources, subscription databases, and the internet.

MIN 301 Introduction to Ministry (3)
In this course, students examine their own lives as persons of faith and consider God's call to the ministry of the church. Various models and forms of ministry and various contexts for ministry are explored in light of God's mission in today's world. The impact of social, historical, and global location is addressed along with issues of structured inequality, especially ageism, classism, racism, and sexism. Attention is given to the formation of personal qualities, interpersonal skills, and sustaining spirituality necessary for ministry, with an emphasis on helping students identify appropriate boundaries of professional conduct for clergy and lay leadership.

MIN 340 Topics in Women, Society, and Church Studies I (1)
This seminar explores matters relating to the study of Women, Society, and Church. Designed for students specializing in Women, Society, and Church Studies, the course is open to other students. Students will read and assess at least one common text. Students in the WSCS Specialization must complete the seminar twice, one of which will be in their final year of study when they present portfolios of their Women, Society, and Church Studies work (course essays and projects as well as extracurricular projects). Content will vary annually, so that this course may be taken more than once.

MIN 341 Topics in Women, Society, and Church Studies II (1)
This seminar explores matters relating to the study of Women, Society, and Church. Designed for students specializing in Women, Society, and Church Studies (WSCS), the course is open to other students. Students will read and assess at least one common text. Students in the WSCS Specialization must complete the seminar twice, one of which will be in their final year of study when they present portfolios of their Women, Society, and Church Studies work (course essays and projects as well as extracurricular projects). Content will vary annually, so that this course may be taken more than once.

NEW STUDENT ORIENTATION (NSO)

NSO OO1 New Student Orientation (0)
This course provides entering students with an introduction to Saint Paul School of Theology. The primary goal is to inform students of academic expectations, community resources, policies, and procedures needed to function effectively and successfully achieve her or his educational goals.

NEW TESTAMENT (NTS)

NTS 301 Introduction to the New Testament (3)
This course understands the informed study of the New Testament and careful reading of thoughtful, scholarly writings about the New Testament to be a spiritual discipline. The course introduces students to the basic content of the New Testament writings, the historical circumstances from which they emerged, various critical methods by which to interpret them (including exegetical skills), and ways in which these texts might shape the understandings and lives of contemporary Christian communities.

NTS 320 New Testament Greek I (3)
This is the first term of a two-term intensive introduction to the language of the New Testament documents leading to the reading of New Testament texts.

NTS 321 New Testament Greek II (3)
This is the second term of a two-term intensive introduction to the language of the New Testament documents leading to the reading of New Testament texts. (Prerequisite: NTS 320)

NTS 420 The Gospel of Matthew (3)
How does Matthew shape and present the story of Jesus? How does his story inform our story and the stories of our congregations? Attention is given to exegetical methods. (Prerequisite: NTS 301)

NTS 422 Matthew: Disability and Empire (3)
"This course examines Matthean healing narratives, focusing on the impaired characters in the scenes. By examining different perspectives on disability in history and literature as well as the Roman imperial context in which common folk lived and worked, it will pay attention to social and somatic circumstances that may have accompanied or caused the described disabilities/ impairments. The course will offer new contexts for and more nuanced characterizations of the disabled/impaired people in each discussed scene and their relationship to Jesus and his place in the story." (Prerequisite: NTS 301)

NTS 426 The Gospel of Luke (3)
This course examines Luke's presentation of the story of Jesus. Attention is given to the gospel's socio-historical context, literary shape, and theological claims through various critical methods. The tasks of preaching/teaching the gospel (Year C of the lectionary) and its implications for contemporary communities of disciples are also important concerns. (Prerequisite: NTS 301)

NTS 430 The Gospel of John (3)
This course examines John's distinctive presentation of the story of Jesus. Special attention is given to the literary form, the socio-historical setting, and the theological claim of the gospel. (Prerequisite: NTS 301)

NTS 431 Selections from the Synoptic Gospels (3)
This course will examine selections from the Synoptic Gospels such as from the birth narratives, parables, Sermon on the Mount/Plains, and passion narratives. Choices will be made from these options. The course will employ a variety of methods to examine Christological, soteriological, ecclesiological, and eschatological themes in the chosen passages. (Prerequisite: NTS 301)

NTS 432 Romans (3)
This course examines one of the most influential letters in the church's history. Attention is given to exegetical methods and Paul as a pastoral theologian who interprets the gospel for a community. (Prerequisite: NTS 301)

NTS 433 The Corinthian Correspondence (3)
The focus is on 1 and 2 Corinthians and Paul's stormy relationship with this church. Attention is also given to the social setting of the Corinthian congregation and Paul's understanding of his ministry and role as a pastoral theologian. (Prerequisite: NTS 301)

NTS 434 Galatians and 1 Thessalonians (3)
This course explores the historical contexts, literary-rhetorical shape, and theological claims of two of Paul's letters. It attends to Paul's pastoral-theological method and engages contemporary scholarship on these two significant writings. (Prerequisite: NTS 301)

NTS 437 Hebrews and the General Epistles (3)
Study of the pastoral and theological concerns, methods, and commitments in Hebrews, 1 Peter, and James, and complementary early Christian literature. Against the backdrop of the multicultural world of early Christianity and the developing Christian church, students will be encouraged to reflect upon the social locations of early Christians, the media of communication chosen by early Christian writers (the "epistle," in particular), and the nature, variety, and adaptability of the Christian Gospel in the first and the twenty-first centuries. Students will reflect upon the contemporary meaning and significance of these documents for the Church and the world, particularly with reference to the pervasive influence of multimedia and the Internet. Students will be encouraged to undertake a project of "translating" the message(s) of these ancient epistolai into newer electronic media. (Prerequisite: NTS 301)

NTS 438 The Book of Revelation (3)
This course examines the historical context, the literary genre and shape, the linguistic expression, and the theological claims of this mysterious biblical text. The questions of method and contemporary address have significant roles. (Prerequisite: NTS 301)

NTS 442 Pauline Prison Epistles (3)
This course seeks to discover the impact of Paul's imprisonment upon the history of the early church, with special attention to the emergence of what may be called "political theology" and "Trinitarian Ecclesiology. Paul's authentic letters from prison, Philippians, and Philemon will be carefully examined and theologically interpreted. The images of Paul as the "prisoner of Christ," and "martyr" in the deuteron-Pauline literature (Colossians, Ephesians, 2 Timothy, 3 Corinthians) and Acts of the Apostles will be part of this New Testament Course. (Prerequisite: NTS 301)

NTS 454 Justice, Peace, and Reconciliation (3)
The course seeks to discover the impact of Paul's imprisonment letters on areas of peace, justice, and reconciliation. Paul's authentic letters from prison, Philippians, and Philemon will be carefully examined and used as sources of peace and reconciliation in the world. This course will attempt to determine the political and social posture of the apostle and the Church which nourished the memory of him as the prisoner of Christ. (Prerequisite: NTS 301)

NTS 456 Women in the New Testament (3)
This course exposes students to the untold stories, silent voices, and sacred lives of women in early Christianity. Attention will be devoted to the role women played in offering Christian leadership in the early Church. A secondary concern of the course involves the use of the New Testament as a source for constructing the socio-political role of women in the Christian movement. (Prerequisite: NTS 301)

NTS 458 Biblical hermeneutics: Clergy Formation (3)
This course will examine various parameters for Biblical Interpretation Methods and will focus on Biblical, Theological, spiritual, and historical aspects of Christian and Clergy formation. The course will show how specific methods are applied to Bible Study and Interpretation in different social, economic, and social contexts. (Prerequisite: HBS 301, NTS 301)

PRACTICUM (PCM)

PCM 301 Practicum: Spiritual Formation (.5)
This practicum is a spiritual retreat guided by a ministry practitioner with expertise in spiritual direction and formation. Students will do reading related to diverse approaches to spiritual formation and practice, engage in spiritual practices, and come together for one or two meetings for didactic presentations, spiritual practice, and discussion of what students are experiencing and learning. (Credit/No Credit)

PCM 302 Ministry with Veterans (.5)
This practicum is an opportunity to learn more about the various contexts of military service and the church's responsibility in providing support. Students will do directed reading related to the various aspects of military life and engage in the efficacy of spiritual practices. Students will come together for one meeting consisting of lecture, small group discussion, and spiritual reflection. (Credit/No Credit)

PCM 303 Spiritual Direction (.5)
This practicum will provide a foundational introduction to the practice of spiritual direction. It will focus on the practice of holy listening within congregational, community, and one-on-one relationships. (Credit/No Credit)

PCM 304 Financial Sustainability through the Pandemic and Other Crises (.5)
This course will provide a roadmap for the church's response to traumatic events that impact our world today. Special focus will be on offering financial recovery tools for faith communities. (Credit/No Credit)

PCM 305 Tulsa Race Massacre: Ministry through Advocacy (.5)
This course will address systemic levels of oppression, especially as it relates to the Tulsa Race Massacre of 1921 and the biblical underpinnings of both the attack, rebuild, and current plight of advocacy for justice. It will also explore current parallels in how systemic racism is still prevalent today and the need for ministry that advocates its elimination. (Credit/No Credit)

PCM 306 Ministry in Migrant Context: US/Mexico Border (.5)
The practicum will explore how pastoral leaders heighten their attention and the attention of their congregations to justice-based issues. How pastors engage and advocate for migrants in their communities that are respectful, just, and affective. (Credit/No Credit)

PCM 307 Community-Based Ministry (.5)
This course will examine the nature of community-based ministry in the modern context. It will seek to teach faith leaders to lead congregations into community-based ministry while simultaneously working with leaders to dream individually about local community impact, advocacy, and organizing, whether working in a local congregation or not. (Credit/No Credit)

PCM 308 Mission Trips (.5)
Mutually designed short-term mission trips (meaning planned with, instead of for, our partners) are a great way for churches to impact the kingdom and grow disciples. This course will unpack the dynamics that factor into how to plan and execute culturally competent, development-oriented service trips. Practical tools and contextual considerations will be shared from the Church of the Resurrection's experiences, including an honest look at what has been learned from missteps. (Credit/No Credit)

PCM 309 Conflict Mediation (.5)
This course is about resolving conflict peacefully within ourselves and in the church. (Credit/No Credit)

PCM 310 Ministry to Hospitalized Children and Families (.5)
Providing pastoral care to children who are suffering from an illness requires an understanding of the needs of the family and empathetic skills to assist in bringing the ministry of healing and hope to whatever situation may arise. This practicum will examine the biblical calls to love and justice for children and families as they inform ministry and practice. The course will assist ministers in building skills to support children and families during crises and hospitalization, with particular attention to matters of culture, economics, and language as barriers in the healthcare system. (Credit/No Credit)

PCM 311 Care for the Hospitalized (.5)
This class will explore how to engage in a pastoral conversation with a hospitalized person. The class will examine the components of a hospital visit and the context of the hospital environment as a setting for ministry. Additionally, the class will discuss issues such as the impact of trauma, the awareness of issues of grief and loss, and the impact of healthcare ethics. (Credit/No Credit)

PCM 312 Dinner Church Movement (.5)
The course introduces students to the fundamental historical and theological roots of the Dinner Church Movement that is growing in prominence in North American Christian worship today. (Credit/No Credit)

PCM 313 Leadership for a Changing Future (.5)
The rate and speed of change today are increasing, heightened by the prolonged pandemic, stretching the leadership capacity of leaders and their organizations. In this class, we will ask the question, "What is the primary task of leadership?" According to the adaptive leadership framework, leadership means energizing, mobilizing, and preparing a community for its transformation in tackling tough problems. This work of leadership begins with one's journey inward in order to lead outward. (Credit/No Credit)

PCM 314 Music in Worship (.5)
This course explores the Biblical foundation for worship, typical liturgical formats, and incorporating music in worship in practical, creative, and effective ways. Topics include analyzing the theological relevance of song lyrics, thematic worship, an involving both lay musicians and the congregation in meaningful worship through music. (Credit/No Credit)

PCM 315 Radical Hospitality (.5)
The Radical Hospitality Conference will offer participants the opportunity to gain experience in developing a culture of radical hospitality throughout all areas of ministry. Topics covered will include: (1) Principles of Radical Hospitality (Notice, Personal Attention, Follow Through), (2) Multiple Contexts to carry out Radical Hospitality (Digital welcome [website, social media presence], Parking Lot, Building, Worship Experience, Post-Worship and Ministry applications, (3) Attracting Visitors, and (4) Strategic Planning Principles. Students are required to attend all days and sessions of the Church of the Resurrection (COR) conference. (Credit/No Credit)

PCM 316 Preaching and Technology (.5)
This course will explore theological reflection on the preacher's virtual presence and ministry, which is vital to the future of the church. We will discuss how the present technoculture changes the way humans communicate with one another, including in preaching. Students will continue to hone their preaching voice as they learn social media platforms, techniques, and ethical frameworks for preaching God's Living Word beyond the four walls of the church. (Credit/No Credit)

PCM 317 Immigration, Justice, and Advocacy (.5)
Faith communities have a long history of solidarity with asylum seekers and advocating for the rights of refugees and the undocumented. There are several models for how we support and accompany those who are made vulnerable or marginalized. This practicum will explore several models but primarily focus on the Sanctuary Movement. The origins of Sanctuary Movement were born out of a deeply rooted faith teaching to love our neighbor and welcome immigrants; a movement that is based in accompaniment with immigrants. We will begin with some foundational understanding of immigration 101, detention, and deportation in the United States. We will have encounters with those who are most impacted by living in this country undocumented. This practicum will empower students to engage in immigration justice advocacy in their congregation and community. (Credit/No Credit)

PCM 318 Leading the Foolish Church (.5)
This course discusses the concept that if we are going to make room for people we have tended to overlook, we will need to clarify our intentions, our boundaries, and how we seek reconciliation when things go awry. We will learn and practice four rules that will help you live out Foolish Church in any setting, welcoming folks with more authentic and resilient relationships. (Credit/No Credit)

PCM 319 Alternative Funding: Community-Based Development (.5)
The modern church calls leaders, laity, edge ministries, and local congregations to rethink our approach to managing ministerial assets. Through asset-based community development, we will examine the assets already available to us and ways we can make those assets work to fund transformational ministry. We will explore leadership principles in stewardship and alternative funding that can offer us valuable guidance for present and future challenges of church economics. From grant writing and collaborative partnerships to asset leveraging and investments, this is a season that calls us to adaptive leadership. When tithes and offerings are no longer enough, it is time to think outside the offering plate. (Credit/No Credit)

PCM 320 Spirituality and Aging (.5)
The practicum will explore themes found in Robert Atchely's award-winning publication Spirituality and Aging. The book is divided into three sections: (1) Examining the nature and development of spirituality, (2) Creating and participating in ministry service opportunities (teaching, preaching, pastoral care, worship, social ministry) rooted in spirituality, and (3) Discovering how spirituality informs cultural norms in caregiving, death, and dying experiences. (Credit/No Credit)

PCM 321 Interreligious Pastoral Theology and Care (.5)
This practicum explores pastoral theology and care in interreligious relationships and multi-religious communities and contexts. Students develop their ability to engage in reflexive self-assessment of their competencies for interreligious care by attending to theologies, needs, and values in interreligious care; historical and socio-religious contexts that shape interreligious care; differences between religious traditions that influence interreligious care; and skills for interreligious care. (Credit/No Credit)

PCM 322 Interfaith Engagement: Muslim/Christian Dialogue (.5)
This class will provide students with a broad understanding of religious diversity in the community and how to develop strong relationships among different faith groups. It will offer an introduction to dialogue and engagement across Muslim and Christian faith traditions and practices. It will also explore the best local and international interfaith dialogue experiences among Muslims and Christians. (Credit/No Credit)

PCM 323 The Racialized Church (.5)
Racism is embedded in the very fabric of our society, including the Church. This practicum will examine how race and racism have played a role in shaping the Church even to this day. It will also explore practical things that can be done to help move the Church toward healing and reconciliation. (Credit/No Credit)

PCM 325 Preaching, Politics, and Social Action (.5)
This course will examine the challenges of preaching justice and social action in the midst of the current political climate in the United States. Students will study how to examine scripture through the lens of liberation. We will also explore how to craft a sermon in light of the sociopolitical realities facing our nation. (Credit/No Credit)

PCM 326 Suicide: Prevention, Intervention, Grief (.5)
In this course, students will examine and reflect on their attitudes, beliefs, and experiences around the difficult topic of suicide. Students will also:

- Identify warning signs and risk factors for suicide.
- Learn to respond to a suicidal person and refer to appropriate resources.
- Respond to friends and family members following a suicide.
- Plan a memorial service for a person who has died by suicide. (Credit/No Credit)

PCM 327 Ministry with Older Adults (.5)
Adults over 65 are the fastest-growing segment of our population. This course will focus on developing a ministry to all ages and stages of this vital population that goes well beyond pastoral care to include such areas as intergenerational ministry, empowering leadership, continuing discipleship, and creating a spiritual legacy. (Credit/No Credit)

PCM 328 Making Sense of Money Matters in the Church (.5)
This practicum will take a holistic, practical approach to equipping pastors with a broad view of dealing with, directing, and talking about money in the church. The time will be spent on three main areas: How the pastor's understanding of their finances influences their leadership in church finances, ways to create a culture of generosity, and the best practices of church finance.

PCM 329 Online Outreach: Strategizing with Optimism (.5)
Having a strong online presence is crucial for churches to reach out to their communities and engage with members. However, many church leaders hesitate with how to effectively use digital and social platforms to connect with people. This positive, hands-on practicum will provide practical strategies, tactics, and tips for enhancing a church's digital presence.

PCM 330 Budgeting and Financial Statements (.5)
This practicum covers basic processes, tools, priorities, and pitfalls of financial planning and oversight in the local church. Topics will include the annual Budgeting Process, Stewardship Campaigns and Financial Management, Monthly Financial Statements, Monthly Budget Review Process, Finance Committee Role and Responsibilities, Importance of Internal Auditing, and Designated funds. Students will learn how to develop a budget, how to read financial statements, how to avoid financial compromise as well as where to find valuable tax and accounting information when questions arise. (Credit/No Credit)

PCM 331 Practicum: Help for Beginning Preachers (.5)
This practicum will introduce beginning preachers to the basics of sermon preparation and delivery so they might develop good skills early in their ministries. Four stages of preaching will be focal: interpreting the Scriptures and focusing the sermon, brainstorming contemporary stories and connections, crafting a sermon sequence, and embodying the message. (Credit/No Credit)

PCM 332 Personal Finance (.5)
This practicum covers a basic theological understanding of personal finance and biblical stewardship. Topics will include: A Biblical Understanding of Financial Stewardship; A Theology of Stewardship; Spiritual Formation and a Journey of Personal Stewardship; Cash Flow Planning; Overcoming the Burden of Debt; and Proven Tools for Financial Peace and Generosity. Students will learn how to develop a personal budget that reflects their own emerging/developing practice of stewardship. (Credit/No Credit)

PCM 333 Finding Your Truth North: A Practicum on Prayer (.5)
This practicum will lead students in a process to uncover and strengthen the foundations and reset the boundaries for honest, whole-hearted praying that leads to greater clarity and peace during ministry and study. It includes praying time. This practice of ministry represents prayer as both a personal and communal spiritual discipline that emerges from and is informed by an ethic of self-care. (Credit/No Credit)

PCM 334 The Art of Joyful Table Celebration (.5)
Celebrating the sacred meal requires much more than adding a liturgy to usual worship; communion can deepen, transform, interpret, manifest, and norm all our worshiping. Explore what it means to approach this sacrament as a joyful art as we learn to craft and celebrate liturgies that are creative, vibrant, orthodox, and integrated into the entire worship event. (Credit/No Credit)

PCM 335 The Practical Arts of Curating Worship (.5)
Worship requires not only leaders but curators—persons who serve as caretakers, custodians, and coordinators of all the worship arts. This role reaches across lots of practical disciplines: copyright, sound and light engineering, music, and graphic design, among others. Learn what it means to curate worship and how to navigate these practical dimensions toward an aesthetic for offering worship in any setting. (Credit/No Credit)

PCM 336 Festival of Young Preachers (.5)
Partnering with the United Methodist Festival of Young Preachers, this practicum encourages students to think more deeply about the homiletical theory they are developing as well as the practical preaching skills they are developing. (Credit/No Credit)

PCM 337 Worship Planning Practicum (.5)
This practicum will cover basic processes, tools, priorities, and pitfalls of planning for weekly worship in the local church. Students will learn how to identify, create, and implement the key elements of a weekly worship service. They will also be introduced to an online planning tool that is adaptable to any size church. (Credit/No Credit)

PCM 338 Global Music Resources (.5)
This practicum will explore numerous resources for exploring and introducing global music, and we will delve into several global music traditions, including Latin American, African, Celtic, and Asian songs. Be prepared to sing, share, laugh, try some new instruments, and learn much. (Credit/No Credit)

PCM 339 General Conference of the United Methodist Church (.5)
How does The Book of Discipline of The United Methodist Church change every four years? This class will share the hands-on polity of The UMC at its highest legislative body. The instructor, who will be voting in his 6th General Conference in April, will lead through group activities such as walking through the legislative processes, from the submission of petitions to the editing during the sub-committees to the speeches on the floor of the plenary sessions. This will be helpful for any seminary student or pastor who is seeking a greater working knowledge of The United Methodist Church.

PCM 340 Funerals and Memorial Services (.5)
This practicum gives students an experience in guiding grieving families through the sacred preparation of funerals and memorial services. (Credit/No Credit)

PCM 341 Practicum: Ministry with Children (.5)
This course introduces students to best practices in creating and strengthening ministries for children. Children, like most people, seek to feel welcome in the faith community and to serve and feel useful and creative. Students will learn, discuss, question, and experience multiple ways to be appropriately present to children in ministry, as well as different scenarios that might engage children in opportunities for deepening faith. (Credit/No Credit)

PCM 342 Practicum: Leadership Institute and Doctrinal Reflection (.5)
This practicum interacts with the Leadership Institute offered through the Church of the Resurrection. Students experience differing understandings of the mission and nature of the church through assigned readings, peer interactions, and by being participant-observers at the Leadership Institute. The practicum's goals are twofold: for students to deepen their understanding of different positions concerning the ministry and mission of the church and for students to clarify their theological positions and practices concerning these matters. (Credit/No Credit)

PCM 343 Ministry with Youth (.5)
This practicum provides the opportunity to explore matters relevant to developing a local congregation's ministry with youth. Students will examine practical solutions to develop effective discipleship for youth. The practicum's goals are threefold: develop a basic understanding of adolescent faith development, develop a theological model to enhance the Christian formation of youth, and participate in a youth ministry event or activity. This course relates to contemporary issues because the faith formation of youth is crucial to the renewal of the Christian church, particularly in local congregations. Many pastors and lay leaders do not have the depth of experience in this area. (Credit/No Credit)

PCM 344 Children with Incarcerated Parents (.5)
The course will take place at New Day Camp, a church camp for children with incarcerated parents. The children are Caucasian, African American, Hispanic, and Native American. They are ages 8-11. Volunteers will visit with students, and students will attend camp activities, primarily worship, focus groups, and recreation. The location is Cross Point Camp near Kingston, OK. There is no video link. (Credit/No Credit)

PCM 345 Introduction to Prison Ministry (.5)
The practicum would expose students to all security levels of male prisoners in the Oklahoma system. Students would be exposed to living conditions and religious programs. Students would also interact briefly with prisoners. (Credit/No Credit)

PCM 346 United Methodist Jurisdictional Conference (.5)
Students will spend the day at the South-Central Jurisdictional Conference, studying the processes and learning about episcopal elections. This is an opportunity for students to learn firsthand about United Methodist conferencing and the episcopacy. (Credit/No Credit)

PCM 347 Writing Liturgy in Context (.5)
Students will learn how to craft liturgy for corporate worship as well as for particular occasions such as funerals, baptisms, and cultural moments, such as following the Oklahoma City bombing. Attention will be given to identifying pastoral, social, and missional contexts for writing liturgy. (Credit/No Credit)

PCM 348 Building Faith-Rooted Movements: Faith, Race, and Power (.5)
Race is a deep, inescapable part of our collective history; it has coursed through our choices, our churches, and our communities. In order to challenge the broken systems that pain the communities we love and lead multiracial movements, this course will equip participants with understanding, tools, and organizing practices for ministry as prophetic leaders using the lenses of faith, race, gender, and power. (Credit/No Credit)

PCM 349 Church Governance Practicum (.5)
Vital churches have healthy leadership structures that are wired to help the church navigate in a strategic direction. Yet many churches have become accustomed to "business as usual" with boards, committees, and councils that consume energy and diminish the potential of the local church. This practicum will cover basic processes, priorities, and pitfalls of managing the governance process in the local church. (Credit/No Credit)

PCM 350 Ministry of Social Justice (.5)
This course will concentrate on the process of discerning God's will in the political realm. We will explore how to exercise congregational leadership in this area of ministry. We will also get practical guidance from elected leaders and persons who have served in that capacity in the past. We will spend time in a church setting with a marginalized minority, specifically prisoners and their families. (Credit/No Credit)

PCM 351 Practicum: Alternative Christian Community and Social Witness (.5)
This course engages students with Cherith Brook Catholic Worker House in Northeast Kansas City. Students will seek to understand the urban context in which Cherith Brook is located, the intentional Christian community that is Cherith Brook, and its ministry of peace and justice in the larger Northeast community. Students will reflect on the assets and challenges of a diverse community in which poverty and injustice are present and how ministry in that context can be shaped. Students will also reflect on practices of the community that can sustain persons and ministries. Finally, students will ask how what they have learned might inform community and ministry in their own present or future ministry. (Credit/No Credit)

PCM 352 Equipping and Engaging Congregations Through Community Organizing (.5)
Faith-rooted community organizing is a method of working with faith communities to utilize its strengths to address the problems and concerns of their communities and in turn, invigorate and strengthen the life of congregations. The practices of community organizing that will be explored in this practicum include building relationships through 1:1 conversation, researching and analyzing issues, building power relationships with community leaders, and developing organizing leaders for community transformation. (Credit/No Credit)

PCM 353 New Ministry Development Practicum (.5)
This practicum will cover basic processes, tools, priorities, and pitfalls of developing new ministries in the local church. Topics will include fundamental ministry development steps (vetting new ideas, prerequisites, and purpose alignment, developing new leaders, setting goals, allocating resources, resolving conflicts, and measuring performance), as well as how to evaluate existing ministries and how to increase the likelihood of a successful ministry launch. Students will learn how to manage a decision-making process for vetting and resourcing new ministries in the local church, equipping the church to successfully launch new ministries, and evaluating the fruitfulness of the church's ministries. (Credit/No Credit)

PCM 354 Leadership in Ministry: Understanding the Role of the Pastor and the Work of the People (.5)
This practicum engages students in reflections on pastoral ministry related to identity, vision casting, and leadership for discipleship formation. A pastor leads the practicum and meets at a local church. It engages students with their calls to ministry, the practices that sustain them, and witnessing to the Gospel in ministries of teaching and preaching. (Credit/No Credit)

PCM 356 Multi-Ethnic Church Planting (.5)
Ministry in diverse settings is among the most important skills for ministers in the 21st century. In this practicum, students will attend and participate in the workshop on Multi-Ethnic Church Planting on the theme, "Partners in God's Mission: Being the People of God in an ethnically diverse nation." The workshop will include intercultural development, plenary presentations, and a session for seminarians to process what they have learned. (Credit/No Credit)

PCM 357 Technology in Ministry (.5)
Technology in Ministry will seek to cover the basics of personal computer usage and production technology to utilize at local churches. Topics will include parts of a computer, internet browsing, social media, general computer organization/use, and production technology basics such as graphics and how to create them, audio (what sounds good and what does not), video techniques, and lighting boards. (Credit/No Credit)

PCM 358 Capital Campaign Planning for the Local Church (.5)
This course introduces students to basic concepts employed to design and develop an effective Capital Campaign program for the local church. It will help students explore their financial stewardship leadership approach that is based on a sound theology of faith and money. (Credit/No Credit)

PCM 359 Praying with Joy in A Troubled World (.5)
This practicum will lead students in the process of discovery of prayer that emanates from a joyful life and is itself joyful. This is important, particularly in light of what is happening around them and in the world, which leads many to be fearful. How would you name the practice of ministry that this practicum represents? This practice of ministry represents prayer as both a personal and communal spiritual discipline that emerges from and is informed by an ethic of self-care. (Credit/No Credit)

PCM 361 Native American Ministry (.5)
There is always much to share about Native American Ministries and much to unfold as we move from one topic to the next. During the day, we will look at the historical pieces of Native American life and contexts, which will help us as we look at the other topics of religions, identity, values, and the environment. These topics will help us to understand more about the current contextual ministry that is happening in the Native context. The course will help those who desire to serve in a Native context to be more fully aware of the context in which you might serve through missions and in other ways. The other hope is that this will help you to form relationships with Native entities in your area. We will utilize class presentations and small group discussions for the course. (Credit/No Credit)

PCM 362 Mentoring Youth Toward Ministry (.5)
Students will serve as adult companions to youth participants in a six-part vocational discernment workshop as part of Youth 2019 during the Summer of 2019 in Kansas City, MO. Students in this practicum will explore models for mentoring adolescents, particularly for discerning a call to ministry. Requires concurrent reduced rate registration at Youth 2019 (see www.youth2019.com). The instructor will provide details. (Credit/No Credit)

PCM 363 Strategic Planning (.5)
A strategic direction paints a vivid picture of the future, generates organizational momentum, and creates a process for transformation. However, the process can seem daunting. Discover how leaders in a church of any size or condition can explore its current reality, discern where God is leading, and develop steps to effect meaningful change. (Credit/No Credit)

PCM 364 Urban Church in the 21st Century (.5)
Urban Church in the 21st Century helps students to understand the nuances of ministry in the inner city. This course will highlight the importance of prophetic preaching, need-based community service, and transformative leadership. (Credit/No Credit)

PCM 365 Teaching the Next Generation to See (.5)
Jesus used everyday items such as fish or nature to teach the Gospel to those who were not able to go to the temple, much like our current situation. This practicum will focus on teaching others how to see spiritual/biblical connections using the practical application of ordinary items. Students will develop a workshop or training to educate members in the practice of learning to see and share the gospel using any and everything around them. (Credit/No Credit)

PCM 366 The Small Church Advantage: Seven Powerful Worship Practices that Work Best in Small Settings (.5)
Small congregations are not big places in miniature. They work differently. They come with different resources, dynamics, and challenges. But they also come with distinctive strengths--gifts that are powerfully forming and not generally available in big settings. Relearn, explore and extend the strengths of small setting worship. Reclaim the role of messy learning laboratories as the church navigates a future far too complex for one-size-fits-most patterns of ministry.

PCM 367 'Organizing to Beat the Devil:' The Spiritual Practice of Church Administration (.5)
This one-day practicum on church management and administration will focus not only on the expected nuts and bolts but also (and especially) on the spirituality at the heart of it all. We will explore traditional and innovative structures for organizing and running the local church and discuss real-life case studies. Recent local church disaffiliations in the United Methodist Church will be discussed as (in part) competing philosophies of church governance. The facilitator for this practicum will draw on his experience as a consultant to the non-profit business sector as well as from his management of local churches of various sizes, overseas local churches, and churches that have divided over disaffiliation.

PASTORAL CARE (PCR)

PCR 301 Introduction to Pastoral Theology and Care (3)
This course introduces students to theological approaches to pastoral care, theories for interpreting human behavior, and basic skills in parish-based pastoral care and counseling.

PCR 330 Topics in Pastoral Care (1)
This course offers a focused, in-depth exploration of a topic pertinent to the practice of pastoral care, such as grief, crisis intervention, depression, pastoral boundaries, and hospital visitation. This course may be repeated for credit when the topic varies.

PCR 331 Ministry in the Midst of Violence (3)
This course explores theological and theoretical understandings of violence in order to develop ministries of the church to lessen the violence that permeates life in the 21st century. Students will study various types of interpersonal violence, such as shootings, sexual assault, bullying, human trafficking, and media violence, and propose ministries that respond to victims and perpetrators of interpersonal violence in ways that are pastorally and theologically supported. While this course does not study war and state violence, it does look at the norms and practices of violence that support violence at all levels, both individual and social.

PCR 420 Pastoral Psychology (3)
Pastoral ministry requires an understanding of what makes persons who they are, how they develop psychologically, and what motivates them to behave the way they do. This course explores the intersection of psychological theories, pastoral theology, and the practice of pastoral care. (Prerequisite: PCR 301)

PCR 424 Trauma and Care (3)
This course offers a focused exploration of parish-based pastoral care for persons suffering from the long-term psychological and spiritual effects of trauma. Some of the specific topics included are Post-Traumatic Stress Disorder, combat trauma, sexual abuse, and community tragedies such as terrorist attacks and natural disasters. (Prerequisite: PCR 301)

PCR 440 Feminist/Womanist Pastoral Care (3)
This course examines the intersection of feminist (including Black feminists) and womanist concerns with pastoral theology and care. The class will look at the historical development and key concepts of feminist and womanist thought in the U.S. and explore feminist and womanist sources and methods in pastoral theology and care, including feminist theory as an interpretive lens on human behavior and suffering. (Prerequisite: PCR 301 or THL 301)

PCR 442 Cultural Dynamics in Pastoral Care (3)
This course explores the impact of culture on the formation of personhood and on the care of suffering persons. An introduction to cultural theory in conversation with pastoral theology will provide the basis for thinking about the way cultural norms, practices, and social institutions impact human lives. The
course will also consider the variety of racial and ethnic cultural contexts within the U.S. (Prerequisite: PCR 301)

PCR 491 Clinical Pastoral Education (3)
The Association for Clinical Pastoral Education, Inc. (ACPE) is a nationally recognized accrediting agency in the field of clinical pastoral education. ACPE provides education to improve the quality of ministry and pastoral care offered by spiritual caregivers of all faiths using the clinical educational methods of Clinical Pastoral Education (CPE). Degree-seeking students may register for PCR 491 to receive academic credit for a single unit of CPE completed at an ACPE-accredited site. Students must apply directly to an approved site and, upon acceptance, provide proof of admission before registration can be completed at Saint Paul. This course may not be substituted for PCR 301. (Prerequisite: PCR 301)

PREACHING (PRE)

PRE 401 Introduction to Preaching (3)
This course offers theology and practice of proclamation as focused on the role of the preacher, the proclamation of Scripture in worship, and the genre of sermon/homily. Experiences may include written and preached sermons, faculty evaluations, and Scriptural exegesis. Two hours will be offered as plenary lectures by regular faculty members. The third hour will be small group practice labs of 5-7 students by faculty (one each) and the adjunct instructors. (Prerequisites: MIN 301, HBS 301, NTS 301)

PRE 430 The Sermon and the Short Story (3)
The course focuses on the unique relationship between the sermon and the short story. Due to their insights into the human condition as well as their economy of words, short stories offer preachers wonderful sermonic possibilities and ideas. Thus, we will seek to explore the ways these stories can inform our preaching and offer ideas for forming our sermons, all in hopes of transforming our listeners and us. (Prerequisite: PRE 401)

PRE 431 Preaching Literary Forms of the New Testament (3)
This course is an intensive study of the diverse literary forms of the New Testament and the role of such forms in sermon preparation, both hermeneutically and homiletically. The course also considers the ways in which critical rhetorical approaches to New Testament interpretation intersect with the interpretation of the local church context and thereby influence the preacher's repertoire of sermon forms. (Prerequisite: PRE 401)

PRE 440 The Preaching Task (3)
Using an action/reflection model, the course is designed to help students reflect on the weekly task of preaching in a ministry setting by critically examining their sermons after they have been preached and critically reflecting on an upcoming sermon. The course is structured around the four stages of sermon
preparation: interpreting texts, brainstorming connections, crafting a sequence, and embodying the gospel. (Prerequisite: PRE 401)

PRE 444 Ministry of Preaching in A Digital Age (.5)
This course focuses on the opportunities and risks of preaching in this digital age, both in theory and practice. We begin with a brief look at Christianity's relationship with the media of each age before we engage with the particularities of our time. The goal is to form church leaders who are not merely media savvy but are able to walk the fine line between being critical of and collaborative with emerging mediums for mediating the Gospel of the Word made flesh in this virtual day and age. (Prerequisite: PRE 401)

PRE 450 Preaching the Parables of Jesus (3)
Given the popularity of parables, both in the Synoptic Gospels and the church's preaching, this course will examine the parables of Jesus in order to help students develop a sound approach to preaching from that literary form. In addition to hermeneutical issues associated with the history of interpreting parables, we will consider the homiletical strategies available to preachers today. (Prerequisites: NTS 301, PRE 401)

SPIRITUAL FORMATION (SFR)

SFR 301 Spiritual Formation Retreat (.5)
Spiritual Formation Retreats will nurture spiritual formation through community experience that integrates personal and social holiness. Students and faculty will gather for corporate worship, spiritual practices, and community building centered on a theme. (Credit/No Credit)

SFR 302 Spiritual Formation in the Age of COVID (.5)
Spiritual Formation Retreats will nurture spiritual formation through community experience that integrates personal and social holiness. Students and faculty will gather virtually for corporate worship, spiritual practices, and community building centered on a particular theme. (Credit/No Credit)

SFR 320 Spirituality in a Global Context (2)
Students in this course will attend the Five-Day Academy for Spiritual Formation in addition to other online requirements before and after the course. The purpose of the course is to root students in practices of Christian community so that they can bear fruits of justice and mercy in a globalized context. Students will be immersed in rhythms of study, prayer, silence, liturgy, reflection, and relationship. Students will be introduced to new and alternative forms of Christian community. (Credit/No Credit)

THEOLOGY (THL)

THL 301 Introduction to Systematic Theology (3)
This course is an initial exploration of the discipline of theology and the rich dimension of the life of the Christian church, for and in which theology serves critical and constructive roles. Readings and lectures cover such areas as theological genres (creeds and statements of faith), theological methods, significant
theological thinkers, varying ways of interpreting Christian teachings in relation to the historic doctrinal loci such as authority of the Bible, reason and revelation, Trinity, Jesus as the Christ, human nature/condition, Church, worship and sacraments, death, and resurrection.

THL 412 Theology and the Church's Ministry (3)
This seminar requires the examination and analysis of one's setting for and practice of ministry for greater theological awareness and theological integrity. It explores the importance and relevance of doctrines (e.g., sin, Christology, ecclesiology, soteriology) to specific ministerial practices to deepen and broaden the interface of one's theology and tasks of the church's ministry. One's theological perspective is identified and developed. (Prerequisite: THL 301)

THL 415 Race and Religion (3)
Recognizing the centrality of the construction of "race" and the maintenance of racism to life in the U.S., the complicity of Christian theologies in constructing "race" and maintaining racism, and the need for Christian theology to articulate an anti-racist vision of God's desire for the flourishing of all of Creation, Critical Approaches to Race and Theology offers a survey of key concepts from various trajectories of Critical Race Theory. Students will then begin to integrate these critical approaches to "race" into their theological construction and reflection. (Prerequisite: THL 301)

THL 419 Native American Theologies (.5)
Given the contextual nature of all theology and ministry, this course focuses on the construction of theology using Native American theological and spiritual traditions. Particular emphasis will be given to the doctrines of creation, theological anthropology, and ecclesiology/ community, with attention to how learning from diverse cultural settings can deepen and enrich our practices of ministry.

THL 420 Seminar in Theological Studies (1)
This course provides an advanced-level investigation of selected figures, movements, and/or issues in Christian theology. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The focus of the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

THL 421 Seminar in Theological Studies II (2)
This course provides an advanced-level investigation of selected figures, movements, and/or issues in Christian theology. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The focus of the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

THL 422 Seminar in Theological Studies III (3)
This course provides an advanced-level investigation of selected figures, movements, and/or issues in Christian theology. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The focus of the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

THL 423 Science, Theology, and Ministry (3)
This course provides a special opportunity to equip ministers with the information needed to be religious in a scientific age and to be ministers to persons struggling with science issues. Such issues are increasingly at the heart of what it means to be human and to conduct one's life with integrity. The course addresses the mutual relevance of pastoral concerns, science, and Christianity. Part of the course explores how Christianity has influenced the development of science, how science has impacted the content of theology, how Christianity and science are set in a cultural context, and how Christianity can engage in interreligious dialogue about science. (Prerequisite: THL 301)

THL 424 Theology in Context (1)
This course provides an examination of selected figures, movements, and/or issues in Christian theology with an eye to the historical, social, and geographical contexts of these theological positions. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The topical focus for the course is announced prior to class registration. The course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

THL 425 Theology in Context II (2)
This course provides an examination of selected figures, movements, and/or issues in Christian theology with an eye to the historical, social, and geographical contexts of these theological positions. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The topical focus for the course is announced prior to class registration. The course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

THL 426 Theology in Context III (3)
This course provides an examination of selected figures, movements, and/or issues in Christian theology with an eye to the historical, social, and geographical contexts of these theological positions. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The topical focus for the course is announced prior to class registration. The course may be repeated for credit when the topic varies. (Prerequisites: THL 301, THL 425)

THL 430 Doctrines of the Christian Faith (3)
This is a systematic examination of one or more doctrines of the Christian faith. The doctrine is examined through its historical development and its impact on the development of Christian thought and practice. This course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

THL 431 The Problem of Evil (3)
In this advanced seminar, participants closely examine a variety of ways in which thinking people have responded to evil. All of them have challenged and contributed to current understanding. The outcome of the reading and discussion is increased awareness and understanding of evil on the part of each participant as they prepare for ministry. (Prerequisite: THL 301)

THL 432 Theological Anthropology (3)
This course is an exploration of the human person as both subject and object of theological discourse. It includes such themes as self, relation, transcendence, finitude, freedom, and imago Dei. It introduces theology and theological methods. (Prerequisite: THL 301)

THL 435 Process Theology (3)
Process theology is a philosophical theology characterized by a dynamic and relational worldview, which affects how God, humanity, and nature are understood. This course explores forms of process theology informed by the philosophies of Alfred North Whitehead and Charles Hartshorne. The course emphasizes features of process theology that enhance Christian life and thought and that ground social justice (for example, justice for women or nature). (Prerequisite: THL 301)

THL 440 Theology of Interreligious Dialogue (3)
This seminar will examine current theological scholarship dealing with the theology of religions and compare them to discern viable theological wisdom for effective inter-religious encounters through dialogue. (Prerequisites: THL 301, EWR*)

THL 441 Christian Scripture and Feminist Hermeneutics (3)
This course is an examination of various approaches to the interpretation of scripture from feminist/womanist perspectives and their contribution to constructive theology. (Prerequisite: THL 301)

THL 442 Contemporary Evangelical Theology (3)
This is a comparative study of several representative evangelical theologies and their responses to the challenge of Western modernity and postmodernity to historic Christianity. The course introduces students to the historical roots of and theological diversity within contemporary evangelicalism. (Prerequisite: THL 301)

THL 443 Theological Commentary, Feminism, and the Psalms (2)
This course examines ways that Christians have interpreted the Psalms to understand their way in the world with an eye to how these practices might shape contemporary beliefs and practices. The study includes the challenges and opportunities of theological commentary on the Psalms, with special attention to work by feminist theologians and biblical scholars. (Prerequisite: THL 301)

THL 444 Pentecostal and Charismatic Theology (3)
This course explores the diverse theologies of the Pentecostal and Charismatic movements. Students are introduced to the historic roots and contemporary expressions of these movements through a comparative study of representative theologians. In addition to the various Pentecostal traditions in their cultural and global diversity, the course examines Protestant, Roman Catholic, non-denominational, and "Third Wave" forms of the Charismatic movement. (Prerequisite: THL 301)

THL 445 Theology, Feminism, and the Psalms (3)
This course examines ways that Christians have interpreted the Psalms to understand their way in the world with an eye to how these practices might shape contemporary beliefs and practices. The study includes the challenges and opportunities of theological commentary on the Psalms, with special attention to work by feminist theologians and biblical scholars. (Prerequisite: THL 301)

THL 446 Liberation Theology in the U.S. (3)
Informed by literature and social sciences, the survey of liberation theologies establishes particular social, cultural, political, economic, and historical contexts in the United States. The course explores central doctrines of such liberation theologies as black and womanist, Latino/a, Asian American, Native American, feminist, and gay/lesbian theologies. In addition to theological and contextual issues, the course emphasizes the relevance of liberation theologies to constructive approaches to ministry. (Prerequisite: THL 301)

THL 448 Liberation Theology in Global Contexts (3)
Informed by literature and social sciences, the survey of global liberation theologies establishes particular social, cultural, political, economic, and historical contexts for theology across the world. The course explores central doctrines of liberation theologies in Latin America, Asia, Africa, and the Caribbean. In addition to theological and contextual issues, the course emphasizes the relevance of liberation theologies to constructive approaches to ministry. (Prerequisite: THL 301)

THL 450 Studies in a Selected Theologian (3)
This course examines the thoughts and writings of a leading historical or contemporary theologian, such as Augustine, Barth, Bonhoeffer, Bonino, Brunner, Calvin, Cobb, Cone, T. Cranmer, E. S. Fiorenza, G. Gutierrez, E. R. Johnson, Kierkegaard, Luther, McFague, J. Macquarrie, G. Marcel, Moltmann, R. Niebuhr, H.R. Niebuhr, W. Pannenburg, K. Rahner, R. Ruether, Schleiermacher, Soelle, Tillich and H. U. von Balthasar. (Prerequisite: THL 301)

THL 451 Luther and Theological Anthropology (3)
This course examines significant themes in Martin Luther's teachings on the meaning of being human, male, and female. The focus will be on ways these teachings offer resources for theological anthropology in the twenty-first century. (Prerequisite: THL 301)

THL 452 Min-Jung Theology and Dalit Theology (3)
This course introduces Asian liberation theologies to students: the Min-Jung theology of Korea and the Dalit theology of India. It examines points of convergence and divergence in relation to other liberation perspectives, such as Latin American and feminist theologies. (Prerequisite: THL 301)

THL 454 Theology and Well-Being Global Perspective (3)
Issues of faith and human well-being have long been intertwined. Religious beliefs and social structural arrangements and practices often impact individual health conditions. The course will explore their interfacing areas more systematically and analytically. Students will explore the relationships between the religious faith and healthcare services through both the academic study of faith practices and its practical implications for public service with the ecclesial, governmental, non-governmental, and social organizations, nonprofits, business, arts, healthcare, and other professions. (Prerequisite: THL 301)

THL 460 Prayer and Spirituality (3)
This course is designed to study the tradition of Christian prayer in terms of its nature, form, style, and role in spirituality and worship. It will explore new forms, styles, and roles in Christian spirituality as it has been affected by the practices of other religions. (Prerequisite: THL 301)

WORSHIP (WOR)

WOR 301 Worship: Choreographing the Movement of God's Kindom Come (3)
Worship- its quality, focus, and design- empowers the Body of Christ to act as Christ in and for a beautiful, broken world through the power of the Holy Spirit. If not careful, if not focused on devotion to God revealed through Jesus, worship disempowers discipleship as it empowers devotion to idols of the world of our own making. This survey of Christian worship practice will examine how liturgies form the Body of Christ for ministry to and for God's Creation. This course helps students: 1. Articulate a theology of worship; 2. Articulate a theology of sacraments, primarily baptism and communion; 3. Appreciate a variety of historical and contemporary patterns and sources for worship; 4. Evaluate elements of worship (music, prayer, preaching, space, movements, etc.) for biblical integrity, theological soundness, ethical aims, cultural influence, internal logic, and artistry; 5. Develop plans for ordering, scripting, and designing worship and/or ritual with contextual and theological awareness. (Prerequisite: MIN 301)

WOR 325 Worship Design Studio Annual Planning Retreat (1)
In this course, students attend the Worship Design Studio's Annual Planning Retreat, which leads participants in planning creative worship experiences through the next liturgical year. The retreat will rejuvenate passion for worship, lead students through planning worship themes, and design alternatives for rhythm-flexible worshipers both in-person and online. www.worshipdesignstudio.com/planningretreat (additional fee for this class; CR/NC)

WOR 415 Designing and Leading Worship (1)
This course gives students practical experience and mentoring in worship planning and leadership through service to the ministries of the chapel at the seminary. Using resources from various traditions and by writing original prayers, the team of students works together with the Director of Worship to provide intentional, meaningful, and creative worship experiences for the seminary community. Students may take this class up to three times for elective credit. (Credit/No Credit)

WOR 440 Alternative Worship Practices (3)
In the face of post-Christendom and postmodernism, worship practices are changing in radical ways and will likely continue to do so in the new millennium before us. While grounding worship in traditional biblical, historical, and theological foundations, the course seeks to re-examine some of these foundations and explore alternative worship practices already in place and those still being birthed. These include online worship communities, dinner-based models, and house church movements. (Prerequisite: WOR 301)

DOCTORAL LEVEL COURSES

CHURCH LEADERSHIP (CHL)

CHL 510 Biblical Preaching Missional Capacity (2)
This course explores the ways in which biblical preaching can cultivate a missional imagination among the people of a particular congregation or other ministry setting. How can the biblical imagination inspire the congregation to see where God might be at work in the community beyond the church's walls? Students will consider how the biblical witnesses present the Missio Dei in order to incorporate this vision into their contexts for ministry.

CHL 511 Building Communities in Context (3)
The course examines how a larger cultural analysis of context functions as a component of praxis, which is the integration of theory, theology, and the practices of ministry. The course examines how a larger cultural analysis of context functions as a component of Christian leadership praxis. Different interpretive lenses are used to analyze situations and issues in building community. The course requires attendance at the Church of the Resurrection Leadership Institute.

CHL 512 Organizing for Change (3)
The course focuses on leading communities for social justice ministries. It considers theological grounding for social witness, understandings of justice, and how persons and communities can be formed for leadership in times of polarization and change. The course also attends to faith-based community organizing as a resource for justice ministries, including participation in training for organizing by a group such as More2, a member of the Gamaliel network of faith-based community organizations.

CHL 513 Person and Role of Minister as Leader (2)
This course focuses on effective leadership in the church, with special attention given to the characteristics of effective leaders, collegiality in ministry, the discernment of priorities among the multiple roles of the minister, and the significance of personhood in the shaping of one's ministry. Students read and reflect critically on current literature in the field of leadership. They also present case studies for group analysis and discussion.

CHL 514 Leading Across Difference (3)
The course focuses on the formation of leaders in times of polarization and change. Course content engages differences such as theological perspective, religion, and race/ethnicity. Students will engage exemplary leaders navigating the crossroads of difference.

CHL 520 Becoming Agents of God's Hope (3)
The course focuses on theological and other theoretical approaches to leadership and how they can motivate and inform the practice of ministry. The course compares and contrasts a variety of approaches to leadership, considering their theological/theoretical grounding, how they can inspire hope in God's future, and how they contribute to the practice of Christian leadership contexts. The course includes participation in a conference on leadership, such as the Leadership Institute of the Church of the Resurrection.

CHL 521 Intercultural Competence I (1)
This is the first of a two-part online course that develops skills in intercultural competency for ecclesial leadership and enhances congregational innovation, mission, and strategic planning. Students must complete both semesters to fulfill degree requirements.

CHL 523 Ministry Leadership (3)
Students will assess their styles of leadership in the congregation in conversation with texts and with each other. Contemporary theories of leadership will be presented and studied so that participants in the class can discover other ways of examining their styles of leading congregations and practicing leadership. The importance of diagnosing the wider context, the congregation itself, and one's styles of leadership will be emphasized.

CHL 524 Intercultural Competence II (1)
This is the second of a two-part online course that develops skills in intercultural competency for ecclesial leadership and enhances congregational innovation, mission, and strategic planning. Students must complete both semesters to fulfill degree requirements.

CHL 545 Leadership for Effective & Innovative Min (1)
This course introduces students to the concepts and practical steps in leading ministries that are both effective and innovative. In particular, we will review the various leadership philosophies that have guided organizations in recent years and will evaluate their potential for leading collaborative efforts between the church and the community at large. We will assist students in determining their leadership style and give them tools for developing leadership within the congregation that leads to success in implementing effective and innovative ministries.

CHL 546 Organizing Effective Ministry (2)
This course engages students in identifying and drawing upon the best structures, processes, and practices within one's tradition and in the church at large for effective congregational governance. These resources will be used to assess and reconceive organizational governance in one's present and possible contexts of ministry. The study will be oriented toward developing and communicating a clear and compelling missional vision within the organization and aligning its resources, activities, and community accordingly.

CHL 570 Practices of Personal Holiness (1)
As the first of three immersions in covenantal community, this course focuses on biblical, theological, and experiential sources for spiritual disciplines that emphasize personal holiness and their relation to social holiness, church leadership, discipleship, and mission. Open to all students with permission of instructor.

CHL 571 Practices of Social Holiness (1)
As the second of three immersions in covenantal community, this course focuses on biblical, theological, and experiential sources for Wesleyan communal practices that foster and intensify social holiness. Implications will be drawn for personal holiness, church leadership, discipleship, and mission. Open to all students with permission of instructor.

CHL 572 Organizing Missional Communities-Wes Sp (3)
As the third of three immersions in covenantal community, this course focuses on biblical, theological, and experiential sources for principles and practices of organizing communities for communion and mission. This course examines the steps by which communities emerge for authentic missional practice. Open to all students with permission of instructor.

CHL 573 Wesleyan Church Leadership (2)
This course focuses on spiritual grounding, leadership competencies, and missional passion for evangelistic and prophetic ministry. Through critically reflecting on current literature and the discussion of case studies, students will learn the characteristics of effective leadership in the local church in light of Wesleyan theology and mission. Students will also explore resources and practices of spiritual formation as foundational for authentic and effective church leadership.

CHURCH AND SOCIETY (CHS)

CHS 510 Children and Poverty: Global Perspective (3)
According to United Nations figures, more than 35,000 children die every day because of hunger and preventable causes. And yet, the problem remains invisible. This course examines current situations in a global context, systematic causes, and theological grounding for why and how the church and individuals within the church should become change agent(s) to transform the world and care for God's children everywhere.

CHS 515 Prophetic Ministry (2)
This DMin seminar addresses contemporary social and global issues (e.g., global warming, farm crisis, health care) as the Judeo-Christian prophetic and biblical tradition informs them. Students explore different understandings of prophetic ministry within their historical and communal contexts. Reflecting on their ministry, students consider the impact of social and global issues on the church and the actual living out of an approach to life and ministry that combines a vital spirituality with a lived proclamation of the gospel. (Prerequisite: DMIN 510)

CHS 516 Contextualizing the Vital Church (2)
The effectiveness of leadership and the vitality of congregational life depend, to a large extent, on understanding the context of the disciples who worship there. Contextual identity is generational, geographic, and faith-based. The course will offer participants a chance to analyze their contexts, whether urban or rural and to consider how those might impact the ministry of the congregation in the community. Attention will be paid to the ways in which context impacts preaching, especially listener dynamics in preaching. (Prerequisite: DMIN 510)

CHS 517 Locating Social Justice Ministries (3)
Using case studies, this course examines aspects of specific injustices, such as war, disease, and food distribution, as a basis from which to explore ways socio-political and cultural contexts influence the Christian mandate to participate in acts of justice on behalf of all. The course includes reflections on the theological grounding for acts of justice.

CHS 518 Models of Diversity & Community (2)
Vital congregations are those that celebrate community while embracing diversity. Persons with different cultural, religious, racial, and sexual orientations are reflections of the diversity of God's creation. This course seeks to explore how congregations can be revitalized by examining the triune nature of God, the inclusivity of the gospel, and the implications for ministry in various local contexts.

CHS 520 Advocacy: Children, Poverty & Public Policy (2)
There are countless organizations that work to improve the lives of children around the world. Reflecting on their ministry, students assess various responses to particular issues and ways in which these views influence their faith community's/denomination's articulation or endorsement of policy and its global implications.

CHS 524 Community Organizing for Missional Living (3)
Community organizing is all about relationship building. This course will assist congregational leaders in getting to know the wider community context in which the local church is situated. It will help participants develop their leadership for bringing people together to work for change and increase their abilities in power analysis and effective strategizing. Community organizing is a powerful approach to living out one's faith in the world.

CHS 525 Social Justice Foundations (3)
This DMin seminar examines the relationship between justice theories, practical expressions of faith, and the Gospel message to respect human life and dignity. This integrative approach examines the experiences of children, poverty, and health and the church's local and global commitment to promote social justice. (Prerequisite: DMIN 510)

CHS 530 Healthcare: Biblical & Ethical Xn Trads (2)
This course explores the relationship of Christianity to health and healthcare, specifically biblical and other historical Christian traditions about health, healing, and wholeness/wellness, as well as illness and death. These biblical and traditional narratives, teachings, and practices will be critically retrieved in the broader context of the church's current global ministries.

DOCTORAL MINISTRY (DMIN)

DMIN 510 Orienting Seminar (2)
This seminar introduces students to the overall scope and methods of doctoral study and forms a learning community of experienced persons in professional ministry. Students will explore the basic methods of congregational study and seek to clarify the direction of their doctoral research. (Credit/No Credit)

DMIN 540 Pre-Praxis Thesis Evaluation (1)
In this course, students prepare for the transition to the Praxis Thesis portion of the DMin program by reflecting on their learning, resources used, and developing thought to date. Through a review of their coursework, students assess their progress toward the program-level Student Learning Outcomes and reflect critically on how their doctoral coursework may contribute to the Praxis Thesis project. (Prerequisites: THL 512, HST 514, and CHS 515). (Credit/No Credit)

DMIN 550 Praxis Thesis Seminar (2)
The course discusses more advanced methods of doctoral study, including human subject research (HSR). Students are introduced to practical methods by which theology and practices are integrated to transform praxis in diverse contextual settings. The course emphasizes fieldwork methods. Practical guidance for writing a successful Praxis Thesis is included. A further component is an individualized evaluation of each student's progress in the DMin program by reflecting on their learning, resources used, and developing thought. Through a review of their coursework, students assess their progress toward the program-level Student Learning Outcomes and reflect critically on how their doctoral coursework may contribute to the Praxis Thesis project. (Prerequisite: DMIN 510) (Credit/No Credit)

DMIN 560 Praxis Thesis Proposal Writing (1)
The Praxis Thesis Proposal identifies the practice of ministry and the question(s), problem(s), or opportunities that triggered the investigation. It delineates the context for ministry, the theological framework and methods, and contributions to the practice of ministry that the student hopes to make. This course may be taken up to three times. (Prerequisite: DMin 550, CR/NC)
DMIN 565 Praxis Thesis Proposal Conference (0)
This conference provides the opportunity for faculty to evaluate the adequacy of the Praxis Thesis proposal and the student's readiness to undertake a field project. This course may be taken up to two times. (Prerequisites: DMIN 560) (Credit/No Credit)

DMIN 571 Praxis Thesis Research and Writing 1 (3)
In the final phase of the DMin program, students carry out the plan developed in the Praxis Thesis proposal and write their Praxis Thesis. In this course, students are expected to make regular progress toward completion of the Praxis. This course may be taken up to three times. (Prerequisite: DMIN 565) (Credit/ No Credit)

DMIN 572 Praxis Thesis Research and Writing 2 (3)
In this course, students are expected to complete the writing of the Praxis Thesis. Students work independently on research and writing and regularly consult with their committee to complete the Praxis Thesis. This course may be taken up to three times. (Prerequisites: DMIN 571) (Credit/No Credit).

DMIN 573 Praxis Thesis/Project Conference (0)
The final written version of the Praxis Thesis is presented, discussed, and evaluated in a Conference with the Praxis Thesis Committee. The letters (A-E) correspond with individual advisors for registration. This course may be taken up to two times. (Prerequisite: DMIN 572) (Credit/ No Credit).

EVANGELISM (EVN)

EVN 571 Evangelism in the Wesleyan Tradition (2)
This course focuses on biblical grounding, competencies, and missional passion for evangelistic ministry. Through critically reflecting on current literature and engaging congregational leaders, students will learn the characteristics of effective evangelism in the local church in light of Wesleyan theology and mission. Students will also explore emerging movements within the field of evangelism (i.e., emergent and monastic) and their relevance to the Wesleyan tradition. (Prerequisite: DMIN 510)

HISTORY (HST)

HST 514 Spiritual Traditions and Ministry (2)
This DMin seminar considers various practices and theologies of spirituality within the Christian tradition. Students learn from the historical witnesses and ask how they might inform life and ministry today. Students write their spiritual autobiography. They also engage in and reflect on diverse spiritualities with the goal of recognizing and developing their spiritual disciplines and their ministry in the church as a community of spiritual practices. (Prerequisite: DMIN 510)

NEW TESTAMENT (NTS)

NTS 510 Biblical Visions of Love, Justice, and Reconciliation (3)
Using the New Testament as a model for love, justice, and reconciliation, this course explores approaches to peacemaking in the 21st-century Global Church. The Pauline trajectory of reconciliation forms the basis for this course. (Prerequisite: DMIN 510)

NTS 511 The Bible and Ministry (2)
This D. Min. seminar (alternating with HBS 511) engages various contemporary critical approaches to the New Testament, such as conventional historical and literary critical methods, as well as various liberation perspectives, imperial-critical, and postmodern approaches. It provides insights into contemporary scholarly discussions in relation to contemporary ecclesial contexts. (Prerequisite: DMIN 510)

PASTORAL CARE (PCR)

PCR 510 Contextual Pastoral Theology and Care for the Marginalized (3)
A contextual approach to pastoral care requires a deep analysis of the place and sociocultural environment in which care takes place. A pastoral theology that supports and emerges from contextualized care understands the systemic interconnection of personal, natural, and social, and healing and justice. This course explores contextual pastoral theology and care in relation to issues of health and wholeness for the marginalized. (Prerequisite: DMIN 510)

PCR 515 Global Health: Pastoral Theology and Care Perspectives (3)
Concrete life experience in critical dialogue with theological and social scientific knowledge serves as the basis for pastoral theological construction. This course engages pastoral theologies of health and disease at the intersection of mind/body/spirit and individual/natural/cultural. Students will develop and practice appropriate congregational short- and long-term ministries of care in response to local and global illness and disease. Some of the specific topics may include living with physical and/or mental disability, diseases of poverty, violence against women and children, and the effects of war. (Prerequisite: DMIN 510)

PREACHING (PRE)

PRE 501 Rethinking Biblical Preaching (3)
How one comes at the task of preaching is grounded first in one's theology of preaching. Having examined various homiletical theologies, the course helps students to rethink the use of numerous methodologies for biblical interpretation, especially socio-rhetorical criticism. Lastly, the course helps students to rethink their patterns of sermon preparation and how to recover from burnout. (Prerequisite: DMIN 510)

SPIRITUAL FORMATION (SFR)

SFR 501 Spiritual Formation for Ministry I (3)
The course will immerse the student in the rhythms and practices of spiritual formation through the Academy for Spiritual Formation. It provides a broad overview of Christian spiritualities as well as grounding in Scripture. In addition, this course will reflect with the students together in the cohort on spiritual formation for ministry in their ministry contexts. (Credit/No Credit)

SFR 502 Spiritual Formation Ministry II (3)
The course will immerse the student in the rhythms and practices of spiritual formation through the Academy for Spiritual Formation. It provides a focused exploration of New Testament and Roman Catholic spiritualities as well as grounding in liturgy and corporate worship as spiritual formation. In addition, this course will reflect with the students together in the cohort on spiritual formation for ministry in their ministry contexts. (Credit/No Credit)

SFR 503 Spiritual Formation Seminar III (3)
The course will immerse the student in the rhythms and practices of spiritual formation through the Academy for Spiritual Formation. It provides a focused exploration of New Testament spirituality, Protestant spirituality, and practices of discernment and healing. In addition, students will reflect together in the cohort on spiritual formation for ministry in their contexts. (Credit/No Credit)

SFR 504 Spiritual Formation Seminar IV (3)
The course will immerse the student in the rhythms and practices of spiritual formation through the Academy for Spiritual Formation. It provides an exploration of leadership in local communities with a focus on witness to the reign of God and practices to sustain that witness over decades of ministry. In addition, students will reflect together in the cohort on spiritual formation for ministry in their contexts. (Credit/No Credit)

THEOLOGY (THL)

THL 512 Theology and the Church's Ministry (2)
This DMin seminar requires the examination and analysis of one's setting for and practice of ministry for greater theological awareness and theological integrity. It explores the importance and relevance of doctrines (e.g., sin, Christology, ecclesiology, soteriology) to specific ministerial practices to deepen and broaden the interface of one's theology and tasks of the church's ministry. One's theological perspective is identified and developed. (Prerequisite: DMIN 510)

THL 527 Theology Spirituality Wesleyan Tradition (3)
This DMin. seminar examines the theology and practice of John and Charles Wesley with a focus on present implications for ministry and church renewal. A central issue is the relationship between growth in the Christian life and participation in the means of grace. Specific attention is given to holiness of heart, and life understood in terms of Christian affections, the nature of grace and its relation to faith and works, faith as an epistemological capacity, the relation of justification to sanctification, and the creational and eschatological framework within which the Christian life is understood. The course examines adherence to a spiritual discipline of participation in such means of grace as prayer, searching the scriptures, the Eucharist, classes and bands, and acts of mercy enabled growth in the Christian life. The goal is to develop a contemporary vision of the Christian life and the communal, liturgical, and devotional contexts that encourage growth in the knowledge of and love of God and neighbor.

THL 527A Theology & Spirituality in Wesleyan Tradition (2)
This DMin. seminar examines the theology and practice of John and Charles Wesley with a focus on present implications for ministry and church renewal. A central issue is the relationship between growth in the Christian life and participation in the means of grace. Specific attention is given to holiness of heart, and life understood in terms of Christian affections, the nature of grace and its relation to faith and works, faith as an epistemological capacity, the relation of justification to sanctification, and the creational and eschatological framework within which the Christian life is understood. The course examines adherence to a spiritual discipline of participation in such means of grace as prayer, searching the scriptures, the Eucharist, classes and bands, and acts of mercy enabled growth in the Christian life. The goal is to develop a contemporary vision of the Christian life and the communal, liturgical, and devotional contexts that encourage growth in the knowledge of and love of God and neighbor. The 2-credit course is for the Korean Wesleyan Spirituality and Congregational Renewal DMin track.

THL 570 Wesleyan Heart Personal Social Holiness (1)
As a contemporary theological examination of the heart of Wesleyan spirituality, this course explores the relation between Christian affections or tempers (the terms Wesley used for the inner core of personal motivations and dispositions) and practices of piety, mercy, and prophetic action. This relation will be understood as manifested in the liturgical, communal, and missional contexts within which the Christian life of personal and social holiness is formed and shaped.

THL 571 Topics in Wesleyan Studies (1)
This course focuses on a selected topic in the areas of theology, history, or spirituality as it relates to the Wesleyan tradition. When offered, the course is in conjunction with the Wesley Studies Conference held at Saint Paul School of Theology. Students are expected to participate fully in this conference and accompanying class sessions, as well as complete pre-conference and post-conference assignments. (Prerequisite: DMIN 510)

WORSHIP (WOR)

WOR 501 The Worshiping Church (3)
Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship, and the whole congregation is inspired to “go and do likewise” in the world. The need is great for vital worship at the epicenter of congregational life. This course will explore the depths of spirituality, excellence of practice in sensory-rich communication, and intentional preparation needed by leaders of the 21st-century church for worship that revitalizes congregations. Prerequisite: Admission to the DMin program. (Prerequisite: WOR 301)

Additional projected courses can be found online at www.spst.edu.

Appendix

Saint Paul School of Theology – Kansas Campus

Information

13720 Roe Ave, Bldg. C,
Leawood, KS 66224
913-253-5000

Directory/Legend

Admissions	913-253-5084
Associate Dean of Student Affairs (ADSA/CSA)	913-253-5097
Campus Coordinator (Oklahoma Campus)	405-443-3114
Campus Security Authority (ADSA/CSA)	913-253-5097
CFO	913-253-5060
Church of the Resurrection Security	913-544-0241
Computer Helpdesk	913-253-5030
Course of Study	913-253-5051
Equity Compliance Officer (ECO/Title IX Coordinator)	913-253-5036
Events and Public Relations	913-253-5023
Executive Director of the Oklahoma Campus	405-443-3189
Financial Aid (FA)	913-253-5050
Front Desk	913-253-5000
Library Circulation Desk	913-253-5036
Office Coordinator	913-253-5061
Payroll & Student Accounts	913-253-5062
President	913-253-5010
Registrar	913-253-5050
SPST E-mail	https://mail.spst.edu
SPST Self-Service	https://selfservice.spst.edu
SPST Website	https://www.spst.edu
Title IX Coordinator (ECO/Title IX Coordinator)	913-253-5036
Vice President of Academic Affairs and Dean (VPADD)	913-253-5018

Office Schedules

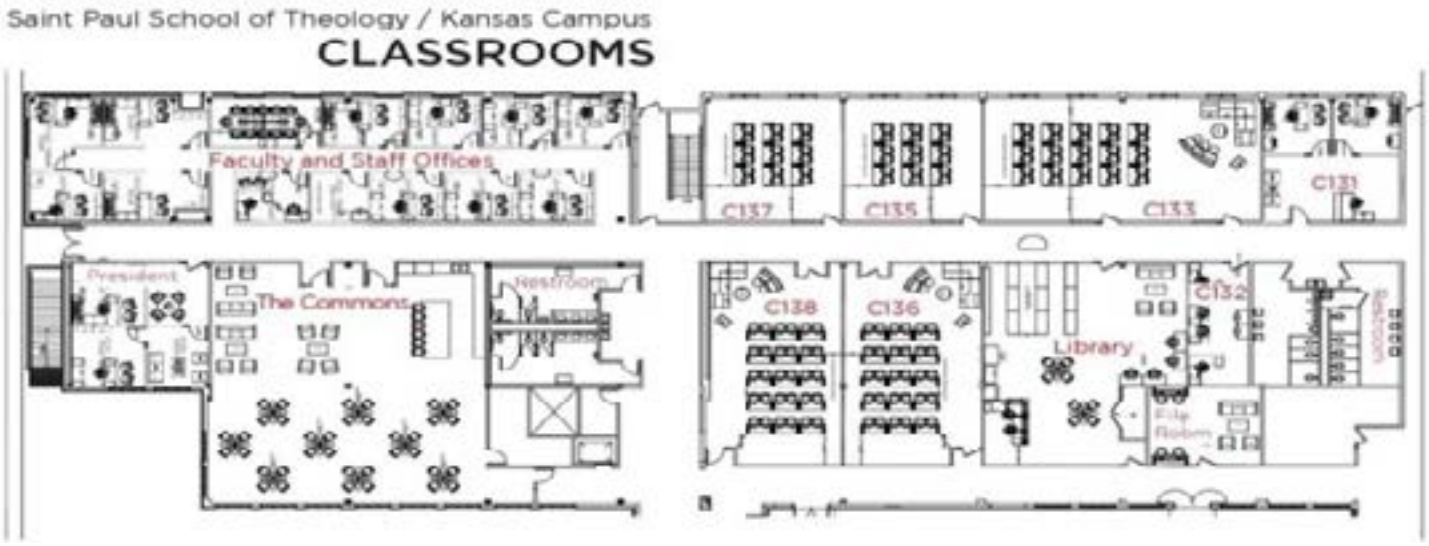
Office hours may vary slightly during the year,
and any changes will be posted.

SPST Office
Monday – Friday, 8:00 am to 4:30 pm

Faculty Offices
Office hours as posted.

Kansas Campus Map

Located in Building C at Resurrection
Leawood, KS



Kansas Campus Directions

https://www.spst.edu/Directions

Directions to the Kansas Campus:

Take I-435 to the Roe/Nall exit. Go south on Roe to 137th. Turn right into the parking lot.

Kansas Campus Building Access

Building C: Doors unlocked from 7:00 am to 11:00 pm

Official Events and Activities

A copy of the school's Academic Calendar is printed on the last page of the handbook. The official calendar of events and activities scheduled to occur at the Seminary is maintained by the Communications Office and posted on the Seminary's website for each campus at: www.spst.edu

Bulletin Boards, Notices, and Distribution of Materials.

Materials from within and outside of the SPST community are not to be posted or distributed without the following authorization:

a) Distribution to students requires authorization by the ADSA/CSA

b) Distribution to staff requires authorization by Human Resources (HR)

c) Distribution to faculty requires authorization by the VPAAD.

d) General distribution to all persons requires consultation and authorization by all of the above

e) Mailings to a list of external constituencies require authorization of the President's office.

Scheduling events and activities

1. Schedule and reserve the desired facilities for any event with the Office Coordinator; for day-of events, call 913-253-5061.
2. After confirming the availability and reservation of space for an event, Seminary group meetings, or programs on campus, email the details to be added to the web calendar to the Director of Events and Public Relations, Tiana Gatewood, at: tiana.gatewood@spst.edu

Environment Conducive to Learning and Working

As a courtesy to persons with allergic sensitivities to airborne chemicals and/or fragrances, SPST uses "green products' wherever possible for its supplies. Persons who experience allergic reactions to airborne chemicals are encouraged to communicate that information to others in any context where they encounter such agents, particularly the person in charge of the room/office/space.

Campus and Community Resources

Computer Helpdesk

The Helpdesk can respond to questions, guide users, and assist in diagnosis and troubleshooting malfunctioning institutional computer hardware equipment. All users with SPST computer/software questions or needs may contact the Helpdesk at: helpdesk@spst.edu or 913-253-5030. Support is available Monday – Friday, 8:00 am – 5:00 pm, except holidays. If you do not reach a technician, please leave a message detailing the issue, and staff will respond as soon as possible. The Helpdesk cannot, and does not, work on computers or equipment owned by individual students, employees, or campus guests.

Email Accounts

SPST provides its faculty, staff, and students with Microsoft Office 365, which includes an email account for school-related communications. The Technology Policy governs the use of this email account included in this handbook. SPST email accounts are the official vehicle of communication for the Seminary. Each person is responsible for checking their email often, setting and maintaining a password, and keeping their Inbox within the permitted size.

Internet Access

There are two available options for Internet use:

1. **Wireless access** is available by selecting "SPST" and typing in the password: "Here I am Lord."
2. **Computer Labs**

   Available for student use in the SPST Library (C134), which houses three additional computers for research and general use. The computers in the computer lab provide internet access for research, checking personal email, Moodle, and student online accounts.

Computer Lab Policies:

- The computer labs are provided for use by SPST students, faculty, staff, and graduates in compliance with the technology policies included in this handbook.
- The computer lab in the library will be open for use during regular hours.
- All files are to be saved on personal portable storage media and kept in possession of each individual to ensure the privacy and security of all users' work. Patrons should bring their media storage devices to save and backup their work files frequently. Files not saved to the patron's media storage device will not be secure, and SPST is not responsible for their loss. Persons working at home with a different word processor, or a different version of Microsoft Word should save their work in a compatible format with Microsoft Word 2003 or a newer version.
- Most printing tasks may be done via computers in the lab.
- Due to copyright law, it is illegal to copy software used on lab computers. Please do not make copies of the software or ask library staff to do so.
- Patrons are asked not to download software or change settings on the lab computers. If there is software that should be in the lab, please advise a library staff member or the Helpdesk.
- Assistance is available from the library staff and the Helpdesk. Contact the Campus Librarian for comments or suggestions regarding computer lab policies.
- Microsoft Office 365 is provided to each student. The Microsoft Office 365 suite includes Word, Excel, PowerPoint, Outlook, OneNote, and OneDrive, which work on computer and mobile devices.
- Grammarly is an editing tool that checks spelling, grammar, punctuation, and plagiarism. To create an account, go to https://www.grammarly.com/edu/signup, type in your SPST email address and preferred password, and then click on the Sign-up button.

Photocopying and Printing

The library (C134) houses computers for research and general use and a combination photocopier/printer. There is no charge for printing and copying in the library. Students should be judicious in the use of these resources.

Parking

Students, faculty, and staff may park in Lots C2 and C3, the two lots south and west of Building C.

Recycling

Recycling units for paper, aluminum cans, and plastic bottles are located at strategic points throughout the campus. In addition, the following items may be placed in the blue recycling bins: paper, including catalogs, aluminum cans, food and beverage containers (plastic recycling numbers 1-7 accepted; please empty and rinse before placing in the bin), and cardboard (please break down before placing in the bin).

Emergency 911

Any campus telephone may be used to dial 911 and reach Emergency 911 Dispatch. Be prepared to identify the address of the location and the building:

13720 Roe Avenue,
Leawood, KS 66224 Building B or C,
and room number

Formation

We strive for faithful ways to provide formative experiences for all in our community as our life together grows and changes for the future. Through worship, small groups, community meals, and the practice of various spiritual and academic disciplines, students, staff, and faculty learn from one another. We also learn from those outside this community with special experience and training that expands our current understandings and practices. We encourage all members to participate.

Worship

The community gathers weekly for a virtual worship service. Community members are welcome to worship from campus or other locations for our shared worship experience.

Spiritual Formation

Spiritual Formation is a time students can set aside for their own spiritual wellness and learning. We gather Mondays at 11:00 AM on both campuses and over Zoom for a brief introduction, 20 minutes of engaging with a spiritual practice, and 20 minutes of reflective journaling followed by a time of sharing and praying for one and other. We will begin each session in the chapel areas on both campuses, but our practices may take us outdoors or to other spaces. Some sessions may also require materials that will be provided for students attending on-campus. For students attending from our dispersed community, materials needed will be posted in the Campus Messenger the week before and should be items readily available in your home or office.

Community Formation

The diversity of SPST provides a rich environment for holistic ministry formation. Community formation is nurtured through community meals, forums, dialogs, worship, communal sharing of joy and concerns, and various activities. The community has a range of interests and support groups available for students. Student groups include Student Council, the Evangelical Society, Women in Ministry, and informal study groups. In addition, the ADSA/CSA is available to provide care and support to students, including referrals to other resources.

Meals

SPST provides a community meal on Mondays and Tuesdays during the fall and spring semesters. In addition, meals are provided Monday through Friday at noon during FOCUS week. The community meal is open to all students enrolled and attending classes during the semester. Guests may eat lunch with the community by making arrangements at least 24 hours in advance at the front office. The school's weekly Messenger lists times and locations for the weekly community meals.

EMERGENCY Dial 911

Compassionate Ear Warmline 913-281-2251
Domestic Violence Hotline. 800-799-SAFE (7233)
Health Crisis Line. 913-268-0156
Metropolitan Assoc. to Counter Sexual Assault:
24-hour crisis line . . . . . .816 531-0233 or 913-642-0233
Suicide Prevention Lifeline. 785-841-2345

Hospitals

AdventHealth Shawnee Mission 913-676-2000
9100 W 74th St, Shawnee Mission, KS 66204
https://www.adventhealth.com/hospital/adventhealth-shawnee-mission

AdventHealth Centra Care – Kansas 913-492-9675 9040 Quivira Rd, Lenexa, KS 66215
https://centracare.adventhealth.com/urgent-care/lenexa

Children's Mercy Hospital - Kansas 913-696-8000
5808 W 110th St, Overland Park, KS 66211
www.childrensmercy.org

Johnson County Health Department 913-826-1200
Mission Clinic, 11875 S Sunset Dr, Room 300
Olathe, KS 66061

Olathe Clinic. 913-826-1200
6000 Lamar Ave, Ste 140, Mission, KS 66204
https://www.jelcjoco.org/johnson-county-health-department/
(Home visiting/health maintenance and education for older adults)

KU MedWest 913-588-1227
7405 Renner Rd, Shawnee, KS 66217
https://www.kansashealthsystem.com/locations/ku-medwest

Menorah Medical Center 913-498-6000
5721 W 119th St, Overland Park, KS 66209
www.menorahmedicalcenter.com

Olathe Medical Center 913-791-4200
20333 W 151st St, Olathe, KS 66061
https://www.olathehealth.org/locations/olathe-medical-center/

Overland Park Regional Med Center. 913-541-5000
10500 Quivira Rd, Overland Park, KS 66215
Nurses On-Call 913-541-5562
www.oprmc.com

Providence Medical Center 913-596-4000
8929 Parallel Pkwy, Kansas City, KS 66112
https://www.providencekc.com/

St. Joseph Medical Center 816-942-4400
1000 Carondelet Dr, Kansas City, MO 64114
www.carondelethealth.org

St. Luke's Hospital of Kansas City 816-932-2000
4401 Wornall Rd, Kansas City, MO 64111
https://www.saintlukeskc.org/locations/saint-lukes-hospital-kansas-city

St. Luke's South Hospital 913-317-7000
12300 Metcalf Ave, Overland Park, KS 66213
https://www.saintlukeskc.org/locations/saint-lukes-south-hospital

University of Kansas Health System 913-956-2100
10777 Nall Ave, Overland Park, KS 66211
https://www.kansashealthsystem.com/locations/corporate-medical-plaza-2

University of Kansas Medical Center 913-588-5000
3901 Rainbow Blvd, Kansas City, KS 66160
http://www.kucm.edu

Physicians and Clinic - If you are looking for a doctor, we suggest that you either:

a) Talk with other students or members of the Seminary community to learn about medical personnel or

b) Follow the links below:

https://www.kumed.com/find-doctor
https://www.healthgrades.com/provider-search-directory

In addition, the following places provide health care on a sliding scale based on the ability to pay:

https://www.needymeds.org/
https://freeclinicdirectory.org/kansas_care.html

Health Partnership Clinic 913-648-2266
407 S Clairborne Rd, Ste 104, Olathe KS 66062
https://hpcks.org/contact/#olathe
Accepts: Uninsured Only Income: Low Income
Fees: Free/No fee Languages - Languages Spoken: English, Spanish
Hours: Call for hours Service Area: Olathe Area
Services: Women's Health Services, Specialist medical services, Primary Care, Pharmacy Services

Health Partnership Clinic of Johnson County 913-648-2266
7171 W 95th St, Ste 100, Overland Park KS 66212 . . . . . .
https://hpcks.org/
Accepts: Uninsured Only Income: Low Income
Fees: Free/No fee Language Spoken: English
Hours: Call for hours Service Area: Johnson County
Services: Medical Services, Dental Services

Health Partnership Clinics 913-393-9921
807 S Clairborne Rd, Olathe, KS 66062
https://411.info/business/Health-Partnership-Clinic-Of-Johnson-County-Olathe-KS-8868905

Mercy and Truth – Shawnee Clinic 913-248-9965
(Health services on a sliding-scale fee basis)11644 W 75th St, Ste #103, Shawnee, KS 66214
https://www.mercyandtruth.com/shawnee-clinic
Hours: Monday – Friday; 8:30 am – 5 pm
Clinic services provided:
Primary Family Care - Full laboratory and Immunizations
Acute and Chronic Care -Preventive healthcare and Education Early Detection Works Program for Women
School & sport physicals

Kansas City Free Eye Clinic:
705 Virginia Ave, Kansas City, MO (Hope Faith campus)
Not a walk-in clinic – check eligibility requirements at https://www.kcfreeeyeclinic.org/our-services/ to make an appointment. Due to the demand for quality eye care and limited resources, can only examine those who need free care. Currently, can examine uninsured adult patients from the Jackson County, MO area. Please refer children to the eye clinic at Children's Mercy Hospital.

Founded in 2008, The Kansas City Free Eye Clinic provides accessible eye care to Kansas City's uninsured and underinsured. The first of its kind locally, the Eye Clinic is a nexus between concerned health professionals, organizers, and patients in the community. The aim is to provide a broad range of vision services, such as refractory correction, cataract removal, and glaucoma treatment. The Kansas City Free Eye Clinic complements the numerous free health clinics in Kansas City.

One of each of the following is needed:

- **Photo Identification**
- **Residency**: Proof of address no more than 30 days old (ex: utility bills, cell phone bills, bank statements); shelter letter if staying at the shelter
- **Income**: Proof of income (ex: paycheck stub, social security award letter, unemployment benefits letter); no income — notarized letter including address and phone number signed by supporting person

If these criteria are met, contact them at: https://www.kcfreeeyeclinic.org/contact/ to be placed on the list to be notified before the next clinic.

As an entire college student-run organization, Kansas City Free Eye Clinic operates on generous donations of time and money from those in the Kansas City area.

In addition to the above resources, the United Way 211 number can help connect persons to various resources according to their needs. https://www.211.org/

Counseling/Coaching/Spiritual Direction
Several counseling options are available for students. These options are intended to provide effective economic resources for those who choose to take advantage of them. Below is a list of some of those who have been approved for subsidy. Persons desiring information about a particular counselor or information to help choose a counselor are welcome to talk with the ADSA/CSA or visit other students about counselors who have been useful to them.

The seminary subsidizes counseling for master's students for up to four sessions per academic term. Students make their arrangements with the counselor, and bills can be submitted to the Seminary.

Students are encouraged to contact their annual conference or judicatory to see if they are eligible for subsidies or access to affordable counseling services.

Counseling at a reduced cost is available through the University of Missouri at Kansas City (UMKC) Community Counseling Services, 816-235-2725. Counseling is done by graduate students who are under careful supervision. Some students have found this a very valuable resource.

Agencies that Provide Counseling on a Sliding Scale for Residents

Friends University 913-233-8705
Center on Family Living - Overland Park
8207 Melrose Dr, Overland Park, Kansas 66214
https://www.friends.edu/center-family-living
https://citylifestyle.com/kansas-city-mo/businesses/health-and-fitness/center-on-family-living-150012
Fees: Sliding scale (often ranges $5-10)

Johnson County Mental Health Center. . . 913-831-2550
(Serves Johnson County, KS)
6000 Lamar Ave, Ste 130, Mission, KS 66202
http://www.jocogov.org/dept/mental-health/home

KU Psychological Clinic 785-864-4121
Email : psycl@ku.edu
University of Kansas, Fraser Hall, Room 340, Lawrence, Kansas 66045
*inquire about parking.
https://psychclinic.ku.edu/

MidAmerica Nazarene University 913-971-3733
Community Counseling Center. . . . . .
14201 S Mur-Len, Ste 201, Olathe, Kansas 66062
https://www.mnu.edu/resources/community-counseling-center
Fees: Sliding scale

University of Missouri Kansas City Community Counseling Services 816-235-2725
UMKC, School of Education. . . 615 E 52nd St, Room 212, Kansas City, MO 64110
https://education.umkc.edu/outreach-research/community-counseling-and-assessment-services/
umkcccasservices@umkc.edu

Approved for the Saint Paul Subsidy for Counseling, Coaching, or Spiritual Direction

Kathryn Grant, M.A., L.P.C. 913-940-2582
mailto: kathygrant76@yahoo.com
8301 State Line Rd, Ste 210, Kansas City, MO 64114
Provides virtual counseling and coaching services.

***Rachel Grgurich**, M.A., LPC, NCC 913-735-7510
selcouthcounseling@gmail.com
Overland Park, Kansas
The preferred contact method is email. Provides in-office and virtual counseling in* Kansas Only

Christina McLewin, M.A., L.P.C. 816-289-8765
Counseling Services
8301 State Line Rd, Ste 210, Kansas City, MO 64114
Specializes in career counseling, coaching, and spiritual direction. Provides virtual services.
www.KC-Counseling.com
christina@kc-counseling.com

Nancy Maxwell, JD, LLM, ...785-554-0375
Spiritual Director
3942 Campbell St., Kansas City, MO 64110
zzmaxw@gmail.com
Specializes in spiritual direction and spiritual director supervision. She is a member of the Metropolitan Community Churches Spiritual Direction Initiative and Spiritual Directors International. Provides virtual services.

Colleen Runty, MDiv., Spiritual Director .907-350-6886
Anchorage, AK
colleen.runty@gmail.com
Experience with trauma, neurodiversity, and LGBTQIA+. Provides virtual services.

Paige Stanfield-Myers, Ph.D. 816-419-3146
Institute on Life Transition
549 SE Shiloh Dr, Lee's Summit, MO 64063
p.stanfield.myers@gmail.com
Stanfield-myers@hotmail.com
Provides virtual services.

Rev. Dr. Dorothy Smith 816-769-2941
5222 N Manchester Ave, Kansas City, MO 64119-4052
Specializes in spiritual direction and pastoral counseling. Provides virtual services.
dlsmith3@juno.com
Drug and Alcohol Abuse Counseling and Treatment
First Call KC (affirmed by Board of Trustees, October 2007)
816-361-5900 9091 State Line Rd, Kansas City, MO 64114
Students may find appropriate counseling and treatment resources through the referral program of the Kansas City chapter of the National Council on Alcoholism and Drug Dependence.

Saint Paul School of Theology - Oklahoma Campus Information

2501 N Blackwelder,
Oklahoma City, OK 73106-1493
405-208-5757

Directory/Legend

Executive Director of the Oklahoma Campus	405-443-3189
Admissions	913-253-5084
Associate Dean of Student Affairs (ADSA/CSA)	913-253-5097
Campus Coordinator	405-443-3114
Cashier's Window (OCU)	405-208-5146
Dulaney-Browne Library Desk	405-208-5065
Equity Compliance Officer (ECO/Title IX Coordinator)	913-253-5036
Helpdesk (Computer Technology Services)	405-208-5555
Mail Center (OCU)	405-208-5209
Main Telephone Number (OCU)	405-208-5000
Office Coordinator (Kansas Campus)	913-253-5061
Reference Librarian (OCU)	405-208-5163
Resident Life/Housing (OCU)	405-208-6363
SPST Email	https://mail.spst.edu
SPST Student's Online Account	https://spst.populiweb.com
SPST Website	https://www.spst.edu

EMERGENCY Dial 911; (911 may be called directly but should be followed with a call to x5911 from any OCU campus phone or 405-208-5911 from other phones. *Note: Calling x5911 from a campus phone allows the OCUPD to identify the phone's location, which may improve response time.)

Oklahoma City University Police Department (OCUPD)
1635 NW 23rd St
Office telephone: **405-208-5001** (Non-Emergencies)
Email: ocupd@okcu.edu

Office Schedules
Archives Reading Room (room 509)
Monday – Friday
9:00 am – 5:00 pm

Cashier Window
Monday – Friday
8:00 am – 5:00 pm

Chapel (W. Angie Smith Chapel at OCU)
Typically open 7:00 am – 9:00 pm

Dulaney-Browne Library (OCU Campus) Regular semester library hours:
Monday – Thursday
7:30 am – 12:00 am-midnight
Friday 7:30 am – 7:00 pm
Saturday 10:00 am – 7:00 pm
Sunday 12:00 pm – 12:00 am midnight

Leichter Listening Library (Bass Center room B308) Regular Semester Hours:
Monday - Thursday
9:00 am – 7:00 pm
Friday 9:00 am – 6:00 pm
Library hours may be extended before finals and reduced when classes are not in session.
Check the library's website for detailed information at: https://libguides.okcu.edu/c.php?g=374763

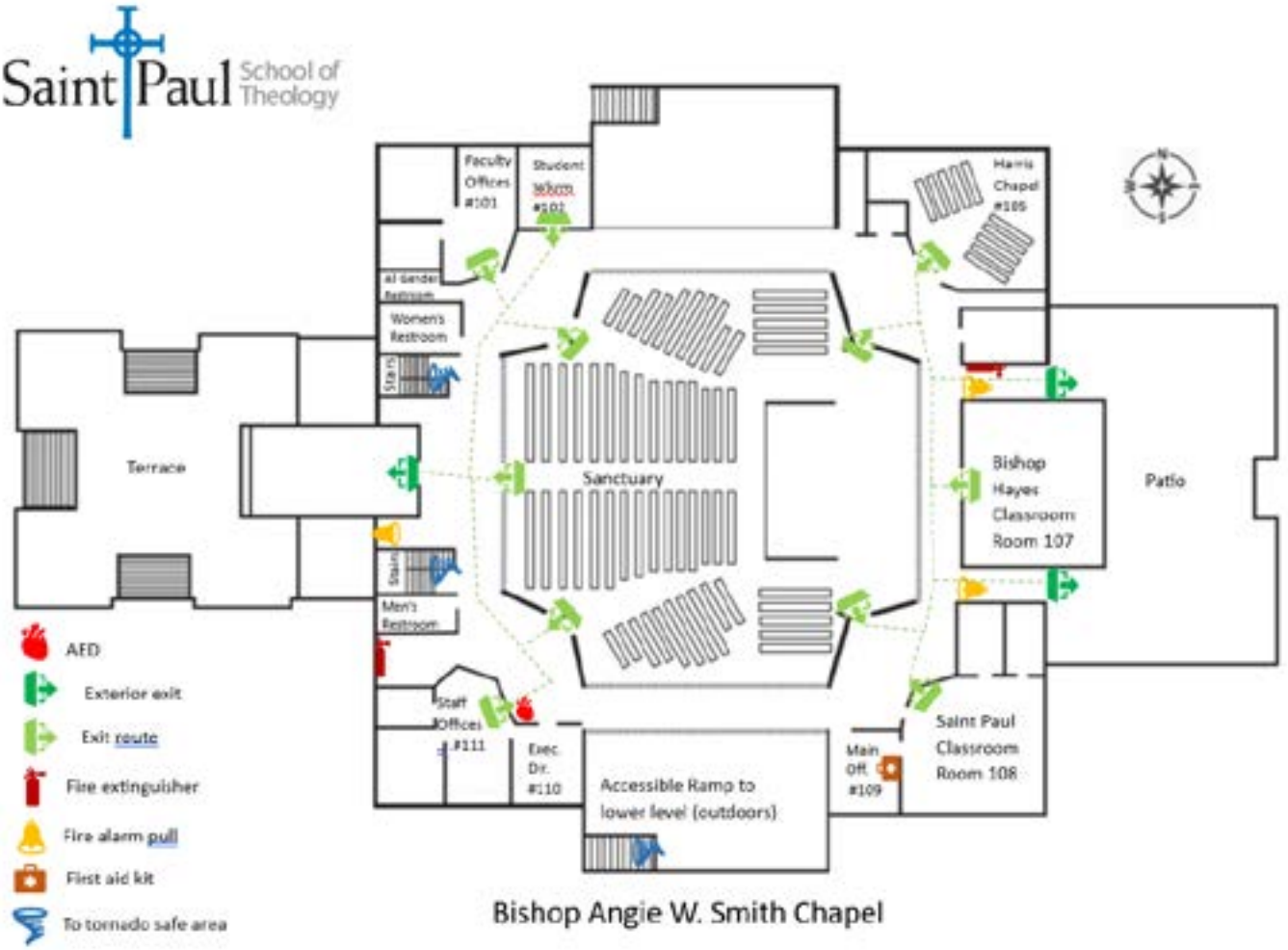
Mail Center Window
Monday – Friday 8:00 am – 5:00 pm

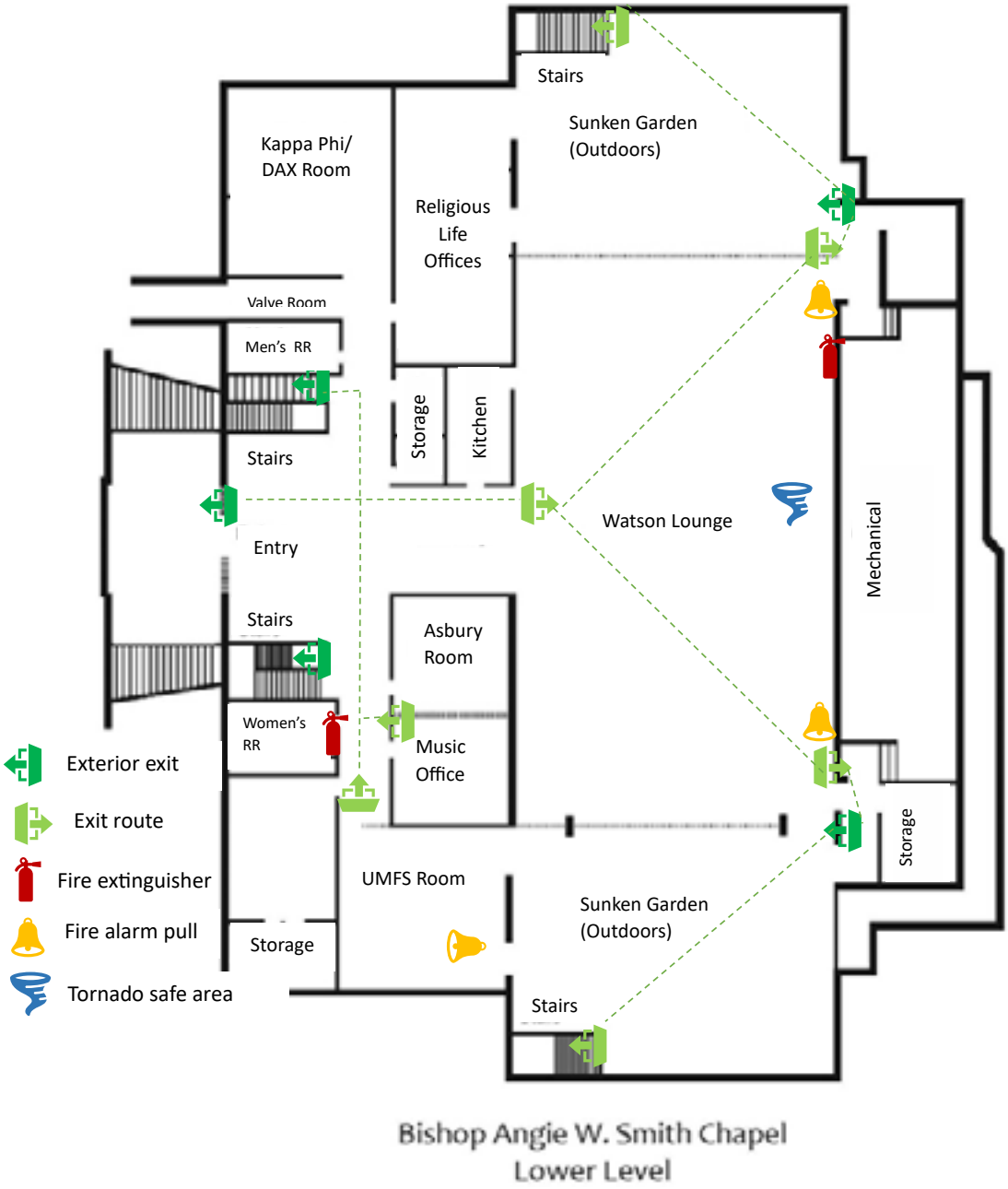
Saint Paul School of Theology (SPST)
Monday – Friday 8:00 am – 4:30 pm

OCU Map and Directions

The Oklahoma Campus is located at Oklahoma City University (OCU), a campus of eighty acres in the center of Oklahoma City. It is located off I-44, north of I-40. From either direction, exit from I-44 to NW 23rd St and travel east 2½ miles on NW 23rd St. Campus is located on the north side of the street.

Oklahoma Campus Map





Bishop Angie W. Smith Chapel
Lower Level

Oklahoma City University Buildings

The Bishop W. Angie Smith Chapel

A 650-seat sanctuary, a smaller chapel seating sixty (Harris Chapel), and Saint Paul School of Theology at OCU are housed in the Chapel.

Dulaney-Browne Library

The theological reference books, along with other reference books, are shelved on the first floor. Materials in the circulating collection of the library are shelved on the upper floors, with the Theology Collection shelved on the second floor in the Dewey Decimal 200s. The office of the SPST Librarian is located near the Theology Collection on the second floor.

The Clara E. Jones Administration Building

The OCU President, Provost and Vice President for Academic Affairs, Chief Financial Officer, Vice President for Student Affairs, and Vice President for University-Church Relations. The Cashier's Office is in room # 340.

The Aduddell Center [fitness center]
Campus Health Center [located in the Kramer West Building]

(continued on following page)

The Tom and Brenda McDaniel University Center
The cafeteria is located on the upper level at the west end of the building, and the Mail Center is at the east end. On the lower level, the Campus Store, The Market, and OCU's Information Technology are destinations that may be of student interest.

Accessible Entrances for Persons with Disabilities
- Bishop W. Angie Smith Chapel – upper level: southeast door
- Bishop W. Angie Smith Chapel – lower level: ramp, south side of building enters Watson lounge.

Building Access
Bishop W. Angie Smith Chapel doors will be open thirty minutes before the beginning of classes. If a student cannot access the building during class hours, call the office at 405-443-3114.

Official Events and Activities
A copy of the school's Academic Calendar is printed on the last page of the handbook. The official calendar of events and activities scheduled to occur at the Seminary is maintained by the Communications Office and posted on the Seminary's website for each campus at: www.spst.edu

Bulletin Boards| Notices | Distribution of Materials
On-campus solicitation is strictly prohibited. OCU has specific guidelines regarding materials that may be posted on campus. For approval guidelines, please contact the ADSA/CSA. Unapproved materials will be removed. A bulletin board is located outside the SPST classroom.
Scheduling Events and Activities
Schedule and reserve the desired facilities for any event with the appropriate person(s):

For Oklahoma Campus events, contact the Campus Coordinator:

- **Alanna Ireland**
  alanna.ireland@spst.edu - 405-443-3114
  Room scheduling is done in concert with OCU via their scheduling software. Space for plans made outside of this system cannot be guaranteed.

  For Kansas Campus events, contact the Office Coordinator:
- **David Firman**
  david.firman@spst.edu - 913-253-5061
  Scheduling of video-connected events and use of the podcast lab requires communication and coordination.
- **Alanna Ireland**
  alanna.ireland@spst.edu - 405-443-3114
  Coordination between the Oklahoma Campus Coordinator, the Kansas Office Coordinator, and the schedulers of video technicians on both campuses necessitates advanced planning.
- After confirming the availability and reservation of space for an event, Seminary group meetings, or programs on campus, email the details to be added to the web calendar to the Director of Events and Public Relations, Tiana Gatewood, at: tiana.gatewood@spst.edu

Campus and Community Resources

Cashier Window
Students may cash one personal check per day for up to $50.00 at the Student Accounts Office, located in the Clara E. Jones Administration Building, third floor. An ATM is located on the lower level of the University Center.

Oklahoma Campus Store
The lower level of the Tom and Brenda McDaniel University Center; does not carry seminary textbooks.

Computer Labs
They are located at the Tom and Brenda McDaniel University Center. Computers are also available in the Dulaney-Browne Library. The entire campus has wireless capability. For information about accessing the wireless system, go to https://www.okcu.edu/campus/resources/technology/wireless. Students may contact the Student Support Center at 405-208-5555.

Email
SPST provides its faculty, staff, and students with an email account for school-related communications. The Technology Policy governs the use of this email account included in this handbook. **SPST email accounts are the official vehicle of communication for the school**. Each person is responsible for checking their email often, setting and maintaining a password, and keeping their inbox within the permitted size. When inboxes approach size limitations, each person will receive a warning email.

Oklahoma campus students will also be assigned an Oklahoma City University email for utilizing campus services. This should not be used for SPST communications but should be checked regularly or forwarded to your SPST email account. Contact the campus coordinator for assistance.

Blue Alert: OCU Emergency/Event Notification
In addition to SPST's Populi text notification system, students may sign up for the Oklahoma City University Emergency/Event Notification (EEN) system at https://www.getrave.com/login/okcu. Blue Alert provides weather and emergency alerts specific to the OCU campus.

Faxing Services

Faxing services are available at the Dulaney-Browne Library. For more information regarding printing, copying, faxing, and scanning services, contact the library information desk or 405-208-5068.

The SPST Helpdesk can respond to questions, guide users, and assist in diagnosis and troubleshooting malfunctioning institutional hardware. All users may contact the Helpdesk via email at: helpdesk@spst.edu or 913-253-5030 with SPST computer/software questions or needs.

Support is available:
Monday – Friday
8:00 am – 5:00 pm, except holidays.

If you do not reach a technician, please leave a message detailing the issue, and staff will respond as soon as possible. The Helpdesk cannot, and does not, work on computers or equipment owned by individual students, employees, or campus guests.

Students have access and privileges to use the OCU network and computing resources, including the OCU Campus Technology Helpdesk services for both software and hardware support. May contact the Helpdesk via email at helpdesk@okcu.edu or 405-208-7777.

ID Access Card

Students will receive an OCU identification card (ID) for as long as the student is enrolled in the Seminary. OCU policy is that the ID is always carried while the student is on campus and should be presented to the OCU Police on request. The ID card is necessary for cashing checks at the Student Accounts Office. The student's library card is required to check out material from the Dulaney-Browne Library and use the copy machine.

Oklahoma City University Police Department (OCUPD)

The University charges the OCUPD with responsibility for maintaining conditions necessary for a safe and secure learning environment and strives for a crime-free campus. The OCUPD is located at:

1635 NW 23rd St, Oklahoma City, OK 73106
Hours: 24hours/day, 7 days/week
Emergencies: 405-208-5911
Questions/assistance: 405-208-5001
More information: https://www.okcu.edu/campus/police

Security and Access to Campus Facilities

(Adapted from: https://www.okcu.edu/campus/residencelife)

For the safety of its students, faculty, staff, and guests, OCU seeks to maintain a closed campus and discourages trespassers. Students, faculty, and staff must always carry University ID cards and present them to the OCUPD upon request. While the University strives to maintain adequate evening lighting, individuals are discouraged from walking unaccompanied during the evening and late-night hours. To enhance individual safety, call the dispatcher at 405-208-5001 for an escort. It is a major violation to "prop" doors open without authorization.

Student Center and Lounge Areas

The Tom and Brenda McDaniel University Center houses the cafeteria, private dining rooms, a snack bar (Alvin's Café), faculty and student lounges, a Campus Store, a Post Office, Student Government Offices, and Campus Technology. Another student lounge area is provided near the west doors on the lower level of the Chapel building.

Parking

Parking is available in close proximity to all buildings and dorms on the OCU campus. Each student who owns an automobile and plans to park on campus must purchase a valid parking permit from the Police Department. The cost of the permit is $150 annually. Permits are color-coded to show the available parking areas. A parking citation will be issued if a vehicle is found in an area other than the permitted parking zone. The University reserves the right to change the allocation of parking spaces at any time to meet the overall University community needs, including but not limited to visitor parking for university special events. The information available at: https://www.okcu.edu/police/regulations

Photocopying and Printing

The Dulaney-Browne Library has a color printer/copier that anyone on campus can use. A student can obtain prints by paying cash or with money deposited to their OCU ID card. The copier will also scan in black and white or color and send to any email address. For more information on printing, copying, faxing, and scanning services, ask at the library information desk or 405-208-5068.

Recycling

Bins for recycling aluminum cans, plastic, and paper are located throughout the building.

Formation

We strive for faithful ways to provide spiritually formative experiences for all in our community as our life together grows and changes for the future. Through worship, small groups, community meals, and the practice of various spiritual and academic disciplines, students, staff, and faculty learn from one another. We also learn from those outside this community with special experience and training that expands our current understandings and practices. We encourage all members to participate.

Worship

The community gathers weekly for a virtual worship service. Community members are welcome to worship from campus or other locations for our shared worship experience. Students are also welcome to attend OCU Chapel on Thursdays at 1:00 pm.

Spiritual Formation

Spiritual Formation is a time students can set aside for their own spiritual wellness and learning. We gather Mondays at 11:00 AM on both campuses and over Zoom for a brief introduction, 20 minutes of engaging with a spiritual practice, and 20 minutes of reflective journaling followed by a time of sharing and praying for one and other. We will begin each session in the chapel areas on both campuses, but our practices may take us outdoors or to other spaces. Some sessions may also require materials that will be provided for students attending on-campus. For students attending from our dispersed community, materials needed will be posted in the Campus Messenger the week before and should be items readily available in your home or office.

Community Formation

The diversity of SPST provides a rich environment for holistic ministry formation. Community formation is nurtured through community meals, forums, dialogs, worship, communal sharing of joy and concerns, and various activities. The community has a range of interests and support groups available for students. Student groups include Student Council, Women in Ministry, Sacred Worth, and informal study groups. In addition, the ADSA/CSA is available to provide care and support to students, including referrals to other resources.

Meals

SPST provides a free community meal on Mondays and Tuesdays during the fall and spring semesters. In addition, meals are provided Monday through Friday at noon during FOCUS week. The community meal is open to all students enrolled and attending classes during the semester. On Mondays following worship and Tuesdays following chapel, students gather in the Bishop Angie Smith Chapel to walk to the Oklahoma City University cafeteria. Students may also eat at the cafeteria on Monday and Tuesday evenings while attending evening classes. When entering the cafeteria, tell the cashier that you are with SPST.

Hospitals

Integris Baptist Medical Center 405-949-3011
3300 NW Expressway, Oklahoma City, OK 73112

Integris Baptist Medical Center
Portland Avenue ER 405-604-6000
5501 N Portland, Oklahoma City, OK 73112

Mercy Hospital Oklahoma City 405-755-1515
4300 W Memorial Rd, Oklahoma City, OK 73120

OU Medical Center Hospital 405-271-4700
700 NE 13th St, Oklahoma City, OK 73104

Saint Anthony Hospital 405-272-7000
1000 N Lee, Oklahoma City, OK 73102

Automated External Defibrillators
Automated External Defibrillators (AED) are in many buildings on campus. The Chapel AED is located on the upper level's southwest corner between the executive director and staff offices. CPR classes, including training in the use of AEDs, are provided periodically by OCU Campus Health Services.

Access Medical Centers Urgent Care 405-835-2771
3617 Northwest Expressway, Oklahoma City, OK 73112
Hours: Daily 8:00 am – 8:00 pm

First Med Urgent Care
Northwest Oklahoma City 405-495-5841
4510 NW 39th St, Oklahoma City, OK 73122
Hours: Daily 8:00 am – 7:30 pm

Today Clinic 405-631-0611
701 NE 36th St, Oklahoma City, OK 73105
Hours: Daily 10:00 am – 7:00 pm

Counseling/Coaching/Spiritual Direction

Several counseling options are available for students. These options are intended to provide effective economic resources for those who choose to take advantage of them. Below is a list of some of those who have been approved for subsidy. Persons desiring information about a particular counselor or information to help choose a counselor are welcome to talk with the ADSA/CSA or visit other students about counselors who have been useful to them.

The seminary subsidizes counseling for master's students for up to four sessions per academic term. Students make their arrangements with the counselor, and bills can be submitted to the Seminary.

Students are encouraged to contact their annual conference or judicatory to see if they are eligible for subsidies or access to affordable counseling services.

Approved for the Saint Paul Subsidy for Counseling, Coaching, or Spiritual Direction

Kathryn Grant, M.A., LPC 913-940-2582
kathygrant76@yahoo.com
8301 State Line Rd, Ste 210, Kansas City, MO 64114
Provides virtual counseling and coaching services.

Christina McLewin, M.A., L.P.C. 816-289-8765
Counseling Services
christina@kc-counseling.com
8301 State Line Rd, Ste 210, Kansas City, MO 64114
Specializes in career counseling, coaching, and spiritual direction. Provides virtual services.
www.KC-Counseling.com

Nancy Maxwell, JD, LLM, ... 785-554-0375
Spiritual Director
zzmaxw@gmail.com
3942 Campbell St., Kansas City, MO 64110
Specializes in spiritual direction and spiritual director supervision. She is a member of the Metropolitan Community Churches Spiritual Direction Initiative and Spiritual Directors International. Provides virtual services.

Colleen Runty, MDiv., ... 907-350-6886
Spiritual Director
Anchorage, AK
colleen.runty@gmail.com
Experience with trauma, neurodiversity, and LGBTQIA+. Provides virtual services.

The following list of providers is **NOT** approved for Saint Paul subsidy. The list does not represent an endorsement or recommendation of these counselors and physicians by SPST or OCU. It is provided to you for your convenience.

Oklahoma County Crisis Intervention Center. 405-945-6215 2625
General Pershing Blvd, Oklahoma City, OK 73107

Oklahoma City, Oklahoma Crisis Recovery Unit 405-248-9368
1200 NE 13th St, Oklahoma City, OK 73152

Disordered Eating Center of Central Oklahoma 405-292-1000
1223 W Main St, Norman, OK 73069

Sunbeam Family Services. 405-528-7721
1100 NW 14th St, Oklahoma City, OK 73106
sliding fee scale

YWCA Oklahoma City
Rape Crisis . . . . . .405-943-7273 (Free)
Domestic Crisis Emergency Shelter .405-917-9922 (Free)

Drug and Alcohol Abuse Counseling and Treatment
This list does not represent an endorsement or recommendation of these counselors and physicians by SPST or OCU. This list is provided to you for your convenience. Counselor choice is solely the student's responsibility.

COPE, Inc. 405-528-8686
2701 N Oklahoma Ave, Oklahoma City, OK 73105
Outpatient treatment - Sliding fee scale for patients without insurance.

Drug Recovery Inc 405-232-9804
3033 N Walnut, Oklahoma City, OK 73105

Inpatient treatment
FIRSTEP Women's Recovery. 405-794-2834
12511 S Sooner Rd, Oklahoma City, OK 73165

FIRSTEP Men's Recovery. 405-799-7540
11601 W Stanley Draper Dr, Oklahoma City, OK 73165

The Recovery Center. 405-525-2525
1215 NW 25th St, Oklahoma City, OK 73106
10-day detox center that accepts patients with or without insurance.

2024-2025 Academic Calendar

FALL SEMESTER 2024

Fall 2024 New Student Orientation (NSO) . . . . . August 9
Fall 2024 Term Begins . . . . . August 12
Payment due in full . . . . . August 12
Opening Convocation . . . . . August 13
Fall 2024 Add/Drop Deadline (14 days) . . . . . August 25
Labor Day (no classes, offices closed) . . . . . September 2
DMin On-Campus Week . . September 23-September 27
Fall Reading Week . . . . . October 7-October 11
FOCUS Week . . . . . October 14-October 18
Spring Registration begins. . . . . October 28-November 1
Makeup Day for Labor Day . . . . . November 25
(Monday classes meet online)
Thanksgiving Break (no classes) . . . . . .November 26-29
Thanksgiving Break (offices closed) . . . .November 27-29
Fall 2024 Term Ends. . . . . December 13
Christmas/New Year Break . . . . December 16-January 10
(no classes)
Christmas/New Year Break ..... Dec. 16-Jan. 1
(offices closed)
Fall 2024 grades due to Registrar . . . . . .January 6
Extension grades due to Registrar . . . . . .February 6

SPRING SEMESTER 2025

Spring 2025 New Student Orientation . . . . . .January 10
Spring 2025 Term Begins. . . . . .January 13
Payment due in full . . . . . .January 13
Martin Luther King, Jr. Holiday . . . . . .January 20
(offices closed)
Spring 2025 Add/Drop Deadline. . . . . .January 26
(14 days)
Spring Reading Week. . . . . .March 3- 7
FOCUS Week . . . . . March 10-14
DMin On-Campus Week . . . . . March 10-14
Summer - Fall Registration begins . . . . . March 24-28
Makeup Day-Martin L. King Holiday. . . . . April 14
(Monday classes meet online)
Easter Break (no classes). . . . . .April 15-18
Easter Break (offices closed). . . . . .April 17-18
Senior grades due to Registrar . . . . . .May 9
Spring 2025 Term Ends . . . . . .May 16
Commencement . . . . . .May 16
Spring 2025 grades due to Registrar . . . . . .May 30
Extension grades due to Registrar . . . . . June 13
Memorial Day (offices closed) . . . . . .May 26

SUMMER TERM 2025

Juneteenth Holiday . . . . . June 19
(no classes/offices closed)
Summer 2025 Term . . . . . June 30 –August 8
Payment due in full . . . . . June 30
Summer 2025 Add/Drop Deadline . . . . . June 30
(no Summer Payment Plans)
Fourth of July Holiday (no classes) . . . . . July 4
Fourth of July Holiday (Offices Closed) . . . . . July 4
Summer FOCUS Week (on-campus). . . . . July 21-25
Summer 2025 Term Ends . . . . . August 8
Summer grades due to Registrar . . . . . August 22
Extension grades due to Registrar . . . . . September 5
Offices closed . . . . . .Fridays: May 23 - August 8