

Bulletin of Duke University



Duke Divinity School
2025-2026

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About the University Bulletins

The Office of the University Registrar is responsible for compiling, producing, and maintaining the bulletin for each school at Duke University. The content for the bulletins is established by the schools in conjunction with the Duke University Bulletins Policy.

The information in this bulletin applies to the academic year 2025-2026 and is accurate and current, to the greatest extent possible, as of August 2025. All bulletins are published online and serve as static documents for historical records of the university. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

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This publication is available in alternative format on request. Call (919) 684-2813.

Duke University's Mission & History

Mission Statement

Approved by the Duke University Board of Trustees October 1, 1994, and revised February 23, 2001, the Mission Statement for Duke University reads as follows:

"James B. Duke's founding Indenture of Duke University directed the members of the University to 'provide real leadership in the educational world' by choosing individuals of 'outstanding character, ability, and vision' to serve as its officers, trustees and faculty; by carefully selecting students of 'character, determination and application;' and by pursuing those areas of teaching and scholarship that would 'most help to develop our resources, increase our wisdom, and promote human happiness.'

"To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease, and promote health, through sophisticated medical research and thoughtful patient care; to provide wide-ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

"By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do."

Duke University: A Brief Narrative History

Duke University traces its origins to a small school that opened in 1838 in Randolph County, North Carolina. Originally a preparatory school for young men called the Union Institute Academy, it was then chartered as a teaching college named Normal College by the state of North Carolina in 1851. The school underwent another transformation in 1859 when it turned to the Methodist Church for financial support. Reflecting the new partnership, the school's name changed to Trinity College.

From 1842 to 1882, Braxton Craven served as the principal and then president of the institution, overseeing its transition from a tiny schoolhouse to a full-fledged college. Shortly before his death, he helped to establish the Cherokee Industrial School at Trinity College, one of numerous schools established in the United States to “westernize” indigenous students, in this case boys and young men from the Eastern Band of the Cherokee. The School at Trinity lasted only a few years. It is worth noting that Craven enslaved several Black people prior to the Civil War, and that a number of other faculty and trustees were also enslavers.

John F. Crowell, Trinity College's president from 1887-1894, suggested that moving the college to an urban setting would attract more students, faculty, and financial support. With Crowell's encouragement, the trustees agreed to move the college, and after a spirited competition among regional cities, Trinity opened in Durham in 1892. Local tobacco magnates Washington Duke and Julian S. Carr assisted in providing land and money to Trinity. In 1897, at Washington Duke's request, the school began admitting women as regular students, making it an early co-educational institution. Carr's support for Trinity College was recognized with a building named in his honor in 1930. His name was removed in 2018 in light of his virulent white supremacist beliefs and actions.

Trinity prospered in its new location, and in 1924 the school was again transformed through philanthropy. Washington Duke's son James Buchanan Duke established the Duke Endowment, and the charitable foundation infused the college with funds. The trustees changed Trinity College's name to Duke University as a memorial to his father. The new funds supported the construction of a new campus, designed in a Gothic style by the Philadelphia architectural firm of Horace Trumbauer. The chief designer of West Campus, as well as the re-envisioned East Campus, was Julian Abele, a Black architect whose role in creating the architecture of Duke University was largely overlooked during his lifetime. In 2016, the main quad on West Campus was renamed Abele Quad in his honor.

President William P. Few (1910-1940) oversaw this metamorphosis of a small college into a complex university. In 1930, the Trinity College site (today's East Campus) became the Woman's College, while the West Campus served as the grounds for the all-male Trinity College. In 1972, Trinity College merged both colleges of men and women into what is now known as Trinity College of Arts and Sciences. Other schools include the School of Religion and Graduate School founded in 1926, the School of Medicine and hospital in 1930, and the School of Nursing in 1931. Originally established in 1904, the Law School reorganized in 1930. In 1938, what is today's Nicholas School of the Environment opened, and in 1939 the university formed what is now known as the Pratt School of Engineering. The last of James B. Duke's desires for the university was fulfilled when what is now the Fuqua School of Business, opened in 1969. The Sanford School of Public Policy became Duke's tenth school in 2005. The school was named for President Terry Sanford, formerly the governor of North Carolina, who supported a number of initiatives in the 1970s and 1980s to build Duke's reputation for excellence, growing the university's national and international profile.

Long a segregated institution, Duke first admitted Black graduate and professional students in 1961 and Black undergraduates in 1963. In 1968, a major student protest known as the Vigil demanded pay increases and better treatment of hourly workers, most of whom were Black. In 1969, Black students protested in what is now known as the Allen Building Takeover, demanding improved services and treatment for Black students. The protest resulted in the formation of what is now called the Department of African and African American Studies.

Faculty at Duke produce influential scholarship across a wide range of disciplines and professions. Two Duke faculty members have received the Nobel Prize in Chemistry: Professor Robert Lefkowitz in 2012 and Professor Paul Modrich in 2015. Duke researchers have mapped the human chromosome and led research into the treatment of HIV and AIDS. Duke faculty also research pressing social issues, producing high-impact scholarship on such topics as election districting and public health. Faculty authors have written books of award-winning nonfiction, fiction, and poetry, and have won awards ranging from the National Book Award to the Pulitzer Prize. Fifty Duke faculty are members of the American Academy of Arts and Sciences. Duke students have many opportunities to work with leading faculty in labs and on projects, ensuring hands-on experience during their course of study.

Duke has a number of notable athletic achievements. Best known is the men's basketball team, coached by Mike Krzyzewski from 1980 to 2022. The team has earned 5 national championships. The women's golf team holds the record at Duke for most national championships, at 7. Duke football has been played since the 1880s, when President Crowell coached the team himself. During the 1930s and 1940s, the football team competed in and won a number of bowl games, earning the nickname “Iron Dukes.” The Rose Bowl game of 1942 was played in Durham due to wartime concerns on the West Coast and remains the only Rose Bowl played outside of Pasadena, California.

International programs have expanded over the last several decades, bringing international students to Duke in Durham and expanding international opportunities for Duke students. In 2005, Duke partnered with the National University of Singapore and opened the Duke-NUS Medical School. In 2014, graduate programs at Duke Kunshan University began, followed by undergraduate programs in 2018. DKU is a partnership between Duke and Wuhan University in Kunshan, China.

The university has changed in many ways since its founding, and like other historically white schools it continues to confront issues of racism, sexism, and other inclusion and equity challenges. Students of color and international students now represent more than 50% of the student body. Duke's hometown of Durham has also grown and changed, and Duke and Durham collaborate on topics ranging from community service to downtown development.

Ever evolving, Duke University strives to meet [the stated aims](#) of the university: “to foster a lively relationship between knowledge and faith; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a love of freedom and truth; to promote a respectful spirit of dialogue and understanding; to discourage all partisan and sectarian strife; and to further the advancement of knowledge in service to society.”

Updated September 21, 2020. Learn more from [University Archives](#).

Duke University Leadership & Faculty

Full leadership profiles for those listed below are available at duke.edu/about/leadership.

Executive Leadership

Vincent E. Price, President
Craig Albanese, CEO, Duke University Health System
Daniel Ennis, Executive Vice President
Alec Gallimore, Provost
Mary E. Klotman, Executive Vice President for Health Affairs, Duke University

Academic Leadership

Deans of Schools and Colleges

Kerry Abrams, James B. Duke and Benjamin N. Duke Dean of the School of Law
Suzanne Barbour, Dean, Graduate School
Lori Benneer, Stanback Dean, Nicholas School of the Environment
Gary Bennett, Dean, Trinity College of Arts and Sciences
Edgardo Colón-Emeric, Dean, Divinity School
Mary E. Klotman, Dean, School of Medicine
Jerome P. Lynch, Dean, Pratt School of Engineering
Mary Frances Luce, Interim Dean, Fuqua School of Business
Manoj Mohanan, Interim Dean, Sanford School of Public Policy
Micheal Relf, Dean, School of Nursing

Vice Provosts

Lee Baker, Vice Provost for Undergraduate Education (effective October 1)
Edward Balleisen, Vice Provost for Interdisciplinary Studies
Abbas Benmamoun, Vice Provost for Faculty Advancement
David Bowersox, Vice Provost for Finance & Administration
Mary Pat McMahon, Vice Provost/Vice President of Student Affairs
Mohamed Noor, Executive Vice Provost
Noah Pickus, Associate Provost
Deborah F. Rutter, Vice Provost for the Arts
Joseph Salem, Rita DiGiullonardo Holloway University Librarian and Vice Provost for Library Affairs, & Interim Vice Provost for Learning Innovation & Lifetime Education and Digital Education
Toddi Steelman, Vice President and Vice Provost for Climate and Sustainability

University Administration

Maggie Epps, Secretary to the Board of Trustees and Chief of Staff to the President
Tracy Futhey, Vice President for Information Technology and Chief Information Officer
Leigh P. Goller, Chief Audit, Risk and Compliance Officer
Kimberly Hewitt, Vice President for Institutional Equity and Chief Diversity Officer
David L. Kennedy, Vice President for Alumni Engagement and Development
Nina E. King, Vice President and Director of Athletics
Jennifer Lodge, Vice President for Research & Innovation
Antwan Lofton, Vice President of Human Resources & Chief Human Resources Officer
John J. Noonan, Vice President for Facilities
Rachel L. Satterfield, Vice President for Finance and Treasurer
Chris Simmons, Vice President for Government Relations
Kim Taylor, Vice President and General Counsel
Frank Tramble, Vice President for Communications, Marketing and Public Affairs
Neal Triplett, President, DUMAC
Stelfanie Williams, Vice President for Community Affairs

The Faculty

Duke faculty are chosen from among the most competitive selection processes in the country, having demonstrated excellence in their fields of research. Profiles of Duke's faculty members are available via Scholars@Duke.

Duke University Policies

Accreditation

Duke University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, doctorate, and professional degrees. Contact SACSCOC at sacscoc.org or call (404) 679-4500 for questions about the accreditation of Duke University.

Clery Act

Information that the university is required to make available under the federal Clery Act is available by visiting the Records Division, Duke University Police Department, 502 Oregon Street, Durham, NC 27708, or by calling (919) 684-4602. See police.duke.edu/news-stats/clery for more details.

Duke's Commitment to Inclusive Excellence

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.

Find more details at provost.duke.edu/about.

Duke Community Standard

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Students' Obligation to Act with Respect to the Duke Community Standard

The Duke Community Standard (DCS) stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at Duke University. Students affirm their commitment to foster this climate by signing a pledge that includes taking constructive action if they witness or know about behavior they perceive to be inconsistent with the DCS, which may include violation of university policies. Although there are no disciplinary sanctions associated with the failure to act, students are nonetheless expected to take action to do something as a responsibility of membership in the Duke community.

The university recognizes that it is not always easy to act in these situations, but several alternatives are available to suit a student's level of comfort and confidence. These alternatives are not mutually exclusive.

- Speaking directly with the individual exhibiting the behavior, both to gain clarity about the situation and to inform the individual about the concern.
- Publicly calling attention to the behavior as it is occurring.
- For incidents involving social behaviors, alerting residence hall, Student Affairs, or other university staff. The information provided will give staff an opportunity to address the matter informally or through appropriate formal channels.
- For cases involving academic integrity, alerting the instructor that cheating may be occurring in the course. This alert can be in any form, including anonymous notification, and the reporting student will not be identified. The information provided will allow the faculty member to consider corrective measures, in consultation with the Office of Student Conduct and Community Standards, and to address the topic with the class or suspected student(s).
- Directly alerting staff in the Office of Student Conduct and Community Standards at (919) 684-6938 or conduct@duke.edu, who will confer with the faculty member involved, if an academic issue, or with the reporting student(s), strategizing next steps. Maintaining the confidentiality of the source is possible, but may limit the extent of action that can be taken.

For current regulations, refer to dukecommunitystandard.students.duke.edu.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights & Privacy Act (FERPA), 20 U.S.C § 1232g; 34 CFR Part 99, is a federal law that guides the release of students' education records, of which disciplinary records are a part.

Duke University adheres to a policy of compliance with the Family Educational Rights and Privacy Act. The policy (1) permits students to inspect their education records, (2) limits disclosure to others of personally identifiable information from education records without students' prior written consent, and (3) provides students the opportunity to seek correction of their education records where appropriate.

For additional information about FERPA, see studentprivacy.ed.gov/ferpa. For Duke's full FERPA policy, visit registrar.duke.edu/student-resources/family-educational-rights-and-privacy-act-ferpa.

Nondiscrimination Statement

Duke is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. Duke does not discriminate on the basis of age, color, disability, ethnicity, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex (including pregnancy and pregnancy-related conditions), sexual orientation, or military status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity.

Duke has designated the Vice President for Institutional Equity and Chief Diversity Officer as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies.

Questions or comments about harassment or discrimination can be directed to one of the following administrators in the Office for Institutional Equity.

Discrimination in Duke's programs and activities:

Cynthia Clinton, AVP Harassment and Discrimination Prevention and Compliance
Title IX Coordinator
Office for Institutional Equity
114 S. Buchanan Blvd., Bay 8
Durham, NC 27708
(919) 684-8222

Sex discrimination in educational programs or activities:

Adrienne Allison, Deputy Title IX Coordinator for Students, Compliance Investigator
Office for Institutional Equity
114 S. Buchanan Blvd., Bay 8
Durham, NC 27708
(919) 684-8222

The complete text of Duke's Policy on Prohibited Discrimination, Harassment, and Related Misconduct and appropriate complaint procedures, may be found by visiting the [Office for Institutional Equity's website](#). Additional information and resources are available through the [U.S. Department of Education Office for Civil Rights](#), or call 1-800-421-3481.

Duke University Resources

Academic Resources

Duke University Libraries

The [Duke University Libraries](#) are the shared center of the university's intellectual life. The William R. Perkins Library, Bostock Library, and Rubenstein Rare Book & Manuscript Library comprise the main West Campus library complex, which is joined by Lilly and Music libraries on East Campus and the separately administered libraries serving the schools of [Business](#), [Divinity](#), [Law](#), and [Medicine](#). Together they form one of the nation's top ten private university library systems.

Institutes, Initiatives & Centers

The university institutes, initiatives and centers complement the widespread interdisciplinarity found in every school at Duke. They serve as crucial incubators of innovations in research, teaching and community engagement. Find a complete list of institutes, initiatives, and centers at interdisciplinary.duke.edu/university-institutes-initiatives-centers.

Interinstitutional Agreement with Neighboring Universities

Under a plan of cooperation—the interinstitutional agreement among Duke University and The University of North Carolina at Chapel Hill, North Carolina State University, North Carolina Central University, The University of North Carolina at Charlotte, and The University of North Carolina at Greensboro—a student regularly enrolled in Duke University as a degree-seeking student and paying full fees may enroll for one approved course each semester at one of the institutions in the cooperative program unless an equivalent course is offered at Duke in the same academic term. Credit so earned is not defined as transfer credit since grades in courses taken under the interinstitutional agreement are entered on the official record and used in determining the grade point average. Additional information is available at registrar.duke.edu/registration/interinstitutional-registration.

Technology Resources

- The Office of Information Technology (oit.duke.edu)
- Computing and Networking (wireless.duke.edu)

- Printing and Labs (oit.duke.edu/services-tools/printers-labs)
- Support and Training (oit.duke.edu/services-tools/support-training)

Continuing Studies Programs

Duke University offers a variety of pre- and post-college learning opportunities for learners across a wide variety of ages, backgrounds, and geographies. Overseen by [Duke Learning Innovation & Lifetime Education](#) (LILE), Duke’s continuing students programs provide many opportunities for academic achievement, professional development and personal enrichment. Information about all programs listed below is available at learnmore.duke.edu.

For-Credit Academic Study

Admission to the Continuing Studies Program is discretionary. For consideration for admission, applicants to the Continuing Studies Program must meet at least one of the following two criteria:

- Earned a bachelor’s degree from a college or university accredited by a national or regional accrediting body recognized by the Department of Education.
- Age 25 or older, and intend to initiate or complete academic study in a Duke University academic program.

Students are given academic counseling by LILE, and are subject to the regulations set forth for degree candidates, unless explicitly noted otherwise. A junior or senior who is currently enrolled at an external college or university who wishes to pursue an academic discipline unique to Duke University, may apply at learnmore.duke.edu/academics/undergraduate for admission as a nondegree, full-time visiting student for one or two semesters. Students with unique circumstances should contact LILE at learnmore@duke.edu.

Minimum GPA Requirement. Successful applicants are expected to have earned a minimum 3.0 GPA in their most recent program.

Applicants who fail to meet the minimum GPA requirement are subject to additional review and may be admitted on a provisional basis. As part of the additional review, the following will be taken under consideration:

- The applicant has not been enrolled as a full-time student in the last 4 years, and
- The applicant demonstrates the ability to successfully complete college level coursework by earning a passing grade (B or better) in a minimum of 4 courses during the last 2 years.

As part of a provisional admission, a student must earn a minimum 3.0 GPA in the semester immediately following the provisional admission.

Withdrawal. If a student enrolled in a Duke University program withdraws from the program, or is no longer in good academic standing, they must wait two academic terms before re-applying to any Duke program, including any continuing studies programs (see the Satisfactory Continuation Requirements outlined in the Bulletin of Undergraduate Instruction).

Semester Continuation Requirements. Semester continuation requires that you earn a passing grade (C-or better) in a minimum number of courses to remain in good standing. Students who receive at least one failing grade (D, D-, F) are subject to academic probation or academic dismissal.

Academic Probation	Earned D or D-in at least one course Earned F in one course, and C-or better in at least two courses
Academic Dismissal	Earned F in at least one course

Students placed on academic probation must acknowledge their probationary status in writing to the academic dean for Continuing Studies students, in order to continue into the next academic term. They are also expected to seek assistance from campus resources and have their course selection approved by their academic dean. In the probationary term they must earn grades of C or better in all courses to continue. Students who withdraw from all courses must wait two semesters to submit a request to return to study.

Program and application information is available at learnmore.duke.edu/academics/undergraduate. Application deadlines: August 1 for the fall semester, December 1 for the spring semester, April 15 for Term 1 of the summer session, and June 1 for Term 2 of the summer session.

Certificate Programs

Professional Certificates are designed with the needs of working adults in mind, with classes offered in the evening and on weekends. Current programs offered include business and finance, human resources, legal, management, Six Sigma, technology solutions , and more.

Nonprofit Management Program

Learners interested in the nonprofit sector or in community development are invited to explore the noncredit course offerings of this program. Taught by experts and practitioners, these short courses offer instruction concerning financial and resource management, management of personnel and volunteers, leadership development, fundraising, planning and evaluation, board development/governance, and media relations.

Osher Lifelong Learning Institute (OLLI) at Duke

OLLI at Duke began in 1977 as the Duke Institute for Learning in Retirement. Since 2004 the membership organization has been a member of the Osher Lifelong Learning Network, a group of more than 120 institutes across the country dedicated to meeting the needs of older learners and extending the demographic served by traditional universities. OLLI sponsors noncredit course offerings in the fall, winter, and spring as well as special interest groups and volunteer opportunities.

Pre-College

Duke Pre-College programs offer academic enrichment opportunities for academically-motivated middle and high school students in the summer. Current offerings include residential summer camps on Duke's campus and at the Duke Marine Lab, online courses, a coding camp, and community days for local students to experience learning at Duke.

Student Disability Access Office (SDAO)

The Student Disability Access Office (SDAO) is the office on campus that has been charged with and is committed to providing educational opportunities for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

Core Functions of SDAO

- To establish services for equitable access on campus through partnership with students with disabilities.
- To manage, coordinate, implement and evaluate accommodation and service programs.
- To serve as a resource to students, faculty, and staff regarding access to academic and campus services
- To provide resource and referral information to the campus community at Duke and prospective students and their families.

SDAO works with each student individually to establish academic accommodations including adjustments, auxiliary aids and services for the purpose of mitigating barriers to students' access to campus facilities, programs, and activities.

For more information, visit access.duke.edu/students.

Duke University Campus Life, Activities & Support

Duke offers a wide variety of resources to help students connect and thrive beyond the classroom.

Dining, Housing & Transportation

- Duke Dining (students.duke.edu/living/dining)
- DukeCard (dukecard.duke.edu)
- Undergraduate Housing (studentaffairs.duke.edu/hdrl)
- Graduate and Professional Student Apartments (students.duke.edu/living/housing/graduate-professional-housing)
- Off-Campus Housing (students.duke.edu/living/housing/graduate-professional-housing/housing-in-durham)
- Parking & Transportation (parking.duke.edu)

Student Affairs & Organizations

- Career Center (careerhub.students.duke.edu)
- Division of Student Affairs (studentaffairs.duke.edu)
- Graduate and Professional Student Government (gpsg.duke.edu)
- Intercollegiate Athletics (goduke.com)
- Religious Life (chapel.duke.edu/religiouslife)

Student Health & Safety

- Campus Police (police.duke.edu)
- Counseling & Psychological Services (CAPS) (studentaffairs.duke.edu/caps)
- DukeReach (students.duke.edu/wellness/dukereach)
- DuWell (studentaffairs.duke.edu/duwell)
- Student Health (studentaffairs.duke.edu/studenthealth)

About the Divinity School

Mission Statement of the Divinity School

Duke Divinity School's mission is to engage in spiritually disciplined and academically rigorous education in service and witness to the Triune God in the midst of the church, the academy, and the world. The Divinity School strives to cultivate a vibrant community through theological education on scripture, engagement with the living Christian tradition, and attention to and reflection on contemporary contexts in order to form leaders for faithful Christian ministries.

History of the Divinity School

When James B. Duke established the trust fund for educational and charitable purposes in 1924 that allowed the expansion of Trinity College into Duke University, the reason for the trust was clear: “I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence...And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind.”

The School of Religion began its work in the academic year 1926-27, and formal exercises for its opening were held on November 9, 1926. In 1940 the name was changed to Duke Divinity School. During its history, the Divinity School has had outstanding teachers, scholars, and administrative leaders. Since the founding of the school in 1926, the following persons have served as deans or acting deans: Edmund Davison Soper, 1926-28; Elbert Russell, 1928-41; Paul Neff Garber, 1941-44; Harvie Branscomb, 1944-46; Gilbert T. Rowe, acting dean of the faculty, 1946-47; Paul E. Root (elected in 1947, but died before assuming office); Harold A. Bosley, 1947-50; James Cannon III, acting dean 1950-51, dean 1951-58; Robert Earl Cushman, 1958-71; Thomas A. Langford, 1971-81; Jameson Jones, 1981-82; Dennis M. Campbell, 1982-97; L. Gregory Jones, 1997-2010; Richard B. Hays, 2010-15; Ellen F. Davis, interim dean, 2015-16; Elaine A. Heath, 2016-18; and L. Gregory Jones for a second appointment, 2018-21.

The current dean is Edgardo Colón-Emeric, whose appointment began July 1, 2021.

The school’s graduates have distinguished themselves by making significant contributions to the church, the academy, and the world.

Role of the Divinity School

Duke Divinity School represents theological inquiry and learning within the greater university. By history and indenture, it stands within the Christian tradition, mindful of its distinctive lineage in and its continuing obligation to the United Methodist Church. Duke Divinity School, although United Methodist in tradition, receives students from many Christian denominations and offers its educational resources to representatives of the several communions who seek an education for church-related ministry. From its inception, it has been ecumenical in aspiration, teaching, and practice, as well as in its faculty. Educational policy has consistently aspired to foster a Christian understanding that is joyfully evangelical, generously orthodox, and robustly catholic.

The principal purpose of Duke Divinity School is professional education for Christian ministry, which in today’s world is manifested in a variety of forms. Although the conventional and inherited styles of ministry are now undergoing change, the Divinity School curriculum continues to prepare students for informed and discriminating exercise of the church’s historic offices through the ministry of word, sacrament, order, service, pastoral care, and teaching. Duke Divinity School believes these offices will remain, although the form and context of the local church may change. As part of its mission, Duke Divinity School seeks to foster a cohesive theological vision that is neither narrow nor homogeneous—one that is deeply rooted in critical engagement with scripture and honors a range of theological traditions in conversation with a plurality of historical, geographic, and social settings.

With this in mind, the Divinity School prepares students for the mature performance of their vocation. It hopes to develop in each graduate a disciplined intelligence, informed by sound learning and equipped for worthy professional service. Its resources are offered to students with a diversity of ministerial aims, although the school seeks, by recruitment and financial support, to prepare persons for ordination or lay professional vocations in the church. In all its endeavors, Duke Divinity School aims to serve Jesus Christ through service to the church, the academy, and the world.

Relation of the Divinity School to Duke University

Duke Divinity School is an integral part of the university and shares fully in its activities, privileges, and responsibilities. The Sunday services in the university chapel give Divinity School students each year an opportunity to hear several of the country’s leading preachers. The university libraries make a rich collection of books and other materials easily accessible. Without additional fees, selected courses in the graduate and professional schools are open to Divinity School students, as well as the general cultural and recreational resources of the university. The academic work of the Divinity School presently comprises six degree programs: the master of arts in Christian practice (MA), ordinarily a two-year degree designed to introduce students to theological reflection; the master of theological studies (MTS), ordinarily of two academic years; the master of divinity degree (MDiv), in residential or hybrid modality, ordinarily of three or four academic years; the master of theology (ThM), a one-year program beyond the basic degree; a doctor of ministry (DMin), a professional doctorate; and a doctor of theology (ThD), ordinarily a four- or five-year doctoral program.

[About the Divinity School](#)

Demographic Information

Active Enrollment Summary

- Certificate in Theology and Health Care: 29
- Doctor of Ministry: 110
- Doctor of Theology: 33
- Master of Arts in Christian Practice: 22
- Master of Divinity: 342
- Master of Theological Studies: 50
- Master of Theology: 12
- Special Students: 8
- **Total: 606**

Geographical Distribution (US State)

- Alabama: 12
- Arizona: 1
- Arkansas: 3
- California: 28
- Colorado: 6
- Connecticut: 8
- District of Columbia: 2
- Florida: 24
- Georgia: 17
- Illinois: 11
- Indiana: 8
- Iowa: 1
- Kansas: 6
- Kentucky: 6
- Louisiana: 3
- Maine: 1
- Maryland: 9
- Massachusetts: 2
- Michigan: 13
- Minnesota: 4
- Mississippi: 4
- Missouri: 6
- New Hampshire: 1
- New Jersey: 6
- New Mexico: 1
- New York: 6
- North Carolina: 249
- Ohio: 6
- Oklahoma: 4
- Oregon: 3
- Pennsylvania: 4
- South Carolina: 18
- Tennessee: 29
- Texas: 27
- Utah: 4
- Virginia: 27
- Vermont: 1
- Washington: 3
- Wisconsin: 7

Geographical Distribution (International)

- Canada: 2
- Chile: 1
- China: 3
- Colombia: 2
- Finland: 1
- Ghana: 1
- Guatemala: 1
- Honduras: 1
- India: 4
- Kenya: 1
- Korea: 9
- Mexico: 3
- Netherlands: 1
- Peru: 2
- Singapore: 1

- Sri Lanka: 1
- Zimbabwe: 2

Denominations Represented

- Adventist: 2
- African Methodist Episcopal: 5
- African Methodist Episcopal Zion: 6
- American Baptist Churches USA: 4
- Anglican: 36
- Assemblies of God: 9
- Baptist: 73
- Blank: 4
- Christian: 29
- Christian Ch (DisciplesChrist): 2
- Christian Church of N. America: 1
- Christian Methodist Episcopal: 1
- Christian Missionary Alliance: 1
- Christian Reformed Church: 3
- Church of Christ: 4
- Church of God in Christ: 3
- Church of South India: 1
- Church of the Nazarene: 7
- Congregational Christian Ch: 2
- Cooperative Baptist Fellowship: 6
- Disciples of Christ: 1
- Dutch Reformed: 1
- Eastern Churches: 1
- Episcopal: 40
- Evangelical: 7
- Evangelical Covenant Church: 2
- Evangelical Lutheran Ch in America: 4
- Evangelical Presbyterian Church: 3
- Free Methodist Church of N. Amer: 5
- Free Will Baptist: 1
- Islam (Muslim): 1
- Korean Methodist Church: 2
- Korean Presbyterian: 2
- Korean Presbyterian Church Am: 1
- Latter-Day Saints (Mormon): 7
- Lutheran: 2
- Lutheran Church-Missouri Synod: 1
- Mennonite: 3
- Missionary Baptist Church: 5
- National Baptist: 2
- Non-Affiliated: 7
- Non-Denominational: 67
- North American Baptist: 1
- Other: 6
- Pentecostal: 9
- Pentecostal Holiness: 2
- Presbyterian: 8
- Presbyterian Church in America: 10
- Presbyterian Church of Korea: 2
- Presbyterian Church USA: 21
- Progressive Nation. Baptist Conv: 1
- Protestant: 4
- Reformed Church in America: 2
- Reformed Tradition: 1

- Religious Society of Friends: 1
- Roman Catholic: 18
- Seventh-Day Adventist: 1
- Southern Baptist: 4
- Southern Baptist Convention: 5
- Unaffiliated: 6
- Unitarian Universalist: 1
- United Church of Christ: 6
- United Methodist Church: 147
- Vineyard: 3
- Wesleyan: 7

Academic Calendar 2025-2026

Duke Divinity plans for in-person immersion weeks for those in **Divinity hybrid programs** (DMin, MA, Hybrid MDiv, Cert. Theology/Health Care - Hybrid). This includes any residential students taking courses offered in the hybrid program. Online weeks will remain as scheduled.

Duke Divinity plans for a fully in-person academic year for **Divinity residential programs** (ThD, ThM, MTS, MDiv, Cert. Theology/Health Care - Residential). Residential courses do not offer online options. Students should plan to live locally in order to attend classes in person.

All calendars are subject to change. The entire academic calendar is accessible here: divinity.duke.edu/for-students/academic-resources/academic-calendar.

Academic Calendar

Academic Calendar for Divinity Hybrid Session

Applies to Doctor of Ministry (DMin), Master of Arts in Christian Practice (MA), Hybrid Master of Divinity (MDiv), and Hybrid Certificate in Theology and Health Care. All calendars are subject to change. The entire academic calendar is available at divinity.duke.edu/for-students/academic-resources/academic-calendar.

Fall 2025

- August 22 (F) Divinity Orientation
- August 25-August 29 (M-F) Divinity Hybrid Immersion Week. First day of classes
- August 26 (Tu) Deadline to drop or add a course in DukeHub. Hybrid waitlists are purged.
- September 1-5 (M-F) Reading week
- September 2 (Tu) Final deadline for incomplete work from Spring term
- September 5 (F) Deadline to request change to grading basis
- September 22 (M) Portfolios launch
- October 1 (W) Final deadline for incomplete work from Summer term
- October 10 (F) Last day to withdraw with a W
- October 13-17 (M-F) Reading week
- October 20 (M) Shopping carts open for Spring 2026
- October 27 (M) Portfolios submissions are due
- October 29 (W) Registration begins for Spring 2026
- November 14 (F) Classes end
- November 17-25 (M-Tu) Final exams
- November 26 (W) Last day of hybrid session
- December 5 (F) Portfolio - advisor review deadline

Spring 2026

- January 5-9 (M-F) Divinity Hybrid Intensive Week. First day of classes
- January 6 (Tu) Deadline to drop or add a class in DukeHub. Waitlists are purged.
- January 12-16 (M-F) Reading week
- January 16 (F) Deadline to request change to grading basis
- January 19 (M) Martin Luther King, Jr. Day holiday; no classes held
- January 20 (Tu) Weekly online sessions begin
- January 26 (M) Portfolios launch
- February 2 (M) Final deadline for incomplete work from Fall term
- February 16 (M) Registration begins for Summer 2026
- February 20 (F) Last day to withdraw with a W

- March 9-13 (M-F) Reading Week
- March 13 (F) Portfolio submission deadline
- March 23 (M) Shopping carts open for Fall 2026
- March 30 (F) Classes end
- March 31 - April 10 (Tu-F) Final exams
- April 1 (W) Registration begins for Fall 2026
- April 24 (F) Portfolio advisor review due
- May 8 (F) Commencement begins
- May 9 (Sa) Baccalaureate held

Summer 2026

- May 18-22 (M-F) Divinity Hybrid Session Intensive Week
- May 19 (Tu) Deadline to drop or add a class in DukeHub. Waitlists are purged.
- May 25-29 (M-F) Reading week
- May 29 (F) Deadline to request change to grading basis
- June 1 (M) Weekly online sessions begin
- June 19 (F) Juneteenth holiday; no classes held
- June 26 (F) Last day to withdraw with a W
- July 4 (F) Independence Day; no classes held
- July 6-July 9 (M-F) Reading Week
- July 31 (F) Classes end
- August 3-7 (M-F) Final exams

Academic Calendar

Academic Calendar for Divinity Residential Session

Applies to Doctor of Theology (ThD), Residential Master of Divinity (MDiv), Master of Theological Studies (MTS), Master of Theology (ThM), and Residential Certificate in Theology and Health Care. All calendars are subject to change. The entire academic calendar is available at divinity.duke.edu/for-students/academic-resources/academic-calendar.

Fall 2025

- August 22 (F) Divinity Orientation
- September 2 (Tu) First day of classes
- September 2 (Tu) Final deadline for incomplete work from Spring term
- September 16 (Tu) Deadline to drop/add a course in DukeHub; Deadline to request change to grading basis
- September 22 (M) Portfolios launch
- October 1 (W) Final deadline for incomplete work from Summer term
- October 13-17 (M-F) Reading week
- October 20 (M) Shopping carts open for Spring 2026
- October 24 (F) Last day to withdraw with a W
- October 27 (M) Portfolio submission deadline
- October 29 (W) Registration begins for Spring 2026
- November 25 (Tu) Thanksgiving recess begins, Classes end
- December 1-5 (M-F) Reading week
- December 5 (F) Portfolio advisor review deadline
- December 8-12 (M-F) Final exams
- December 12 (F) Last day of residential session

Spring 2026

- January 12 (M) First day of classes
- January 19 (M) Martin Luther King, Jr. Day holiday; no classes held
- January 26 (Tu) Deadline to drop/add a course in DukeHub; Deadline to request change to grading basis
- January 26 (Tu) Portfolios launch
- February 2 (M) Final deadline for incomplete work from Fall term
- February 16 (M) Registration begins for Summer 2026
- March 9-13 (M-F) Reading Week
- March 13 (F) Portfolio submission deadline
- March 20 (F) Last day to withdraw with a W
- March 23 (M) Shopping carts open for Fall 2026

- April 1 (W) Registration begins for Fall 2026
- April 2-3 (Th-F) Maundy Thursday and Good Friday, no classes held
- April 17 (F) Classes end
- April 20-24 (M-F) Reading week
- April 24 (F) Portfolio advisor review deadline
- April 27-May 1 (M-F) Final exams
- May 8 (F) Commencement begins
- May 9 (Sa) Baccalaureate held

Divinity School Administration

Edgardo Colón-Emeric, Dean of the Divinity School

Dana Auton, Human Resources Manager, Administration and Finance

Nina Balmaceda, Director, Center for Reconciliation

Jeremy Begbie, Director, Duke Initiatives in Theology and the Arts

Victoria Behm, Program Coordinator, Theology, Medicine, and Culture

Sarah Belles, Director of Student Life

Katie Benjamin, Director, Divinity Library

Meghan Feldmeyer Benson, Chaplain

Krystal Berry, Associate Director, Office of Black Church Studies

Kate Bowler, Director, Everything Happens Project

Kennetra Irby Brackett, Associate Director of Field Education & Career Development

Katie Bracy, Communications Specialist, Leadership Education

Karin Breiwitz, Information Technology Analyst

Mycal Brickhouse, Director of Educational Programs, Leadership Education

Alli Buikema, Program Coordinator, Development

Betsy Buschman, Administrative Coordinator, Leadership Education

Emma Carter, Staff Assistant, Leadership Education

Daniel Castelo, Associate Dean for Academic Formation

Elizabeth Chandler, Director of Grants, Contracts, and Budget Administration

Jung Choi, Associate Dean for Global and Intercultural Formation; Director of Asian House of Studies

Daniel Corpening, Major Gifts Officer

Ashley Cross, Director of Recruitment and Admission

Megan Crunkleton, Business Manager, Everything Happens

Farr Curlin, Co-director, Theology, Medicine, and Culture Initiative

Minerva Dantzer, Major Gifts Officer

Callie Davis, Administrative Assistant, Baptist House of Studies

Donielle Degraffenreaidt, Program Coordinator, Leadership Education at Duke Divinity

Hailie Durrett, Digital Marketer, Everything Happens Initiative

Angel Eaglin, Associate Director, Thriving Congregations Coordination Program

Patricia Erickson, Program Coordinator, Hybrid Programs

Mackenzie Fair, Admissions Recruiter

D'Andrea Fanning, Program Coordinator, Global and Intercultural Formation

Sarah Forsyth, Associate Director, Thriving Congregations Coordination Program

Tracie Foust, Assistant Registrar

Curtis Freeman, Director, Baptist House of Studies

Averee Gentry, Program Coordinator, Thriving Coordination Programs

Shannon Gigliotti, Staff Assistant, Thriving Rural Communities Initiative

Les Gilbert, Program Coordinator, Center for Reconciliation
Joe Gonzalez, Director of Business Administration
Frith Gowan, Director of Digital Strategy, Communications
Deborah Hackney, Senior Director, Academic Programs; and Registrar
Valerie Helbert, Program Coordinator, Center for Reconciliation
Anne Herring, Media and Digital Marketing Specialist, Everything Happens Initiative
Christina Hershey, Staff Specialist, Chaplain's Office and the Office of Spiritual Formation
Sally Hicks, Managing Director and Editor, Faith and Leadership
Craig Hines, Program Coordinator, Office of Black Church Studies
Angie Hong, Director of Educational Programs, Leadership Education
Bruce Horne, Information Technology Analyst
Lacey Hudspeth, Library Associate
Ann Imrick, Program Coordinator, Wesleyan Engagement
Christopher Jacobson, Chapel Organist and Divinity School Organist
Gabrielle Jones, Staff Assistant, Leadership Education
Nicole Jones, Director of Field Education and Career Development
Chris Karnadi, Editor, Faith & Leadership
Troy Kassien, Program Coordinator, Fons Vitae
Carey Kidd, Assistant Director, Annual Fund and Development Operations
Sangwoo Kim, Associate Dean for Vocational Formation; Senior Director of the Methodist House
Timothy Kimbrough, Director, Anglican Episcopal House of Studies
Warren Kinghorn, Co-director, Theology, Medicine, and Culture Initiative
Elizabeth Klein, Library Assistant
Alaina Kleinbeck, Associate Executive Director for Coordination Programs
MacGregor Knight, Admissions Recruiter
Kurt Laudicina, Educational Technology Specialist
Doe Lee, Staff Assistant, Leadership Education
Michael Long, Director of Spiritual Formation
Anita Lumpkin, Executive Director of Enrollment Management
Emily Lund, Director of Communications, Leadership Education
Brett McCarty, Associate Director, Theology, Medicine, and Culture Initiative
Cullen McKenney, Director of the Center for Writing and Academic Support
Kyle McManamy, Director of Strategic Projects, Office of the Dean
Rachel Meyer, Director, Divinity Programs, Clergy Health Initiative
Jeff Mimnaugh, Director, Information Technology
Ron Mimnaugh, Information Technology Analyst
Heather Moffitt, Executive Director, Communications
Mary Lynn Myers, Program Coordinator, Duke Initiative Theology and the Arts
David Odom, Associate Dean for Leadership Initiatives; Executive Director, Leadership Education
Cheryl Parker, Staff Assistant, Field Education
Christine Parton-Burkett, Lecturing Fellow in Speech
Aleta Payne, Associate Editor, Faith and Leadership
Hannah Perez, Program Coordinator, Leadership Education
Cassandra Pettigrew, Director, Financial Aid
Heather Plonk, Program Coordinator, Theology, Medicine, and Culture Fellowship and Hybrid Programs
Harriet Putman, Project Coordinator and Associate Producer, Everything Happens Project

Rebekah Ramlow, Digital Marketing Specialist

Sherry Reynolds, Administrative Assistant, Administration and Finance

Jessica Richie, Executive Director, Everything Happens Project

C. Kavin Rowe, Vice Dean for Faculty

Jessamyn Rubio, Manager, Web and Interactive Media Projects, Leadership Education

Yolanda Santiago Correa, Program Coordinator, Hispanic House of Studies

Katherine Smith, Associate Dean for Strategic Initiatives

Warren Smith, Director, Doctor of Theology Program

Kenneth Spencer, Associate Director, Thriving Rural Communities Initiative

Kristi Spencer, Special Projects Director, Office of the Dean

Eliza Stewart, Admissions Recruiter

Alicia Street, Staff Assistant, Academics

Dan Struble, Associate Dean for External Relations

Elizabeth Tamez, Director of Programs and Grants, Leadership Education

Brad Thie, Director, Thriving Rural Communities Initiative

Alma Tinoco Ruiz, Director, Hispanic House of Studies

Stacey Tompkins, Program Coordinator, Wesleyan Engagement

David Toole, Associate Dean for Interdisciplinary Initiatives

Dan Train, Associate Director, Duke Initiatives in Theology and the Arts

Claudia Tsiaousopoulos, Staff Assistant, Center for Reconciliation

David Walley, Staff Assistant, Academic Programs

Lacey Warner, Associate Dean for Wesleyan Engagement and Hybrid Programs

Carl Weisner, Associate Dean for Administration and Finance

Victoria White, Director of Grants Programs, Leadership Education

Wanda White, Associate Director, Thriving in Ministry Coordination Program

Eric Williams, Director, Office of Black Church Studies

Jessy Williams, Staff Assistant, Office of the Dean

Minoka Yonts, Director of Alumni Relations

Lois Yoo, Staff Assistant, Global and Intercultural Formation

Colin Yuckman, Director of Digital Learning Formation and Director of the Presbyterian/Reformed House of Studies

Administration & Faculty

Divinity School Board of Visitors

William Franklin Allen (2028), Berwyn, Pennsylvania

Paul A. Baxley (2026), Watkinsville, Georgia

Anne Harper Bernhardt (2026), Lenoir, North Carolina

Bird D. Blich (2026), Atlanta, Georgia

Yvette L. Bonaparte (2027), Durham, North Carolina

Mark D. Constantine (2026), Asheville, North Carolina

Kevin Cumings (2028), Grand Rapids, Michigan

Russell Elmayan (2027), Raleigh, North Carolina

Suzanne Cooke Epermanis (2027), Winston-Salem, North Carolina

Irene Little Flannery (2026), Charlottesville, Virginia

Karen H. Frush (2027), Bahama, North Carolina

Carole S. Gailor (2026), Raleigh, North Carolina

John T. Harmeling III (2026), Charlotte, North Carolina

Jane Cooke Hawthorne (2028), Wilmington, North Carolina

Virginia Hazel (2026), Broad Run, Virginia

L. Jonathan Holston (2028), Smyrna, Georgia

Rebecca K. Johnson (2026), Winston-Salem, North Carolina

Hee-Soo Jung (2028), Sun Prairie, Wisconsin

Georgina F. Keene (2028), Durham, North Carolina

Jennifer Lawson (2026), Durham, North Carolina

Jane Pickelmann Long (2028), Fernandina Beach, Florida

Noè Gabriel López (2027), Philadelphia, Pennsylvania

Jane T. Lyon (2025), Durham, North Carolina

Mauro M. Mastrapasqua (2027), Nashville, Tennessee

William W. McCutchen III (2028), Vail, Colorado

Maura McIlvain (2028), Kiawah Island, South Carolina

Charles E. Merritt (2026), Durham, North Carolina

Regina Henderson Moore (2028), Camden, South Carolina

Ryan V. Moore (2027), Nashville, Tennessee

Amy Whitehurst O'Quinn (2027), McLean, Virginia

Maribel Padiá (2026), Aventura, Florida

Mary Margaret Porter (2027), Charlotte, North Carolina

Roger Todd Rankin (2026), Greenwood Village, Colorado

Rebecca J. Scott (2027), Boca Raton, Florida

Connie Shelton (ex officio), Clayton, North Carolina

Albert Shuler (2028), Orangeburg, South Carolina

John D. Stubbs (2027), Charlotte, North Carolina

Karen Triplett (2026), Durham, North Carolina

Jeff Triplette (2028), Charlotte, North Carolina

Patrice E. Turner (2028), Atlanta, Georgia

Brian J. Watson (2027), Encino, California

Robb Webb (ex officio), Charlotte, North Carolina

Ralph West (2027), The Woodlands, Texas

Blanche J. Williams (2027), Durham, North Carolina

Starsky D. Wilson (2027), Potomac, Maryland

Emeriti

Paul S. Amos II, Columbus, Georgia

Nancy B. Anthony, Oklahoma City, Oklahoma

Kevin R. Armstrong, Indianapolis, Indiana

John H. Augustine, West New York, New Jersey

Jonathan Augustine, Durham, North Carolina

Joseph D. Awotwi, Woodworth, Louisiana

Carla C. Badgett, Beaumont, Texas

Robert W. Bailey, Birmingham, Alabama

Deborah J. Bennett, Charlotte, North Carolina

Kurt O. Berends, Grand Rapids, Michigan

Mark F. Berner, Elizabethtown, Pennsylvania

Thomas J. Bickerton, West Harrison, New York

Nathaniel L. Bishop, Christiansburg, Virginia
Dan G. Blazer II, Durham, North Carolina
Jack O. Bovender Jr., Nashville, Tennessee
Pamela E. Bridgewater, Jeffersonville, Indiana
Becky N. Briggs, Bethlehem, Pennsylvania
Brenda B. Brodie, Durham, North Carolina
Michael H. Browder, Chesterfield, Virginia
Anthony S. Brown, Durham, North Carolina
Robert B. Bushong, Winter Park, Florida
Lucinda S. Cannon, Opelika, Alabama
Marjorie Barnwell Carr, Raleigh, North Carolina
Kenneth H. Carter Jr., Huntersville, North Carolina
Susan S. Caudill, Durham, North Carolina
Todd C. Chapman, Denver, Colorado
Laurie Lynn Clark, Columbus, Ohio
Larry Coats, Apex, North Carolina
David R. Crabtree, Raleigh, North Carolina
W. Mark Craig, Dallas, Texas
Ian Cron, Franklin, Tennessee
Thelma Barclift Crowder, South Boston, Virginia
William Dahl, Chapel Hill, North Carolina
Kristine M. Dahlberg, Southern Pines, North Carolina
Herbert R. Davis, Durham, North Carolina
Terri Dean, Philadelphia, Pennsylvania
Walter L. Deane, New York, New York
John C. Dormois, Tampa, Florida
Anne T. Fitzgerald, Lake Junaluska, North Carolina
William J. Fowler, Kingston, Tennessee
Ashley B. Futrell Jr., Washington, North Carolina
J. Michael Gaither, Boone, North Carolina
Patricia A. Garland, Henrico, Virginia
William B. Garrison Jr., Millwood, Virginia
Carol W. Goehring, Wilmington, North Carolina
Louise N. Grabarek, Emerald Isle, North Carolina
Mary R. Haggard, Clearwater, Florida
Cynthia L. Hale, Conyers, Georgia
James W. Harbison Jr., New York, New York
James A. Harnish, Longwood, Florida
Cammie R. Hauptfuhrer, Charlotte, North Carolina
Bridget J. Hayes, New York, New York
Susan Henley, Chapel Hill, North Carolina
Calvin Hill, Fairfax, Virginia
Deborah Hodde, Charlotte, North Carolina
Richard X. Hodde, Durham, North Carolina
Lynn R. Holmes, Raleigh, North Carolina
James C. Howell, Charlotte, North Carolina

John P. Jaquette Jr., Ithaca, New York
Eric C. Johnson, Sewickley, Pennsylvania
Valerie K. Johnson, Sewickley, Pennsylvania
David A. Johnston, Winter Park, Florida
L. Bevel Jones III, Decatur, Georgia
J. Keith Kennedy, Sperryville, Virginia
Mary Banks A. Knechtle, Hillsborough, North Carolina
Sarah S. Kreutziger, Metairie, Louisiana
Eric A. Law, Berkley, Michigan
William L. Lee, Roanoke, Virginia
Paul L. Leeland, Holly Springs, North Carolina
Roger L. Leonard, Naples, Florida
Nicholas J. Leonardy, Perrysburg, Ohio
Theresa M. Leonardy, Perrysburg, Ohio
D. Stephen Lewis Jr., Alpharetta, Georgia
Sinclair E. Lewis, Greenville, South Carolina
Joseph A. Lipe, Charlotte, North Carolina
Ann L. Littleton, Birmingham, Michigan
Jane T. Lyon, Durham, North Carolina
Susan Paynter March, Kerrville, Texas
George A. Mason, Dallas, Texas
Irene L. McCutchen, Westport, Connecticut
William W. McCutchen Jr., Westport, Connecticut
Peter McDonald, Silver Spring, Maryland
Thaddeus L. McDonald III, Raleigh, North Carolina
Charles H. Mercer Jr., Raleigh, North Carolina
Brian K. Milford, Nashville, Tennessee
Emilie B. Murphy, Rye, New York
Kenneth L. Nelson, Orangeburg, South Carolina
C. G. Newsome, Charlotte, North Carolina
Laura B. Nichol, Houston, Texas
James E. Obi, Pinehurst, North Carolina
Charles L. Overby, Franklin, Tennessee
Thomas J. Pace, Houston, Texas
Gregory V. Palmer, Matthews, North Carolina
Lynn L. Pattillo, Atlanta, Georgia
Marshall I. Pickens Jr., Anderson, South Carolina
A. Coleman Piper, Knoxville, Tennessee
J. William Porter, Charlotte, North Carolina
Cay B. Posey, Cary, North Carolina
Bennie H. Reynolds Jr., Lexington, South Carolina
Nancy Aikens Rich, Edenton, North Carolina
Prince R. Rivers, Durham, North Carolina
Edwin S. Roberson, Memphis, Tennessee
Michael L. Robinson, Winston Salem, North Carolina
David A. Schoenholz, Arden, North Carolina

William Shillady, Brewster, New York
Charles M. Smith Sr., Greenville, North Carolina
Donna Claycomb Sokol, Alexandria, Virginia
Ashley C. Stanley, Fletcher, North Carolina
Sandra Steiner Ball, Mars, Pennsylvania
Wendy Togami, Rogers, Arkansas
Neely P. Towe, Jacksonville, Florida
Gene Austin Triggs Jr., Nashville, Tennessee
William H. Tucker III, Phoenix, Arizona
James W. Ummer, Pittsburgh, Pennsylvania
Harold G. Wallace, Durham, North Carolina
Randall T. Wallace, Los Angeles, California
Michael A. Walrond Jr., Fort Lee, New Jersey
Hope Morgan Ward, Raleigh, North Carolina
Howard-John Wesley, Oxon Hill, Maryland
John Cameron West, Montgomery, Alabama
Hugh A. Westbrook, Miami, Florida
Nathan C. Whitaker, Gainesville, Florida
Scott L. Whitaker, Gainesville, Florida
A. Morris Williams Jr., Gladwyne, Pennsylvania
Sue S. Williams, Atlanta, Georgia
Ryland A. Winston Jr., Charlotte, North Carolina
Lisa N. Yebuah, Raleigh, North Carolina
Gregory Vann York, High Point, North Carolina
John M. Zavada Jr., Alexandria, Virginia
Douglas C. Zinn, Chapel Hill, North Carolina

Administration & Faculty

Divinity School Faculty

The faculty of Duke Divinity School, regarded as one of the world's strongest theological faculties, is committed to excellence in teaching, research, publication, and service to the church, the university, and the wider community. The Duke faculty is particularly well-known for its strong commitment to the church and its ministry. It includes persons who come from all over the United States and the world. Virtually all major Christian traditions are represented, and faculty members take seriously various identities with specific communities within the Christian tradition. Because of its distinguished faculty, Duke Divinity School is an international center for research and publication in the theological disciplines and for reflection on the practice of ministry.

The information on this page is accurate as of June 2025. Faculty biographical information, CVs, and contact information are available on the individual faculty information pages on the Duke Divinity School website at divinity.duke.edu/faculty.

James Abbington (2025), DMA, MMus, Joseph B. Bethea Professor of the Practice of Sacred Music and Black Church Studies

Nina Balmaceda (2025), PhD, MA, LL, Irene and William McCutchen Associate Professor of the Practice of Reconciliation; Director of the Center for Reconciliation

Sarah Jean Barton (2020), ThD, MTS, MS, OTR/L, BCP, Assistant Professor of Occupational Therapy and Theological Ethics; Duke OTD Program Director

Jeremy Begbie (2009), DD, PhD, BD, LRAM, ARCM, FRSCM, Thomas A. Langford Distinguished Professor of Theology, and The McDonald Agape Director of Duke Initiatives in Theology and the Arts

Catherine Bowler (2010), PhD, MA, Associate Professor of American Religious History

Douglas A. Campbell (2003), PhD, MA, Professor of New Testament

Natalie Carnes (2025), PhD, MA, Professor of Theology

Peter Casarella (2020), PhD, MA, Professor of Theology

Daniel Castelo (2021), PhD, MDiv, Associate Dean for Academic Formation, and William Kellon Quick Professor of Theology and Methodist Studies

Stephen B. Chapman (2000), PhD, MDiv, MPhil, Associate Professor of Old Testament

Mark Chaves (2007), PhD, MDiv, AM, Anne Firor Scott Distinguished Professor of Sociology

Edgardo Colón-Emeric (2007), PhD, MDiv, MS, Dean of the Divinity School, Ruth and A. Morris Williams, Jr. Professor of Theology and Christian Ministry

Valerie Cooper (2014), ThD, MDiv, Associate Professor of Religion and Society and Black Church Studies

Farr Curlin (2014), MD, Josiah C. Trent Professor of Medical Humanities

Ellen F. Davis (2001), PhD, MDiv, Amos Ragan Kearns Distinguished Professor of Bible and Practical Theology

Quinton Dixie (2020), PhD, MPh, MA, Associate Research Professor of the History of Christianity in the United States and Black Church Studies

Frederick P. Edie (2003), PhD, MDiv, Associate Professor of the Practice of Christian Education

Curtis W. Freeman (2001), PhD, MDiv, Research Professor of Theology and Baptist Studies, and Ruth D. Duncan Director of the Baptist House of Studies

Aaron Lawson Griffith (2024), ThD, MDiv, Assistant Professor of American Church History and Secondary Appointment, History Department

Polly R. Ha (2021), PhD, Associate Professor of the History of Christianity, Divinity School and Secondary Appointment, History Department, and Director of Transformative Ideas

Amy Laura Hall (1999), PhD, MDiv, Associate Professor of Christian Ethics and Gender, Sexuality, and Feminist Studies

Kevin Hart (2024), PhD, Jo Rae Wright University Distinguished Professor at Duke Divinity School, and Secondary Appointment, English Department, Duke University

Zebulon M. Highben (2020), DMA, MSM, Associate Professor of the Practice of Church Music at Duke Divinity School, and Director of Chapel Music at Duke University Chapel

M. Jan Holton (2018), PhD, MDiv, Associate Professor of the Practice of Pastoral Theology and Care

Timothy E. Kimbrough (2023), DD, MDiv, Director of the Anglican-Episcopal House of Studies, and Jack and Barbara Bovender Professor of the Practice of Anglican Studies

Warren Kinghorn (2010), MD, ThD, MTS, Esther Colliflower Associate Professor of the Practice of Pastoral and Moral Theology, Co-Director, Theology, Medicine, and Culture Initiative, and Associate Professor of Psychiatry, Duke University Medical Center

Xi Lian (2013), DA, MA, David C. Steinmetz Distinguished Professor of World Christianity

Brett McCarty (2019), ThD, MDiv, BS, Assistant Research Professor of Theological Ethics, Associate Director of the Theology, Medicine, and Culture Initiative, and Assistant Professor in Population Health Sciences at Duke School of Medicine

Jerusha Matsen Neal (2017), PhD, MDiv, Associate Professor of Homiletics

Anathea Portier-Young (2003), PhD, MABL, Associate Professor of Old Testament

Luke A. Powery (2012), ThD, MDiv, Professor of Homiletics at Duke Divinity School, and Dean, Duke University Chapel

Ronald K. Rittgers (2021), PhD, MTS, Duke Divinity School Professor of Reformation Studies

C. Kavin Rowe (2006), PhD, MDiv, Vice Dean for Faculty and George Washington Ivey Distinguished Professor of New Testament

Lester Ruth (2011), PhD, MA, ThM, MDiv, Research Professor of Christian Worship

J. Warren Smith (2001), PhD, STM, MDiv, Professor of Historical Theology, Director of the ThD Program

Patrick T. Smith (2018), PhD, MA, MDiv, Associate Research Professor of Theological Ethics and Bioethics, and Senior Fellow, Kenan Institute for Ethics at Duke University

Janet Martin Soskice (2020) DPhil, MA, William K. Warren Distinguished Research Professor of Catholic Theology

Brent A. Strawn (2019), PhD, MDiv, D. Moody Smith Distinguished Professor of Old Testament, and Professor of Law

Alma Tinoco Ruiz (2020), ThD, MDiv, BS, Royce and Jane Reynolds Assistant Professor of the Practice of Homiletics and Evangelism, Director of the Hispanic House of Studies, and Foundation For Evangelism Fellow

David Toole (2014), PhD, MPH, MTS, Associate Professor of the Practice of Theology, Ethics, and Global Health, and Associate Dean for Interdisciplinary Initiatives

Jonathan Tran (2025), PhD, MDiv, Professor of Theological Ethics

J. Ross Wagner (2013), PhD, MDiv, MA, Associate Professor of New Testament

Lacey C. Warner (2001), PhD, MDiv, Professor of the Practice of Church Ministry and Methodist Studies; Associate Dean for Wesleyan Engagement

Matthew Philipp Whelan (2025), PhD, MTS, MSc, Associate Research Professor of Theology

Eric Lewis Williams (2023), PhD, MDiv, MATS, Assistant Professor of Theology and Black Church Studies

William Willimon (2012), STD, MDiv, Professor of the Practice of Christian Ministry

Brittany Wilson (2013), PhD, MTS, Associate Professor of New Testament

Norbert Lance Weston Wilson (2020), PhD, MSc, Professor of Food, Economics, and Community

Wylin Dassie Wilson (2020), PhD, MDiv, MS, Associate Professor of Theological Ethics

Lauren Winner (2007), PhD, MDiv, MPhil, Associate Professor of Christian Spirituality

Norman Wirzba (2008), PhD, MA, MA, Gilbert T. Rowe Distinguished Professor of Christian Theology, and Senior Fellow at the Kenan Institute for Ethics, and Director of Research for the Office of Climate and Sustainability

Divinity School Emeriti Faculty

Charles Campbell (2009), PhD, DMin, STM, James T. and Alice Mead Cleland Professor Emeritus of Homiletics

Kenneth L. Carder (2004), DMin, MDiv, Ruth W. and A. Morris Williams Professor Emeritus of the Practice of Christian Ministry

Jackson W. Carroll (1993), PhD, BD, DD, Ruth W. and A. Morris Williams Professor Emeritus of Religion and Society

James L. Crenshaw (1987), PhD, BD, DD, Robert L. Flowers Professor Emeritus of Old Testament

Susan G. Eastman (2003), PhD, MDiv, BA, Associate Research Professor Emerita of New Testament

Mary McClintock Fulkerson (1983), PhD, MDiv, Professor Emerita of Theology and Women's Studies

William Stephen Gunter (2007), PhD, Dr Theol, MDiv, Research Professor Emeritus of Evangelism and Wesleyan Studies

Stanley Hauerwas (1984), PhD, DD, BD, MPhil, MA, Gilbert T. Rowe Professor Emeritus of Divinity and Law

Richard P. Heitzenrater (1993), PhD, BD, MDiv, William Kellon Quick Professor Emeritus of Church History and Wesley Studies

T. Furman Hewitt (1992), PhD, ThD, Professor Emeritus of Baptist Studies

L. Gregory Jones (1997), PhD, MDiv, MPA, Ruth W. and A. Morris Williams Jr. Distinguished Professor Emeritus of Theology and Christian Ministry

Richard Lischer (1979), PhD, BD, MA, James T. and Alice Mead Cleland Professor Emeritus of Preaching

Randy Maddox (2005), PhD, MDiv, William Kellon Quick Professor Emeritus of Theology and Methodist Studies

Joel Marcus (2001), PhD, MPhil, MA, Professor Emeritus of New Testament and Christian Origins

Harmon L. Smith (1959), PhD, BD, Professor Emeritus of Moral Theology

Peter Storey (1999), DD, LLD, Ruth W. and A. Morris Williams Professor Emeritus of the Practice of Christian Ministry

William C. Turner Jr. (1982), PhD, MDiv, Professor Emeritus of the Practice of Homiletics

Grant Wacker (1992), PhD, Gilbert T. Rowe Professor Emeritus of Christian History

Department of Religious Studies Faculty

Instructors in the Graduate Program in Religion of the Duke University Department of Religious Studies whose courses are open to Duke Divinity School students:

Marc Brettler (2015), PhD, Bernice and Morton Lerner Professor of Judaic Studies

Mark Chaves (2009), PhD, Anne Firor Scott Distinguished Professor of Sociology

Mark Goodacre (2005), DPhil, Frances Hill Fox Professor of Religious Studies and Department Chair

Mona Hassan (2009), PhD, Associate Professor of Religious Studies

Richard Jaffe (2001), PhD, Professor of Religious Studies

Mohsen Kadivar (2015), PhD, Research Professor in Religious Studies

Jennifer Wright Knust (2019), PhD, Professor of Religious Studies

David Morgan (2008), PhD, Professor of Religious Studies and Director of Graduate Studies

Anna Sun (2019), PhD, Associate Professor of Religious Studies

Joseph Winters (2015), PhD, Alexander F. Hehmeyer Associate Professor of Religious Studies

Community Standards

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Community Standards

Conduct Covenant

"Duke Divinity School is a Christian community shaped by the Gospel of Jesus Christ. We welcome into our community anyone who is willing to live and work under the standards of conduct specified herein."

We, the faculty, staff, and students in the Divinity School of Duke University, make covenant, individually and corporately, to uphold the highest standards of conduct and academic integrity. We commit to building and practicing Christian community formed and educated for service to the Church and the world. We engage in this work by embodying honesty and integrity in our lives, relationships, public actions, academic work, and in all forms of speech. We strive for a community that is rooted in hospitality, dialogue, justice, respect, worship, charity, peace, and hope.

In living out this covenant, we will:

- Cherish and defend the full humanity of all people.
- Avoid exploiting, insulting, intimidating, coercing, harassing, or marginalizing one another.
- Abstain from plagiarizing, fabricating, or falsifying our work or aiding others in these forms of dishonesty.
- Respect and care for the places, resources, and people with whom we engage in learning.
- Pursue teaching, learning, and serving with honesty and integrity.
- Pursue knowledge and understanding, foster the honest and respectful exchange of ideas, listen carefully, seek to understand, and give a fair, accurate, and charitable account of ideas, positions, and arguments of others.
- Abide by the highest standards of care for others whether we are on or off campus, and whether we are communicating face-to-face, by phone, social media, online, or in writing, so long as we are enrolled or employed at the school.
- Honor the friendships we form, transcending self-service with mutual service.
- Live honestly before one another, giving and receiving wisdom and holding ourselves accountable to one another.
- Encourage each other to an ever-deepening commitment to charity, justice, and mercy.

Covenant Keeping Processes

Introduction: Breaches of community covenants are grievous matters, both to the individuals concerned and to the community as a whole. To encourage covenant faithfulness, the Divinity School Conduct Covenant tries to be explicit in describing the kind of attitude and behavior that honors the distinctive nature of the Divinity School. The Divinity School will work to foreground the conduct covenant in the community's life together.

Covenant Keeping on Matters of Conduct

Keeping Covenant Together: As a Divinity School, we encourage a pastoral disposition for keeping the covenant together. Cases of harm to persons and/or property should be reported directly to the academic dean.

Whenever possible, members of the covenant community who are aggrieved by the conduct of other members of the community are encouraged to identify a trusted person (student, staff, or faculty member) and approach together the offending party to work out the misunderstanding or wrong (Matthew 18:15-20). When this is not possible or desirable, or is unsuccessful in achieving a resolution, a conduct covenant issue may be reported to the academic dean.

Reporting a Conduct Covenant issue to the academic dean: Matters of harm to persons and/or property should be brought directly to the academic dean for addressing and resolution following the hearing process procedures described below. As members of a covenant community, all persons have a moral obligation to report breaches of the covenant. When conduct covenant issues are brought to the academic dean, the following processes will be implemented:

1. **Faculty** accused of covenant violation will be subject to the policies and procedures of the [Duke University Faculty Handbook](#).
2. **Staff** accused of covenant violation will be subject to the policies and procedures of the [Duke University Staff Handbook](#).
3. **Students** accused of covenant violation may elect one of two processes to resolve the accusation:
 - **(3.1) Administrative Process:** This process engages the academic dean to initiate to resolve the accusation and determine appropriate discipline. Under this procedure, the person bringing the accusation, the accused, the academic dean, and whomever the academic dean deems appropriate will work to review the facts of the offense. The academic dean will decide on the Divinity School's response and any indicated discipline.
 - **(3.2) Divinity Conduct Board Hearing:** This process engages the academic dean to initiate a hearing process involving fellow students, faculty, and administrators who will attempt to determine whether there has been a violation and take appropriate action. Under this process, alleged offense(s) will be reviewed by the Divinity School Conduct Board, composed of the academic dean (who will serve as chair of the board), an appointed staff member, three students (with a fourth student designated as an alternate), and two faculty members (with a third faculty or staff member designated as an alternate). The Conduct Board will review the grievance and decide on any action to be taken in response to it.

In either the administrative process (3.1) or the conduct board hearing process (3.2), the student who is the subject of a complaint or accusation will be fully informed of their process and the grievance(s) brought against them, given ample opportunity to respond and be assured they will be heard fully, fairly and in Christian charity. Proceedings under both processes should be held in strictest confidence by all parties concerned. Disciplinary measures, depending on the severity of the offense, may include but not be limited to required counseling, a mandated leave of absence for a term or terms, failure of a course, and suspension or expulsion from the Divinity School.

Appeal for Matters of Misconduct: A person found responsible of a covenant breach through the administrative or conduct board hearing process may appeal the case to the dean of the Divinity School by providing: 1) written notice of that intention within forty-eight hours and 2) a written statement of the grounds of the appeal within seven days of the receipt of the verdict. Grounds for appeal include new and significant evidence that might alter the case or violation of due process. The dean will review the case. The dean's decision is final. This appeal process does not apply to students subject to Involuntary Administrative Withdrawal.

Covenant Keeping for Matters of Discrimination, Harassment, and Related Misconduct

Duke Divinity School is committed to advancing Duke's shared values of respect, trust, inclusion, discovery, and excellence. We work closely with the [Office for Institutional Equity \(OIE\)](#) and the [Office of Audit, Risk, and Compliance \(OARC\)](#) to support students, faculty, and staff and to respond to concerns of discrimination, harassment, and/or related misconduct at Duke.

Duke prohibits [discrimination](#) and [harassment](#) based on age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status in its employment practices or educational programs and activities. Duke Divinity adheres to Duke University's [Policy on Prohibited Discrimination, Harassment, and Related Misconduct](#). Administrative responsibility for implementing Duke's policy lies with the Office of Institutional Equity (OIE).

The Divinity School's OIE liaisons provide resources for reporting and problem-solving. Divinity students, faculty, and staff are encouraged to contact the Divinity OIE liaisons with concerns or complaints.

In addition, all members of the Duke community are able to [contact OIE directly](#) to report discrimination, harassment, and/or sexual misconduct.

Covenant Keeping for Academic Matters

Procedures for Matters of Academic Misconduct: Matters relating to academic misconduct (including cheating and plagiarism) should be brought directly to the academic dean for address and resolution following the processes described below. As members of a covenant community, all persons have a moral obligation to report instances of academic misconduct.

- **Administrative Process:** All matters of academic misconduct begin with an administrative process and most cases are decided upon through an administrative meeting, which is a discussion between the student alleged to be in violation of a university policy, the professor of the course (in which the alleged violation occurred), and academic dean. The student will be notified (typically by email) of the specific violation under consideration in advance of the administrative meeting. The academic dean will review the complaint with the student and give the student an opportunity to respond. The academic dean, in consultation with the professor of the course, will determine whether the student is responsible for the alleged policy violation and, if so, issue (an) appropriate sanction(s). Administrative hearings are conducted in private and are strictly confidential.
 - If the student is deemed to be in violation and accepts responsibility and agrees to the proposed sanction(s), the student waives the right to appeal, the resolution becomes final, and the outcome is recorded on the student's disciplinary record.
 - If the student is deemed to be in violation and the student accepts responsibility but is unable to agree to the proposed sanction(s), the case will be forwarded to the Divinity Conduct Board for a hearing.
 - If the student is deemed to be in violation and the student denies responsibility, the case will be forwarded to the Divinity Conduct Board for a hearing.
- **Divinity Conduct Board Hearing:** The Divinity Conduct Board is a panel of faculty and staff appointed to hear cases of academic misconduct. It is composed of the academic dean (who will serve as chair of the board), an appointed staff member, three students, and two appointed faculty members (with an additional faculty or staff member appointed as an alternate). The student may request one faculty member of the student's choice to be added to the Divinity Conduct Board if such a request is made at least 48 hours prior to the hearing. The general course of procedure for a Divinity Conduct Board hearing is as follows: (a) description of the alleged violation, (b) comments from the accused, (c) questions (to the accused by the panel for additional information and/or clarifications), (d) testimony/questions of other material witnesses (if applicable), and (e) closing comments from the accused. The panel may consider any information it deems relevant. If the panel needs additional information during a hearing, the panel may request such information and suspend its decision until such information is obtained. The accused will have the right to respond to any additional information that is used in considering an outcome. The Divinity Conduct Board may find the student responsible for academic misconduct by a majority vote; it may also, by majority vote, dismiss any charge. Upon finding a student responsible for academic misconduct, the Divinity Conduct Board may determine and impose (an) appropriate sanction(s). The sanction of expulsion must be supported by a minimum of three members of a four-person panel or four members of a five-person panel.

Appeal for Matters of Academic Misconduct: A person found responsible of a covenant breach through the administrative or conduct board hearing process may appeal the case to the dean of the Divinity School by providing: 1) written notice of that intention within forty-eight hours and 2) a written statement of the grounds of the appeal within seven days of the receipt of the verdict. Grounds for appeal include new and significant evidence that might alter the case or violation of due process. The dean will review the case. The dean's decision is final. This appeal process does not apply to students subject to Involuntary Administrative Withdrawal.

Formal Process for a Grade Review: Under this process (which conforms with university practice) a student may request a formal grade review. Only final grades may be reviewed and a process must be initiated within thirty days of the final grade being assigned.

- A student who questions a final grade received in a course should first discuss the matter with the instructor within thirty days of receiving the grade.

- If no satisfactory resolution is reached, the student may make a formal complaint in writing to the academic dean. The academic dean will convene the faculty and staff members appointed to the Divinity Conduct Board to review the case with the instructor involved. If the majority of those convened agree with the instructor that there are no legitimate grounds for which to change the grade, the grade stands as recorded.

If those convened believe there are grounds to consider a change and the instructor is unwilling to change the grade, the academic dean will notify the student that they may request a review of the case by writing to the dean of the Divinity School. A written request must be submitted before the end of the Drop/Add period of the semester following the one in which the instructor recorded the grade. The dean will review the case. The dean’s decision is final.

Community Standards

Academic Freedom

Freedom of inquiry and the free exchange of ideas are essential for the fulfillment of the university’s mission. Academic freedom is a right and responsibility of students as well as faculty. Students who believe that their academic freedom has been abridged should submit a written complaint to the academic dean. The academic dean may enlist faculty in establishing the merits or extent of the complaint by appointing a disinterested two-person subcommittee of the Faculty Hearing Committee to provide advice. Cases not resolved by the academic dean may be brought to the attention of the Divinity School dean. Students may also seek advice from the student ombudsperson in resolving a complaint.

Community Standards

Guidelines for Inclusive Language

Duke Divinity School recognizes that our language is determined both by who we are as individuals and communities and who we want to become. We recognize that exclusive language can contribute to unintended harm by distorting reality and excluding members from our community. Therefore, all members of the Duke Divinity School community (students, faculty, administrators, and staff) are invited to join together in using language that most adequately reflects the character of God and the full dignity of God’s people.

Language About Persons

Generic Usage

Although “man” originally carried the meaning of both “human beings” and “adult males,” such can no longer be assumed. Even though technically “man” is inclusive, its actual use is often exclusive. Kindly consider the following:

- Use precise language. In cases when the generic term “man” may be used, find creative ways to use such words as “humankind,” “humans,” “persons,” “everyone,” “children of God,” etc.
- Employ words that do not include “man” when referring to occupations and positions that can include multiple sexes. Alternative descriptions can often be found that are not awkward compounds:

INSTEAD OF:	TRY:
Clergyperson	Clergy
Congressperson	Representative
Policeman	Police Officer
Fireman	Fire Fighter
Chairperson	Chair, Moderator, Presiding Officer

Pronoun Usage

Pronoun usage that avoids gender specific categories is an effective way to include all members of society or a given community in general references. Although English grammars generally maintain that the nonspecific individual be referred to as “he,” such a reference is not inclusive. One should attempt to make all pronoun references inclusive.

- When speaking in general terms, use pronouns to make explicit that all are included. This may be accomplished by using “they” and “them.”
- Other approaches to the pronoun issue include:
 - Use writing that reduces unnecessary or excessive gender specific pronouns: “The average American drives his car to work” can become “The average American drives to work.”
 - Rephrase statements into the plural: “Most Americans drive their cars to work.”
 - When including women and men in the same group, some guides suggest alternating female and male pronouns or using the plural pronoun: “A person should take good care of her car. He should check the oil level daily. She should also make sure that the tires are properly inflated.” “People should take care of their cars. They should check the oil level daily. They should make sure that the tires are properly inflated.”
 - The indefinite use of the second person plural pronoun, “you” to refer to people in general is a widespread conversational device. The use of the second person in writing, however, can create an intimate relationship between the writer and the reader. For this reason, when using the second person, be sure that the person or persons to whom the argument is directed is clearly identified.

- Masculine pronouns can be replaced by the impersonal pronoun “one,” and this is still preferred in formal usage. However, this form should be used sparingly.

Forms of Address

Traditionally, little need has existed for particular ways to refer to individual women or married individuals with different titles. Women did not have titles other than “Miss” or “Mrs.,” and it was assumed that their identity derived from their marital status. That assumption is no longer valid, and forms of address should recognize women’s individual identities.

- In referring to an individual woman, no need exists to refer to her marital status, just as traditional references to men give no indication of their marital status. Examples include:
 - Ms. Lorna Stafford
 - The Reverend Ms. Louise Lind
 - The Reverend Mr. Louis Lind
 - Dr. Jennifer Jones
- Different titles should be recognized when addressing married couples. Examples include:
 - Clergywoman married to a layperson: The Reverend Ms. Sally Jones and Mr. Gerald Jones
 - Clergy couples: The Reverends Ms. Sally Smith and Mr. Gerald Jones; The Reverends Ms. Sally Jones and Mr. Gerald Jones; The Reverends M/M Sally and Gerald Jones
 - Other titles: Professor Louise Lind and Dr. Jonathan Smith; Drs. Cynthia and Jackson Whittaker
- Although the use of individual names is assumed when married people have different titles, this is desirable for others as well. Instead of Mr. and Mrs. Steve Jackson, consider:
 - Steve and Lorna Jackson
 - Mr. and Mrs. Steve and Lorna Jackson
 - M/M Steve Jackson and Lorna Stafford

Titles can generally be eliminated altogether, but formal usage typically requires them.

References to Collective and Abstract Nouns

Social institutions (e.g., church), concepts (e.g., evil), or inanimate objects (e.g., a ship) do not have gender. Referring to them as female or male encourages stereotyping groups of people with the qualities specific to that institution, concept, or object.

- Pronouns that refer to collective and abstract nouns should be neutral, except in direct quotations.
 - Direct quotation: “And I saw the holy city, new Jerusalem, coming down out of heaven from God, prepared as a bride adorned for her husband” (Revelation 21:2).
 - Modern usage: The Church is described as the new Jerusalem. It is adorned for the worship of God, and its relationship with God is seen as a gift from God.
- Direct quotations can often be made inclusive through the use of brackets: “A person must make his [or her] own way in this broken world.”

Language About God

Although these guidelines are designed mainly for language about people, care and attention should be given also to language about God in writing, speaking, and worship. Language about God should articulate the variety and richness of God’s manifestations to humankind. It should also respect the deeply personal nature of God as expressed through the Trinity. The following suggestions are offered as a beginning point for those ends:

- The exclusive use of either masculine or feminine pronouns for God should be avoided.
- Metaphors showing God’s personal relationship with humans should be used but need not be personalized with “he” or “she.”
- A variety of sex-specific metaphors can be used: “God is the father who welcomes his son home, but God is also the woman who searches for the lost coin.”

Imagination, patience, and diligence are required in order to use language that expands and enriches our understanding of God.

Community Standards

Code of Ethics for Social Media

Duke Divinity School has established the following code of ethics for social media: “We, the faculty and students in the Divinity School of Duke University commit to maintain a code of ethics concerning our speech and activity on social media networks. We commit to tell the truth, to be honest and fair, to be accurate, and to be respectful. We also commit to be accountable for any mistakes and correct them promptly. We will be cognizant of the fact that social media exists in a public forum, and hence we will be cautious and responsible about what we put out in the public sphere. Furthermore, we commit to maintain the confidentiality of others and to uphold federal requirements such as FERPA and HIPAA.”

Community Standards

Student Complaints

Students with complaints may follow the [University guidelines on complaint processes](#), which recommend first seeking resolution at the school level. Students may speak with the office of Academic Programs or other school office.

Professional and Technical Standards

As identified in the bulletin section The Role of the Divinity School, the principal purpose of Duke Divinity School is professional education for the Christian ministry, which in today's world is manifested in a variety of forms. Although the conventional and inherited styles of ministry are constantly changing, the school curriculum continues to prepare students for the informed and discriminating exercise of the church's historic offices through the ministry of word, sacrament, order, service, pastoral care, and teaching. The school believes these offices will continue to be relevant within the contemporary landscape.

With this in mind, Duke Divinity School prepares students for the mature performance of their vocation in community. The school hopes to develop in each graduate a disciplined intelligence that is informed by sound learning and equipped for faithful professional service. The school seeks to cultivate the spiritual lives of students and to form leaders whose character reflects the integrity, qualities, and vision of the Christian Gospel. Its resources are offered to students with a diversity of ministerial aims, including those who are preparing for ordination or lay professional vocations in churches. In all its endeavors, the school aims to glorify the Triune God through service to the church, academy, and world.

To fulfill the role and purpose of Duke Divinity School, all candidates applying for admission must meet the requirements and expectations of the school's curriculum. A student needs a specific set of minimum attributes in order to succeed. All students, with or without reasonable accommodations, must meet the requirements and expectations listed below.

Intellectual, Theological, and Integrative Expectations

A student should be able to:

- engage, assess, summarize, critique, and apply the Christian story as understood through Scripture and sacred tradition and as centered on the life, suffering, death, and resurrection of Jesus Christ;
- comprehend extensive theological, historical, contextual, philosophical, and biblical resources in a timely manner. These resources will be presented in a variety of educational settings, including lectures, small group discussions, field education placements and other contextual learning environments, preceptorials, spiritual formation groups, and seminars. The student should be able to analyze, integrate, and apply these resources prudently and winsomely for the end of forming individuals, congregations, communities, and the world;
- display a growing ability to think theologically, critically, constructively, and generously in conversation with a diversity of ecclesial, intellectual, and identity-related viewpoints;
- cultivate vocational imagination in light of the Christian Gospel;
- maintain openness to vocational discernment within the church and world; and
- assist individuals and communities in the theological understanding and interpretation of experiences, issues, and events.

Behavioral and Social Expectations

A student should be able to:

- uphold Duke Divinity School's Conduct Covenant;
- apply fully their intellectual skill, exercise good judgment, abide by professional ethical standards, and complete all responsibilities attendant to the care of congregants/parishioners/clients;
- demonstrate a style of leadership combining integrity, authenticity, and the practice of faith;
- balance, manage, and respond effectively to the demands experienced during theological training and in varied contextual learning environments (e.g., dealing with frustrating or high-stress situations, performing under time pressures, working irregular schedules, handling multiple assignments and conflicting demands/priorities, reacting or responding to emergencies, performing independently or with minimal on-site supervision)

Practice of Ministry

In addition to the professional and technical standards above, the following relate to the Master of Divinity degree. A student should be able to:

- offer counsel and theological reflection in the development and implementation of goals for fulfilling the church's mission, the recruitment and nurture of lay leadership, and the ordering of the life of congregations;
- offer appropriate leadership for the liturgical and pastoral practices of the church;
- facilitate conflict resolution and reconciliation with individuals and within communities;
- form a compassionate relationship with congregants/parishioners/clients while maintaining appropriate boundaries for a professional relationship; and
- demonstrate all these requirements in a variety of environments, including field education placements or other contextual learning environments.

Community & Student Life

Duke Divinity School is committed to the intellectual, human, social, spiritual, and vocational dimensions of student learning, formation, and experience. The Office of Student Life partners with the Offices of the Chaplain, Spiritual Formation, Vocational Formation, Academics, Field education and Career Development, Admissions, Alumni, and Duke Graduate and Professional Student Services to support students and promote their flourishing. Duke Divinity's Vocational Formation Team, which seeks to nurture the vocational identity and formation of students, includes offices of: Student Life, Chaplain, Spiritual Formation, Field Education and Career Development, and Thriving Rural Communities. Information pertaining to the Offices of Admissions, Field Education, and Financial Aid is included in other areas of the bulletin and is also available on the Duke Divinity website.

Office of Student Life

The Office of Student Life at Duke Divinity School is dedicated to fostering a vibrant and inclusive student community that supports all residential and hybrid students as they grow into their calling to serve the church, the academy, and the world.

The Office of Student Life strives for the flourishing of each student and seeks to nurture a community of belonging by creating space for students to be, belong, and lead. The Office of Student Life gives attention to the human, social, spiritual, intellectual, and vocational development of each student by encouraging holistic well-being, involvement, and leadership.

The Office of Student Life oversees the orientation of incoming students and Duke Divinity's pre-orientation pilgrimage, Project BRI(DDD)GE. The Office of Student Life offers programming that enhances the educational environment of the Divinity School through the cultivation of student leadership and the mentoring of students. It also oversees all student organizations, committees, and activities. The Office of Student Life provides the support structures and services necessary to offer all students opportunities for a well-integrated and formational community life experience. This includes connecting students to the broader Duke University resources. Students have access to a number of university programs, [graduate and professional student services](#), and resources including but not limited to: [health and wellness resources](#), [food security resources](#), [off campus housing support](#), [international student services](#), [identity, culture, and belonging centers](#), [involvement and leadership opportunities](#), and [employment opportunities](#).

For more information, contact the Office of Student Life at studentlife@div.duke.edu.

Confidentiality Policy

Duke University employees abide by FERPA ([Family Educational Rights and Privacy Act](#)), and in doing so, they observe a policy of confidentiality, which protects student privacy while providing for collegial consultation among student life and academic program staff. To provide comprehensive, effective, and up-to-date services, a faculty or staff member may, only when necessary, consult with other colleagues in student life and/or academic programs about assistance/counsel for students.

Many employees at Duke are also "Responsible Employees" who have an obligation to report discrimination, harassment, and related misconduct to Duke's Office for Institutional Equity (OIE). These employees include all faculty, staff and graduate students who participate in teaching and supervisory roles, academic advisors, and administrators. For more information, visit <https://oie.duke.edu>.

If any member of the Duke community has concerns about a Duke student's behavior or health, resources and assistance are available through the DukeReach program at: students.duke.edu/wellness/dukereach. If you or someone else is in any kind of immediate, physical danger call Duke Police at (919) 684-2444 or 911.

Additional information on university and federal confidentiality policies may be found as follows:

- [Confidential Information Policy](#)
- [Duke Divinity School Conduct Covenant](#)
- [Reporting responsibilities of "Responsible Employees"](#) (e.g. faculty, employees with teaching or supervisory authority, graduate students with teaching or supervisory authority, with the exception of "resource persons" named below);
- Resource persons for confidential conversations around matters of sexual assault:
 - [Divinity Chaplain](#)
 - [Duke University Gender Violence Intervention Coordinator](#)

Living Accommodations

Many residential Divinity School students live in off-campus apartment complexes and rental homes because of their proximity to the school and competitive rental rates. Duke Divinity encourages students to take advantage of the excellent services provided by [Duke Graduate and Professional Services](#) when procuring housing. Housing and local resources also are available on the Divinity School website at divinity.duke.edu/admissions/admitted-student-resources/housing-resources. For assistance with Divinity School roommates, contact the Divinity Office of Student Life.

The Friendship House

The Friendship House program is a residential ministerial formation opportunity in which Duke Divinity School students and people with intellectual and developmental disabilities live together in community. The Office of Student Life operates the program in which three divinity students share a four-bedroom apartment with one person with a disability. See more information about The Friendship House on the school's website at divinity.duke.edu/admissions/admitted-student-resources/housing-resources or on the program's website at realityministriesinc.org/residential.

Short-term Housing for Hybrid Immersion Weeks

Duke Divinity collaborates with local hotels to reserve rooms at a discounted rate for Divinity students. A list of participating hotels is provided to hybrid students prior to each term.

Alcohol & Other Drugs Policy

Divinity Alcohol Policy

Events officially sponsored by the Divinity Student Council and Duke Divinity School student organizations do not include the provision of alcohol.

University-Wide Policy

Duke University-Wide Policy for alcohol and other drugs can be found in the [Duke Community Standard](#). It states that as a community of scholars and learners, Duke University expects those within its community to be responsible for their choices related to the use of alcohol and other drugs. In keeping with this principle and federal, state, and local laws, the University's Alcohol and Other Drugs Policy emphasizes individual and shared responsibility, healthy and informed decision-making, the maintenance of a caring environment, and the promotion of genuine dialogue. Students are encouraged to learn about the potential social, physiological, and psychological consequences of alcohol and drug abuse. Excessive and high-risk substance use can lead to negative consequences for the Duke community and its members, including assault, illness, injury, litter, noise, property damage, driving under the influence, arrest and/or criminal charges. All members of the Duke community share responsibility for creating an environment that limits dangerous substance use behaviors and, therefore, reduces the likelihood of these negative outcomes. Members of the Duke community are responsible for behaving in a manner that is not disruptive or endangering to themselves or others. Being under the influence of alcohol shall not be a mitigating factor for an individual's behavior.

Alcohol. Reasonable use of alcohol is permitted on campus pursuant to the following guidelines:

- Students aged 21 and over may consume and/or possess alcohol on campus (except East Campus). Students under 21 years of age are not permitted to purchase, possess, or consume alcoholic beverages. Student(s) and student groups are considered in violation of this policy if they facilitate the acquisition of alcohol by anyone under the age of 21. An exception may exist for students studying abroad in jurisdictions with different laws regarding the age of alcohol consumption. Students studying abroad must comply with the laws of the jurisdiction in which they are located.
- Alcoholic beverages are not permitted in first-year residence halls or the surrounding grounds.
- Licensed kegs (i.e., kegs obtained from a licensed retailer such as a brewery, ABC, etc.) are allowed for gatherings of 50 or more in the common spaces of residence halls on West Campus (not in private rooms) and other spaces on campus that have been reserved pursuant to the Guidelines for Events Involving Alcohol. Other common-source containers (including but not limited to: punch bowls, coolers, garbage cans, BORGS, kiddie pools, etc.) are prohibited except as specifically authorized by the University.
- Except at events in which licensed service (i.e., a venue that holds a liquor license) is being utilized, hard or spiritous liquors are prohibited.

Student(s) and student groups are prohibited from engaging in actions that are harmful or potentially harmful to oneself or others involving the use of alcohol (i.e., illegal driving while under the influence of alcohol, attempted use of fraudulent identification or another's identification to obtain alcohol, etc.). Actions while under the influence of alcohol that are disruptive to the on- and-off campus communities are also prohibited (i.e., disorderly conduct, damaging property, fighting, running away or hiding from university or public officials).

Any gathering (i.e., 25 guests or more present) where alcohol is present must be registered by the hosting student(s) or student organization(s) and is required to follow the Guidelines for Events Involving Alcohol. The Guidelines for Events Involving Alcohol are designed to promote safe events for community members and help student(s) and student organizations mitigate the risks of hosting an event. For more information regarding registering social events and/or events with alcohol, see the Guidelines for Events Involving Alcohol.

At its discretion, the university may prohibit specific calendar dates, individual(s), student groups, and/or events with alcohol.

Other Drug. Students and student organizations, regardless of age or location, are prohibited from possessing, using, selling, distributing, growing, manufacturing, and facilitating the use of illegal drugs, controlled substances, and other illegal substances, as well as substances that are used to impair.

This includes the improper use of an otherwise lawful substance. This includes substances covered under the North Carolina Controlled Substances Act, the North Carolina Toxic Vapors Act, the Drug-Free Schools and Communities Act and/or any other applicable law.

Duke prohibits the unlawful distribution, possession, social sharing, non-prescribed use, or abuse of prescription drugs. Altering, tampering, or forging a prescription is prohibited. Duke prohibits driving while under the influence of drugs, regardless of location or age, except as permitted by law.

Duke also prohibits the possession of drug paraphernalia, including but not limited to bongs, pipes, homemade equipment or THC vapes/cartridges.

Office of the Chaplain

The Office of the Chaplain provides spiritual support to the Divinity School community through pastoral care and community worship. Contact the [Office of the Chaplain](#) at (919) 660-3459.

Pastoral Care

The life of a student (both residential and hybrid) can be filled with a variety of anxieties, stresses, and hardships. The chaplain is available to be a source of encouragement and advisement (or simply a listening ear) to students in a variety of areas, including spiritual concerns, vocational discernment, and anxieties about school, family, or relationships. Chaplain support ranges from crisis intervention and assistance navigating institutional structures to one-on-one meetings that are focused on spiritual development and care. The chaplain also maintains a list of spiritual directors and therapists (many with theological training) in order to make referrals as necessary. Students may drop by the chaplain's office or make an appointment for in-person or virtual appointments.

Community Worship

Community worship is a vibrant part of the Divinity School's life together—a gift of both pause and space to encounter and serve the Triune God. The community gathers at midday on Tuesdays, Wednesdays, and Thursdays for an array of services that include faculty, staff, and student preaching, weekly Communion, and expressions of prayer, praise, and contemplation. There are a range of musical traditions represented and celebrated within Goodson Chapel worship, including traditional hymnody, global music, contemporary Christian music, and gospel music, as well as a variety of liturgical practices—from gospel processions with incense to charismatic/extemporized prayer and song.

The chaplain plans worship with a team of students and staff under the canopy of the associate dean for vocational formation. Students, faculty, and staff share in the leadership of the services, and student groups collaborate with the advisement of the chaplain's office to plan worship services that mark events in houses of study as well as church, academic, and cultural calendars.

As an act of hospitality and ecumenism, Goodson Chapel also hosts daily morning prayer and weekly Eucharist services by the Anglican Episcopal House of Studies, weekly masses and liturgies led by the Duke Catholic Center, as well as ceremonies for the wider University and Health System, and other Durham-based groups.

The Divinity School enjoys a particularly close relationship with Duke Chapel. Duke Divinity School administrators and faculty are often among the guest preachers at Sunday morning worship services in Duke Chapel. Divinity School students have the opportunity to participate in chapel worship, either by reading scripture, serving communion, or singing in one of the Chapel choirs, which provide choral leadership for the chapel's weekly services, as well as special music programs throughout the academic year, including an annual Advent performance of Handel's *Messiah* and a spring performance.

Office of Wesleyan Engagement

The Office of Wesleyan Engagement works to foster connections between Duke Divinity School, the United Methodist Church, and other Methodist denominations through initiatives focused on expanding opportunities for theological education including Wesleyan Formation partnerships with undergraduate institutions and continuing education programs such as Convocation and Pastors' School and Study Leave supported by The Duke Endowment, Parish Ministry Fund, and other funders.

Center for Studies in the Wesleyan Tradition

Founded in 1979, the Center for Studies in the Wesleyan Tradition has promoted the academic mission of Duke Divinity School among its Wesleyan and Methodist constituencies, including the United Methodist Church. Three intertwined academic purposes constitute the work of the center:

- staffing, supervising, and enriching curricular and extracurricular offerings in Wesleyan and Methodist studies;
- developing and providing access to outstanding research resources for students and scholars of the broad Wesleyan tradition around the globe; and
- supporting the production of critical editions of the texts of John and Charles Wesley in print and online formats.

For more details on the center's work and access to its online resources, visit divinity.duke.edu/initiatives/cswt.

Convocation & Pastors' School

The annual Convocation & Pastors' School is an intensive two-day conference that offers lectures, worship, and seminars for Christian leaders of all traditions. Led by scholars and practitioners from Duke and beyond, this event is a cooperative endeavor with the North Carolina and Western North Carolina Conferences of the United Methodist Church, with support from The Duke Endowment and Duke Divinity's Parish Ministry Fund. The convocation also includes alumni gatherings.

Study Leave for Ministry Professionals

Duke Divinity School offers Christian institutional leaders, pastors, program staff, and laity of all traditions the opportunity to spend a one-week leave in self-directed study, worship, and prayer on the Duke University campus. Participants have full access to the university and divinity libraries and to community worship and lecture opportunities. Class auditing and conversations with Divinity School faculty also are available. Ten sessions of study leave are offered each academic year.

Wesleyan Formation Initiatives

Wesleyan Formation Initiatives develops accelerated pathways to pastoral ministry for undergraduate students in UMC-affiliated colleges. In partnership with various Annual Conferences of the UMC, the Initiatives work to build greater accessibility to educational resources for United Methodist pastoral leaders, especially in immigrant communities. For more information, visit divinity.duke.edu/initiatives/wesleyan-formation-initiatives.

Houses of Study

Vocational Formation serves to form Christian leaders through worship, service, vocational discernment, and community. Vocational formation occurs through a variety of contexts at Duke Divinity School, including coursework, field education, spiritual formation, houses of study, and denominational associations. In addition, Vocational Formation provides opportunities for students to engage in vocational discernment and formation, hear from and develop relationships with experienced ministers, strengthen leadership capacities, engage in reflective practices, and gain practical knowledge to aid in the transition from academic life to lay or ordained ministry in the church and the wider world.

Denominationally specific academic and vocational formation for students is offered through Houses of Study. Duke Divinity School offers the full array of courses required for elder's and deacon's orders in the United Methodist Church. It also offers courses in the history and polity of other denominations substantially represented in the student population, usually on a two-year cycle.

Houses of Study guide persons from their respective traditions who are preparing for ministry at Duke Divinity School. That care consists of advising students; counseling and preparing candidates for judicatory examinations or interviews; advising the Divinity School on the curricular and extra-curricular needs of those students; participating as appropriate and necessary in teaching of courses designed with students from the respective tradition in mind; creating an atmosphere at Duke University conducive to the effective preparation of that denomination's or tradition's ministers; and holding events, services, and workshops instrumental toward the transmission of denominational practice, tradition, and doctrine.

The Anglican Episcopal House of Studies

The Anglican Episcopal House of Studies (AEHS) is a full Anglican seminary program within the wider Duke Divinity School. AEHS students participate in all aspects of Divinity School life and the vast resources of Duke University while enjoying the fellowship of a distinct formational group. The AEHS is a vibrant community of learning, prayer, and service that prepares students for Christian leadership in a variety of vocational paths throughout the Anglican Communion.

Containing students from multiple Anglican provinces, AEHS equips the next generation of church leaders through a robust liturgical life, instruction in classical Anglican tradition, and practical training for innovative leadership. Anglican and Episcopal students at Duke are encouraged to grow in many dimensions—academic rigor, professional skill, radical service, and personal holiness—reflecting Christ's commandment to love God with all our heart, soul, mind, and strength. For details about the Anglican Episcopal House, visit divinity.duke.edu/houses/aehs.

The Asian House of Studies

The Asian House of Studies is a formational community of Asian/Asian-American students, alumni, faculty, and staff and welcomes all who are interested in learning from and contributing to theological conversations. It hosts regular social gatherings for Asian/Asian-American students, provides resources for Asian theological studies, and builds a network of Asian church leaders and scholars. It also partners with other organizations in the Divinity School and the wider Duke community to broaden its theological horizon and build diverse Christian communities. For more information about the Asian House of Studies, visit divinity.duke.edu/houses/asian-house.

The Baptist House of Studies

As the students study and attend classes in an ecumenical setting, Baptist faculty and administrative staff serve as their advisors and mentors. For the school's Baptist students, Baptist House is a theological and spiritual home, anchoring them in their Baptist identity and connecting them with one another and the larger Baptist world.

While Baptists have always attended the Divinity School, their ranks increased since the formation of the Baptist House. Today, more than one hundred Baptist students from across the denominational spectrum are studying at Duke Divinity School. For details about the Baptist House, visit divinity.duke.edu/houses/baptist.

The Hispanic House of Studies

The Hispanic House of Studies (HHS) is a *comunidad* that seeks to encounter Christ on the roads connecting Duke Divinity to the world. The HHS participates in the spiritual, theological, and ministerial formation of future Hispanic/Latinx and non-Hispanic/Latinx Christian leaders committed to the community and dedicated to being self-aware leaders who can thrive in a diverse context. Through its different programs for students, faculty, staff, pastors, and laypeople, the HHS provides opportunities to be in solidarity with communities resisting oppression in the U.S. and Latin America. Through the Hispanic-Latino/Pastoral Initiative (HLPI) at Duke Divinity School, the HHS offers theological and ministerial formation in Spanish to pastors and lay leaders in the U.S. and Latin America. For details about the Hispanic House of Studies, visit divinity.duke.edu/houses/hispanic-house.

The Methodist House of Studies

Established in 2008, the Methodist House is a gathering of students, alumni, faculty, and staff who are affiliated with the United Methodist Church and other Wesleyan denominations that have active membership in the World Methodist Council. Through regular gatherings, they foster a vibrant environment for social interaction and intellectual exchange in the Wesleyan traditions. The close and historic connections of the Divinity School to the United Methodist Church and the prescribed academic work for ordination are complemented by the wide range of activities orchestrated through the student leadership team of the Methodist House. Membership in an affiliated denomination is not a requirement for participation in activities. For details about the Methodist House, visit divinity.duke.edu/houses/methodist.

Educational Requirements for United Methodist Elders and Deacons

Duke Divinity School offers the theological education necessary to complete the academic requirements for both the order of deacon and the order of elder through the United Methodist Church. The following summary outlines the various routes of academic preparation within Duke's degree offerings or through Special Student status:

Elder. The United Methodist Church requires completion of the master of divinity (MDiv) degree for those seeking ordination to "Word, Service, Sacrament, and Order" as an elder in full connection.

Deacon. For those seeking ordination to "Word, Service, Justice, and Compassion" as a deacon in full connection, the United Methodist Church has provided three educational options:

- completion of a basic theological degree (MDiv, MTS) that includes the requirements for a minimum of twenty-four credit hours (eleven courses at Duke) in basic graduate theological studies (Theology, Old Testament, New Testament, Mission of the Church in the World, Evangelism, Worship and Liturgy, Church History, and courses in United Methodist Doctrine, Polity, and History). All of the basic graduate theological studies requirements are also fulfilled by completion of the MA degree.
- for those who already hold a professional master's degree in the area of specialized ministry in which the candidate will serve (MSW, MA, etc.), the candidate must, in addition, complete a minimum of twenty-four credit hours (eleven courses at Duke) in basic graduate theological studies at a graduate theological seminary recognized by the United Methodist University Senate. This academic route may be fulfilled as a Special Student.
- for those who are age thirty-five or older, there is the possible alternate route to ordination as a deacon through professional certification or licensing and additional graduate credit in one's area of specialization, as well as the required minimum twenty-four credit hours of basic graduate theological studies. This academic route may be fulfilled as a Special Student.

For more information on the various routes of theological education for ordination, a candidate is encouraged to contact the United Methodist Division of Ordained Ministry: (615) 340-7389 or dom@gbhem.org. Additionally, it is always prudent to maintain communication with the candidate's own annual conference regarding additional requirements for theological education and preparation for ministry.

The Presbyterian/Reformed House of Studies

The Presbyterian/Reformed House of Studies serves as an umbrella of support for students from the Reformed tradition, including members of the PC(USA), PCA, UCC, RCA, and CRC denominations. In this capacity it serves to nurture the Reformed Christian community at the Divinity School by supporting and nurturing students as persons, pastors, and leaders in the life of the Reformed Christian tradition. This includes: commending Christian life and ministry that is catholic and evangelical (in the classic sense of both words); forming a love in students for Reformed communions, especially for their uniqueness and what they share with other communions; and encouraging and equipping students to be insightful about the challenges facing Reformed churches, and also to eagerly and confidently address those challenges. Guidance through the ordination process of the various Reformed bodies and vocational counsel throughout the Divinity School experience is also provided. For details about the Presbyterian/Reformed House of Studies, visit divinity.duke.edu/houses/presbyterian-reformed.

The Office of Black Church Studies

The Office of Black Church Studies (OBCS) enriches the work and witness of Duke Divinity School with theological and spiritual resources from Black Church contexts. The office facilitates teaching, research, publishing, and formative experiences to nurture effective leaders for the church, the academy, and the world. Drawing from intellectual and empirical resources of Africa and the African Diaspora, OBCS strengthens the vocation of the Divinity School and the mission of Duke University to impact congregations, organizations, and societies locally and globally.

OBCS helps form good and faithful leaders through curricula, lectures, and relationships with congregations, denominations, organizations, and networks. Priorities include:

- Course offerings to increase theological, ministerial, and leadership capacities of Divinity School and Duke University students;
- Lectures to expose the Divinity School and Duke University to seminal and transformational thinkers and leaders in the church and academy;
- Resources to advance research and nurture new generations of ministers and scholars;
- Networking to enrich ministerial formation and vocational discernment through service learning and relationship cultivation; and
- Conversations to explore impacting approaches to transform churches, organizations, and communities for liberation and flourishing.

Academic Study

A distinctive feature of theological education for ministry formation at Duke Divinity School is the requirement of one course in Black Church studies to graduate with the MDiv degree. Pastors and church leaders need exposure to theology, history, and practice from Black Church perspectives to minister effectively in the twenty-first century. Beyond required and elective course options, the certificate in Black Church studies enables students to engage theological, historical, and cultural aspects of Black Christian expressions toward deeper understanding and broader mastery of the life and thought of this complex community of people. It helps to equip leaders to develop capacities of contextualization, conscientization, and construction from Black Church life, thought, work, and witness. The certificate involves academic and experiential learning in the MA, MDiv, MTS, and ThM degrees.

Preaching and Lecture Series

Find information about lectures sponsored by OBCS [here](#).

Continuing Education

The Office of Black Church Studies offers, in partnership with the Duke Divinity School Black Pastoral Leadership collaboration, continuing education and leadership formation experiences. It strengthens capacities through discovering, designing, and disseminating effective models of quality Black Church leadership through research, teaching, and convening. Nurturing strong capacities for contextualization, conscientization, and construction are characteristic of leadership desperately needed in churches and communities in this era. Facilitating networks of high quality leaders who are cultivating thriving churches that foster flourishing communities can contribute to the United States becoming a more just country—where none have too much or too little—and can inspire faith networks working for the good of humanity across the country and around the world.

Church Relationships

Through the Office of Black Church Studies, Duke Divinity School connects with congregations in the region, as well as national and global denominations and networks. These relationships afford excellent experiential learning contexts for ministerial formation and introduce students and communities for placement, mentoring, and service opportunities.

The Office of Black Church Studies provides counsel and advice to prospective Black seminarians and all students who are inspired by the prophetic and pastoral traditions of the Black Church. Inquiries concerning study opportunities available at Duke Divinity School should be directed to the Office of Black Church Studies at obcs@div.duke.edu or (919) 660-3439. For details about the Office of Black Church Studies, visit divinity.duke.edu/houses/obcs.

Centers, Initiatives, and Programs for Student Formation

The Center for Studies in the Wesleyan Tradition

The Center for Studies in the Wesleyan Tradition was founded in 1979 and serves the academic mission of Duke Divinity School among its Wesleyan and Methodist constituencies, including the United Methodist Church. The center is focused on enriching curricular and extracurricular offerings in Wesleyan Methodist studies; developing and providing access to outstanding research resources for students and scholars of the broad Wesleyan tradition around the globe; and supporting the production of critical editions of the texts of John and Charles Wesley in print and online formats.

The Duke Center for Reconciliation

As an integral part of the Divinity School and rooted in a Christian vision of God's ministry of reconciliation, the Center for Reconciliation (CFR) aims to serve the academy, the Church, and the world. The CFR exists to cultivate theologies and best practices to advance conflict transformation, environmental transformation, and *JustPeace* for the journey of reconciliation. We pursue these priorities by being grounded in our location at the Divinity School, Duke University, and Durham, NC; by promoting a vision of incarnational reconcilers/peacebuilders; by supporting teaching and research on conflict transformation and reconciliation; and by partnering with fellow schools and institutions. To prepare Christian leaders in the field of reconciliation, the CFR draws on theological, interdisciplinary, and ministerial resources to engage real-world conflicts, and social and economic problems. The center's initiatives reflect Duke University's strategic priorities of inquiry across disciplines, commitment to both the local community and global impact, and preparation of students to use interdisciplinary theological and practical knowledge in the service of society.

During the academic year, the CFR offers a regular graduate class in theology and practices of conflict transformation and reconciliation, and an advanced spiritual formation group called the Berean Cohort inviting student participants to deepen their theological understanding of reconciliation and to explore practices that support transformation and reconciliation within communities. The CFR also collaborates with other initiatives and Houses of Study at the Divinity School to host worship, lectures, workshops, and other training opportunities connected to themes of reconciliation and justice. In addition, the CFR is the home of the Certificate on Faith-Based Organizing, Advocacy, and Social Transformation. A core program offered by the CFR is the annual Summer Institute for Reconciliation, which occurs on Duke's campus. This institute provides relevant learning opportunities for both clergy and laity about the theological and practical aspects of reconciliation and transformation.

The CFR actively partners with international initiatives to promote reconciliation around the world. The African Great Lakes Initiative (GLI) engages with African church leaders and organizations to strengthen their theological formation and work for reconciliation in Burundi, Democratic Republic of Congo, Kenya, Rwanda, South Sudan, Tanzania, and Uganda. In Northeast Asia, the Christian Forum for Reconciliation (NARI) contributes to the development of theologically equipped Christian leaders from China, Japan, Hong Kong, Taiwan, and North and South Korea. The Americas Initiative for Transformation

and Reconciliation (AITR) focuses on developing interdisciplinary theological and practical tools to cultivate *JustPeace* in the Americas. The AITR offers an online Institute for Transformation and Reconciliation in Spanish, Portuguese, and English for participants from 18 countries. For details about the Center for Reconciliation, visit divinity.duke.edu/initiatives/cfr.

Duke Initiatives in Theology and the Arts (DITA)

Duke Initiatives in Theology and the Arts (DITA) promotes a vibrant engagement of Christian theology and the arts at the Divinity School and beyond. This engagement is a two-way activity, aiming to demonstrate both what theology can bring to the arts and what the arts can bring to theology.

Through an integrated program of teaching, research, and artistic engagement, DITA seeks to contribute toward transformative leadership in the church, world, and academy, especially with respect to the role of the arts in these spheres; engage with pressing issues of faith in culture and society that are articulated through the arts; and strengthen the academy with respect to the arts as media of faith.

The program is committed to fostering and encouraging artistic practice integrally linked to its research and teaching. It organizes, sponsors, and promotes a wide range of events including concerts, exhibitions, and multimedia commissions within the Divinity School, in partnership with other departments of the Duke University, and wider afield through its establishment of the Duke-UK Collaboration. Information on DITA's past and future events, and its teaching and research activities, can be found at sites.duke.edu/dita.

A certificate in theology and the arts is available for students who fulfill certain course requirements during their time at Duke.

Everything Happens: A Center for Everyday Empathy

The mission of Everything Happens is to bear Christian witness to the power of empathy and to foster Christian wisdom about living alongside our fragility. Through a national podcast, spiritual formation curricula, weekly newsletters, and daily social media, the project seeks to cultivate gentle dialogue in a harsh environment, offering an anchor for individuals to embrace virtues, attitudes, and behaviors that will make them stronger and their communities healthier. To learn more, visit katebowler.com/about-the-everything-happens-initiative.

The Friendship House

Friendship House is an optional residential ministerial formation opportunity in which Duke Divinity School students and persons with intellectual and developmental disabilities (core residents) live together in community. The Office of Vocational Formation at the school collaborates with the program in which three students share a four-bedroom apartment with one person with an intellectual or developmental disability who is the "core resident." Students gain through lived experience a deeper understanding of the image of God in persons, a broader understanding of belonging, an increased empathic capacity, and an enlarged picture of the kingdom of God. Students quickly learn that persons with disabilities are actually "differently-abled" and have gifts to contribute to any community, especially the church.

The transformational experience Friendship House offers is encouraged through the intentional community commitments of eating together, praying together, and celebrating together. Student resident advisors provide resources for student and friend residents and support the organization of life together.

Friendship House is embedded within a disabilities-supportive neighborhood, the North Street Development, in Durham, North Carolina. The program is owned and operated by Reality Ministries, a non-profit organization in Durham whose mission is to create opportunities for teens and adults with and without developmental disabilities to experience belonging, kinship, and the life-changing reality of Christ's love. Reality Ministries invites Duke Divinity School's partnership in the Friendship House where core residents and Divinity students can participate in this mutually supportive ministry. As such, Friendship House is not considered a part of Duke University's Housing and Residence Life. Experienced altogether, Friendship House offers a unique opportunity to grow into one's calling authentically, with integrity and deeper faithfulness. For more information about Friendship House, visit <https://divinity.duke.edu/media/friendship-house> or realityministriesinc.org/residential.

Project TURN (Transform, Unlock, Renew)

Project TURN at Duke Divinity School seeks to enhance the theological education of both incarcerated people and full-time seminarians by creating an environment in which they can learn from and alongside one another. In addition to theological training, the program also offers incarcerated students an opportunity to enhance the written and oral communication skills necessary for a successful transition out of prison into the job market and future education. Finally, the program offers seminary professors an opportunity to teach and learn outside the traditional seminary setting, revitalizing professors' commitment to their own vocation and expanding their research interests. Courses are currently being offered at North Carolina Correctional Institution for Women in Raleigh, N.C. and the Federal Correctional Institution II in Butner, N.C. and may count toward the [Certificate in Prison Studies](#).

The Theology, Medicine, and Culture Initiative (TMC)

Drawing on resources and relationships distinctive to Duke University, the Theology, Medicine, and Culture Initiative (TMC) seeks the renewal of health care by bringing in-depth theological formation to the church's health care practitioners, inviting them to reimagine and reengage contemporary practices of health and health care in light of Christian tradition and the practices of Christian communities. As a project in the university, TMC focuses on intellectual formation. As a project of Duke Divinity School, TMC serves the church's vocation in the world.

Building on the unique strengths and commitments of Duke Divinity School, the TMC Initiative pursues two primary goals:

- to invite seminarians, clergy, students in the health professions, and practicing clinicians to deep theological study and formation in the context of a community of shared prayer, dialogue, and friendship at Duke Divinity School; and

- to cultivate faithful and creative practices regarding health and medicine that emerge from a scriptural imagination, engagement with the living Christian tradition, and attention to and reflection on contemporary contexts.

TMC Programs

- The Theology, Medicine, and Culture Fellowship offers scholarships and an invitation to health care practitioners and others with full-time vocations to health care to one- and two-year programs of full-time residential study and Christian formation at Duke Divinity School, equipping participants to engage their callings to health care wisely and faithfully. Fellows on the one-year track complete the Certificate in Theology and Health Care (residential). Fellows on the two-year track enroll in the MTS or MDiv program at Duke Divinity.
- The Certificate in Theology and Health Care (CTHC) offers a credit-bearing, one-year course of study, including robust and practical theological formation for any health care practitioner seeking to inhabit contemporary medicine and health care faithfully and creatively. The CTHC can be completed in-residence or in a flexible hybrid format combining two weeks in person and eight months of online learning. The program combines foundational courses in Christian theology, scripture, and church history with courses engaging the practical issues that health care practitioners encounter in contemporary culture. The flexible Hybrid CTHC is offered in two tracks – the Health Care Track and the Mental Health Track. The **Health Care Track** is designed for those who are working in general medical contexts (e.g., trainees or practitioners of medicine, nursing, occupational and physical therapy, and other health care professions). The **Mental Health Track** is designed for those working in mental health contexts (e.g., trainees or practitioners in social work, clinical psychology, marriage & family therapy, psychiatric nursing, counseling, psychiatry, and licensed addiction counseling).
- The certificate in Theology, Medicine, and Culture prepares degree seeking (MDiv, MTS, MA, and ThM) students for robust theological and practical engagement with contemporary practices in medicine and health care.
- Medical and occupational therapy students in Duke University School of Medicine have approved pathways to study at the Divinity School through three dual programs: CTHC/OTD, CTHC/MD, or MTS/MD. Interested students should refer to published information on the Admissions pages for both schools for more information.
- TMC Virtual Seminars are twice-monthly online gatherings of students, faculty, and practitioners from Duke University, Duke Health, and beyond to explore questions at the intersections of theology, medicine, and culture.
- The annual Practice and Presence conference brings Duke Divinity faculty and resources, as well as partners and collaborators, from across the nation together with health care practitioners for a gathering designed to help them imagine and engage their vocations with clarity, faith, and joy.
- The Advance Care Planning and Healthy Living Through Faith program aims to reduce racial disparities in advance care planning and to nurture the capacity of the African American Advance Care Planning/Palliative Care Network to lead efforts to overcome racial inequities across healthcare. The program maintains a website of resources for advance care planning at livingwellanddyingfaithfully.com.
- The Churches Promoting Recovery Project seeks to equip Christian communities in North Carolina and beyond to support and empower people affected by substance use issues. The project maintains a website of curated theologically-grounded resources for Christian faith communities of all denominations to respond to substance use issues in their congregations and communities at churchespromotingrecovery.com.
- The annual Catena Lecture in Medicine, Faith, and Service invites speakers whose work displays innovative scholarship, service, and institution-building at the intersection of theology, medicine, and culture.
- The annual Payne Lecture in Faith, Justice, and Health Care invites speakers whose work and research embody whole-person care in the spirit of the late Dr. Richard Payne.
- TMC faculty members conduct scholarship and research on a wide range of topics, including the impact of religious commitment on medical decision-making; theological approaches to mental health and mental illness; the practices of Christian hospitals; theological approaches to pain and addiction; the human body in Paul's letters; end-of-life care policy; social ethics and health care equity; the intersections of religion, gender, and bioethics; and theology and disability.

For details about TMC, visit divinity.duke.edu/initiatives/tmc.

Thriving Rural Communities

The Thriving Rural Communities initiative works to foster thriving rural North Carolina communities by cultivating faithful rural Christian leadership and fruitful rural United Methodist congregations. Thriving Rural Communities seeks to fulfill its mission by (1) training new leaders through the Rural Ministry Fellowship/ Scholarship program and the monthly Rural Ministry Colloquia at Duke Divinity School; (2) resourcing rural church partners through leadership development gatherings and community development grants for partner thriving rural congregations; (3) connecting rural clergy and churches through teaching and learning events, workshops, and rural leadership conferences; and (4) inspiring positive change in partner institutions by working in partnership with leaders from Duke Divinity School, The Duke Endowment, and the North Carolina and Western North Carolina Conferences of the United Methodist Church. More information on the Thriving Rural Communities initiative can be found on its website at divinity.duke.edu/initiatives/trc or by calling (919) 660-3423.

Thriving Rural Communities, Hispanic House of Studies, and the Clergy Health Initiative are programs operated by the Divinity School in collaboration with The Duke Endowment and the North Carolina and Western North Carolina Conferences of the United Methodist Church in an effort to form communities that work with and are enriched by local United Methodist congregations.

Leadership Education at Duke Divinity

Leadership Education at Duke Divinity's mission is to cultivate networks of support for US congregations. The department designs educational services - which include an online magazine, open-application programs and grants - in partnership with Christian leaders throughout the church, working not only with congregational clergy and laity, but also with leaders in denominations, seminaries, Christian nonprofit organizations and other institutions. Leadership Education supports these institutions by catalyzing expertise from varied disciplines including theology, anthropology, organizational psychology, business and the arts. This initiative is funded by grants from Lilly Endowment Inc. For more information, visit leadership.divinity.duke.edu.

Faith & Leadership

Faith & Leadership (faithandleadership.com) is the online magazine of Leadership Education at Duke Divinity. This online learning resource strengthens the practice of Christian leadership in institutions committed to the flourishing of congregations and pastors. Original content that draws on multiple disciplines is published every two weeks, and a news digest called *News & Ideas* is published every weekday.

Foundations of Christian Leadership

Foundations of Christian Leadership brings together emerging leaders from a variety of faith-based organizations as colleagues in an encouraging and collaborative learning environment. Through two four-day gatherings, the program helps participants cultivate the kinds of practices that are essential for transformative leadership within vibrant Christian institutions and congregations. Participants also may apply for \$5,000 grants to fund innovative experiments that they design and lead within their organizations.

Student Activities and Committees

Duke Divinity School's community life is enriched by a variety of ongoing and special events planned and coordinated by the Office of Student Life in partnership with students, faculty, and staff. The Office of Student Life strives for the flourishing of each student and the collective community through creating space for students to be, belong, and lead. Offerings have included sporting events, fellowship meals, sacred art-making, outdoor activities, games, reflective practices, retreats, emergency preparedness trainings, wellness offerings, exhibitions, and "spirit" days, along with workshops, brown-bag discussions, and opportunities for co-learning, leadership development, and service. The following list represents both long-standing and recent student initiatives.

For more information about the organizations and resources listed below, including current student leadership, contact the Office of Student Life at studentlife@div.duke.edu or visit the [Office of Student Life Campus Groups page](#).

Student Life Organizations

Divinity Student Council (DSC) is made up of residential students from varying programs in Duke Divinity School. The DSC purpose statement is: Duke Divinity School's Divinity Student Council listens, represents, and responds to the needs of all students to help build and sustain the Christian community at DDS. In pursuit of equity, justice, and inclusion, we center historically marginalized groups in our listening, representation, and response as we discern the needs and concerns of the entire student body and share them with the administration of DDS. DSC collects Student Government Fees, connects students with various funding sources, and financially supports the student community and programming. In partnership with Official Student Organizations (OSOs) and Duke Divinity School's leadership, DSC leverages programming, student engagement, and community connection to create an inclusive and affirming DDS experience for all students.

DSC helps serve as a means of communication for events and activities sponsored by various official student organizations. Student organizations and committees are established to provide opportunities to express and share in personal, professional, relational, and spiritual development. DSC serves OSO needs by publicizing events and activities, listening and responding to the needs of the Divinity School community, faithfully discerning how those needs may best be met, and representing the needs and concerns of the student body to the school administration.

Divinity Student Council Class Representatives are elected by each class—1st, 2nd, and 3rd year—to represent their respective classes in Divinity Student Council (DSC) General Body Meetings, offer opportunities for fellowship and community building among their colleagues, and provide support for their classmates. Class representatives also serve on Divinity Student Council Committees: Executive Committee, Fellowship Committee, Finance Committee, and Nominations and Election Committee, and others as needed.

African Methodist Episcopal (Zion Church) AME/AMEZ Connection seeks to provide educational support, networking, spiritual well-being, and a sense of community for students who are members of the AME Church.

Asian Theology Group (ATG) engages theologically with the unique questions that arise within the Asian and Asian American expressions of the Christian tradition. ATG seeks to recognize the unique ways in which Asian students encounter Christianity, provides a space for Asian students to live those experiences out in community, and aims to facilitate the thriving of Asian and Asian-American student culture. ATG shows hospitality to international Asian students and Asian American students in their transition to a new location and culture. Activities sponsored by this group include guest lectures for school-wide events, social events, and shared meals.

Black Seminarians Union (BSU) seeks to ensure the development of a theological perspective commensurate with the Gospel of Jesus Christ and relevant to the needs of Black seminarians and the Black Church. Its priorities are: fellowship, education, unity, and support. BSU strives to improve the quality of life theologically, academically, spiritually, politically, and socially for the entire Duke Divinity School community with emphasis on the members of the Black community.

Creation Justice Coalition is a Duke Divinity student group focused on cultivating love and care for creation by hosting and participating in outdoor excursions, shared meals, and educational opportunities throughout the year. Creation Justice Coalition aims to inspire students, faculty, staff, and all Christians to recognize their interdependence with all God's creation, to support biblical and theological reflection on God's redemptive activity in and for creation, to engage in lifestyles of service and care in response to God's call to till and keep their "garden" homes, and to empower Christians to take practical steps to reorder and restore humanity's disordered relationships to creation and the Creator. This vision includes stewarding the natural space on Telecom Drive on behalf of the Divinity School community.

Deacons@Duke is a group of students exploring or engaged in the United Methodist deacon ordination track. The group gathers to discuss common concerns and issues related to becoming a deacon in the United Methodist Church. Persons exploring deacon or diaconal ministries (youth minister, Christian educator, minister of music, pastoral counseling, camp director, etc.) in other Christian traditions are also welcome to join.

Divinity Pride (DivPride) exists for LGBTQIA+ individuals and allies to meet and foster community within Duke Divinity School through lectures, dialogues, panels, social gatherings, special worship services, and more. DivPride aims to serve the Divinity School community by increasing the communal awareness of the unique and diverse experiences and the celebration of lesbian, gay, bisexual, transgender, and queer/questioning, intersex, and asexual people.

Divinity Spouses Group provides social, spiritual, and educational activities for married students and their spouses with the aim of helping spouses know that they are also a valuable part of the Divinity School community.

Duke Divinity Veterans Partnership cultivates conversations with students, staff, and faculty to advance the interests of prospective, current, and former service members in the church, world, and academy. Its primary aim is to develop a pastoral response to the problems of war and peace based on a fundamental conviction that God calls people toward a peaceful resolution of conflict.

Global Fellowship is a group for international students and students in international study and mission that meets for fellowship and to discuss experiences. It aims to partner with international friends in ministry and to advocate for justice issues throughout the world.

La Union Latina seeks to enhance Christian community among Hispanic and Latine identifying students, staff, and faculty in order to create a brave space for the flourishing of life at the Divinity School. The group facilitates and provides opportunities for communal ministry, conversation, celebration, creative liturgy, and collaboration between themselves, other student groups, Duke at large, and the greater Durham community. La Union Latina seeks to shed light on issues that affect not only the Latinx community but also other groups that have historically been marginalized. As such, the group prioritizes collaborations with other student groups doing similar work, opening space for imagining futures together where moments of Shalom will be realized.

New Creation Arts exists to foster creative, theological, and liturgical engagement with the arts at Duke Divinity School and the surrounding and global community. It does this through regular art exhibits in the school, including an annual, themed juried arts exhibit; a regular concert series showcasing local singer-songwriters; fellowship activities; and lending support to other groups hosting arts-related events.

Presbyterian/Reformed Student Group seeks to provide support and opportunities for students in the Reformed tradition in the Divinity School. The group plans meetings, seminars, and faculty discussions for all who are interested in a deeper understanding of this tradition and its various related denominations.

Prison and Justice Action Committee (PJAC) exists to increase education and offer volunteer opportunities that intersect the carceral system in an interdisciplinary manner, doing both in partnership with the local Durham community. PJAC seeks to bridge the theological education of seminary with the reality of those who are affected by incarceration. As future pastors, church leaders, and educators, group members understand that there is a need for education and training for how the church might participate in matters that involve social justice, equity, reentry, and education. Scripture highlights the voices of those who are incarcerated and oppressed, and so group members seek to learn from and with those who are currently experiencing incarceration, those suffering from stigmas and consequences of being formerly incarcerated, and from family members who are affected by the criminal justice system on a daily basis. It is through active participation in this community of formation that individuals can better identify and minister to those whose lives have been touched by the scars of incarceration. PJAC seeks to identify, expose, and connect passionate people to excellent resources and models of ministry in the community, inviting them to get involved in working toward resistance, justice, and reconciliation. The group points to the following scripture in the New American Standard Bible (NASB) translation from Matthew 25:36b: "...I was in prison, and you came to me."

Sacred Dance Group is composed of students who participate in the leadership of community worship through the expression of dance.

Student Life Leadership and Committees

Community Life and Fellowship Committee plans community-wide events for students, staff, faculty, and their families. The activities include social gatherings, shared meals, and creative engagements.

Divinity School Council Committees: The student body is also represented on various Divinity School Council committees. Students serve with faculty and administration on the Committee on Diversity and Inclusion, Curriculum Committee, Field Education/Spiritual Formation, Divinity Judicial Board, and other committees and task forces.

Graduate and Professional Student Government (GPSG) is the umbrella student government organization for Duke's nine graduate and professional schools. GPSG serves as a liaison to the Duke administration and hosts a variety of social networking events open to all graduate and professional students. Every residential divinity student is automatically a member of the GPSG. Duke Divinity also has student representatives serving on GPSG.

The Women's Center serves the entire Divinity School community through a focus on the special needs and contributions of women in ministry in and to the church and society. The office, coordinated by two students with a faculty advisor, is a resource center for the whole community, in addition to a support and action center for women in particular.

Duke University hosts a myriad of additional [student groups](#) that engage the intellectual, human, spiritual, social, and vocational dimensions of the student experience.

Student Life Activities

Music and Dance Ensembles: Divinity School worship includes diverse expressions of Christian worship, including the Goodson organ, Gospel Choir, or Chapel Band. Participation in these ensembles is open to singers, musicians, and dancers of all abilities. Dr. Idella Johnson leads the Gospel Choir. Students share leadership for the Chapel Band and Sacred Dance. Contact the Office of the Chaplain at (919) 660-3459 for current student leadership.

Live @ the Lampstand! has taken its cue from Matthew 5:15: "No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house." This lunch event showcases the wealth of gifts and talents of the entire Duke Divinity School community. Live offerings by faculty, staff, and students include vocal and instrumental pieces, original poetry and short story readings, dance, comedy, paintings, skits, etc. Lampstand has been a popular and inspiring event that helps strengthen relationships and spreads joy and appreciation among all members of the community.

Community Games: Each semester students, staff, and faculty gather for social formation and relationship building through play. A team of faculty, students, and staff organize games and tournaments such as kickball, "Password," and "Family Feud."

Student Life Formational Offerings

Project BRI(DDD)GE (Building Relationships in Durham through Duke Divinity Graduate Education) is a pre-orientation pilgrimage for entering students that seeks to nurture a deep sense of place and cultivate lasting relationships within and beyond Duke Divinity School.

Incoming residential and hybrid students are invited to pilgrimage together through a multi-day embodied, theological, and transformative encounter with the Divinity School, Duke University, and the broader Durham community. Anchored in the Divinity School, the journey begins with prayer and theological reflection as students connect with their new neighbors as they seek an encounter with Jesus.

The pilgrimage includes prayer and worship, sacred reflective practices, shared meals, visits to historic sites, service with several local ministries, learning and fellowship with Reality Ministries, Open Table, and DurhamCares, and conversations with faculty, community, and church leaders.

The pilgrimage combines practical ministry through encounters with local churches, ministries, and nonprofits, followed by theological reflection with the hope of increased awareness of the Divinity School's neighbors and their experiences.

The time together, like ministry, is relational, rigorous, and challenging. It focuses on meeting people and hearing stories that are essential steps to realizing what the Rev. Dr. Martin Luther King Jr. referred to as the "beloved community." The community of pilgrims, "BRI(DDD)GERS," forge a special bond that helps sustain them through seminary and, in many cases, lasts a lifetime.

Additional Learning Opportunities

Alban at Duke Divinity School

Alban at Duke Divinity School offers resources for those who care deeply about congregations. It publishes the *Alban Weekly* newsletter and partners with publisher Rowman & Littlefield to produce books about topics related to congregational leadership under the Alban imprint.

Clergy & Religion Research Collaborative

Since 2007, the Duke Clergy Health Initiative (CHI) has identified, created, and promoted evidence-based practices to enhance the well-being of United Methodist clergy and congregations in North Carolina. Beginning in 2023, a new partnership with the Duke Religion and Social Change Lab (RaSCL), anchored by the Seminary to Early Ministry (SEM) Study, helps to resource seminarians and their communities, too. Together, these programs provide the most substantial longitudinal data sets to date on trends affecting faith leaders from seminary through retirement. Funded by The Duke Endowment, the Collaborative works closely with Duke Divinity School and the two Annual Conferences of the North Carolina United Methodist Church to translate our research findings into policies, programs, and practices that improve ministerial well-being across shifting life stages and landscapes. To learn more, visit clergyreligionresearch.duke.edu.

Convocation on the Rural Church

The Convocation on the Rural Church is an opportunity each fall for pastoral leaders from rural United Methodist churches in North Carolina to come together for worship, plenary sessions, workshops, and conversation about the state of the rural church and how it can engage in vibrant ministry and mission. The convocation is supported by The Duke Endowment.

Course of Study

The Course of Study for Ordained Ministry has been established by the General Board of Higher Education and Ministry of the United Methodist Church (GBHEM) as an alternate educational route for persons seeking to serve as pastors in United Methodist congregations. Duke Divinity School cooperates with GBHEM to offer the course of study program throughout the academic year. Course instructors include faculty, staff, and seasoned practitioners. University course credit is not granted.

Office of Wesleyan Engagement

The Office of Wesleyan Engagement works to foster connections between Duke Divinity School, the United Methodist Church, and other Methodist denominations through initiatives focused on expanding opportunities for theological education including Wesleyan Formation partnerships with undergraduate institutions and continuing education programs such as Convocation and Pastors' School and Study Leave supported by The Duke Endowment, Parish Ministry Fund, and other funders.

Center for Studies in the Wesleyan Tradition

Founded in 1979, the Center for Studies in the Wesleyan Tradition has come to stand at the heart of the mission of Duke Divinity School. Four intertwined purposes constitute the work of the center:

- staffing, supervising, and enriching the curricular and extracurricular offerings in Methodist and Wesleyan Studies;
- developing and supporting significant educational outreach programs designed for the center's United Methodist constituencies and beyond;
- developing and providing access to outstanding research resources for students and scholars of the broad Wesleyan tradition around the globe; and
- supporting the production of critical editions of the texts of John and Charles Wesley in print and online formats.

For more details on the center's work and access to its online resources, visit divinity.duke.edu/initiatives/cswt.

Convocation & Pastors' School

The annual Convocation & Pastors' School is an intensive two-day conference that offers lectures, worship, and seminars for Christian leaders of all traditions. Led by scholars and practitioners from Duke and beyond, this event is a cooperative endeavor with the North Carolina and Western North Carolina Conferences of the United Methodist Church, with support from The Duke Endowment and Duke Divinity's Parish Ministry Fund. The convocation also includes alumni gatherings.

Study Leave for Ministry Professionals

Duke Divinity School offers Christian institutional leaders, pastors, program staff, and laity of all traditions the opportunity to spend a one-week leave in self-directed study, worship, and prayer on the Duke University campus. Participants have full access to the university and divinity libraries and to community worship and lecture opportunities. Class auditing and conversations with Divinity School faculty also are available. Ten sessions of study leave are offered each academic year.

Duke Summer Session

Duke Divinity School offers a limited number of hybrid electives in the Summer. Residential students are able to take some of these courses. Summer courses of graduate level may also be taken in other departments as cognate credits (maximum of two; see provisions under Administration of the Curriculum). Permission for such credits must be secured in advance from the instructor and may involve university rather than Divinity School tuition. Duke also offers non-credit options for enrichment such as language for reading purposes: summersession.duke.edu/duke-students/courses/languages-for-reading-purposes

[Additional Learning Opportunities](#)

Lectures

The Kenneth Willis Clark Lectures. Established in 1984, the Kenneth Willis Clark Lectureship Fund honors the life and work of the Reverend Kenneth Willis Clark, a Duke Divinity School faculty member for thirty-six years. Each year this fund enables the Divinity School to offer a distinguished program with special emphasis on New Testament studies and textual criticism.

The James A. Gray Lectures. These annual lectures, established in 1950 as part of a bequest made in 1947 by James A. Gray of Winston-Salem, North Carolina, are delivered during the Divinity School Convocation & Pastors' School.

The Franklin S. Hickman Lectures. This lectureship was established in 1966 as part of a bequest by Mrs. Franklin S. Hickman in memory of her late husband, Dr. Franklin Simpson Hickman, professor of psychology of religion, Duke Divinity School, and dean of Duke Chapel at Duke University. This lectureship enables the Divinity School to bring practicing ministers of extraordinary qualities to lecture and preach, often in conjunction with Convocation & Pastors' School, and to participate in Divinity School classes, worship, and informal sessions with students and faculty.

The Jameson Jones Lectures. A legacy of the ninth dean of Duke Divinity School, the Jameson Jones Fund provides an annual lecture in the practice of ministry. Occasional seminars in preaching are offered in conjunction with the named lectures.

The David C. and Virginia R. Steinmetz Lectures. This annual lectureship was established in 2008 by the late David C. Steinmetz, the Amos Ragan Kearns Distinguished Professor Emeritus of the History of Christianity at Duke Divinity School, and his wife, Dr. Virginia R. Steinmetz, director of Graduate Student Career Services at Duke University until retiring in 2011. Dr. David Steinmetz, who came to Duke in 1971, was a specialist in the history of Christianity in late medieval and early modern Europe.

Office of Black Church Studies Lectures

The lectures are sponsored by the Office of Black Church Studies in conjunction with the Black Seminarians Union. These lectures enable seminarians, faculty, staff, alumni, and local congregations to become acquainted with the nation's most outstanding scholars and preachers.

The Gardner C. Taylor Lecture Series. This lecture series brings outstanding preachers to the campus.

Pauli Murray/Nannie Helen Burroughs Lecture on Women and Religion. These lectures bring scholars whose work emphasizes the intersections of race, gender, and class to the Divinity School community.

The Martin Luther King Jr. Lecture Series. This lecture series brings scholars and community leaders of national stature to address the issues of justice and liberation from insights of the Gospel and Black Church.

Divinity School Library

The Divinity School Library offers students, faculty, staff, and alumni a wide variety of print and online resources, including more than one hundred databases, and an ever-expanding collection of electronic books. Divinity students have easy access to the most relevant databases encompassing Biblical Studies, Church History, Ministerial Studies, and Black Church Studies, a list that is continually growing. Visit the library's website at library.divinity.duke.edu for information about more services related to research, interlibrary loan, printing, and scanning.

The Divinity School Library contains a collection of about 475,000 volumes in the fields of religion and related disciplines and affords a wealth of material for the seminary student. An integral part of the university's library system, which possesses more than 8,500,000 volumes, the Divinity School Library occupies facilities within the Divinity School's Gray building. The library currently subscribes to more than 700 religious periodicals, offers study facilities for students in its reading rooms, and houses a reference collection in religion. Although some of the library's collection is stored off-site, the majority of the collection can still be browsed within the library's open stacks. The library also contains a doctoral suite, seminar rooms, a reference room, and sound-proof booths that individuals can reserve in order to participate in interviews, phone or video calls, web conferences, online classes, and the like. The Divinity Library also hosts a variety of scanning and printing options, as well as seating choices and study spaces.

Staffed by five full-time librarians and several student assistants, the Divinity School Library offers a variety of services to assist students in selecting and locating information. The book, electronic, microform, and periodical collections are carefully chosen to support basic coursework as well as advanced research in all major fields of theology and religious studies. The library hosts original digital collections, including the Religion in North Carolina Collection, the American Methodism Collection, and an extensive collection of digital documents relating to the history of Duke Divinity School at divinityarchive.com. It has also worked collaboratively with the Charles Wesley Society, the Wesleyan Theological Society, and several local churches to make digital content available to researchers and the larger public through the cross-searchable Divinity Archive site.

Divinity students may also use the resources and facilities of all other Duke libraries, including extensive electronic resources, public documents, maps, periodicals, newspapers, microforms, and special collections (within which are one hundred prized ancient Greek manuscripts). Students have access to interlibrary loan services for books and articles, and may arrange to borrow in person from the other libraries of the Triangle Research Library Network (North Carolina Central University, North Carolina State University, and the University of North Carolina at Chapel Hill) and may present their Duke IDs to use the theological library at Shaw University. In-person borrowing for Duke students is also available through the [Ivy Plus consortium](#). Finally, in-person borrowing for Divinity students is available through the Atla Reciprocal Borrowing Program, which includes nearly 150 theological libraries across the United States and Canada.

Center for Writing and Academic Support

The Center for Writing and Academic Support helps students write well both for their courses within the Divinity School and for their ongoing work within the academy and the church. The Center provides 1-1 writing tutoring for all master and doctor of ministry students. In addition, the Center provides subject specific tutoring in the form of 1-1 tutoring, group tutoring, and regular writing workshops for core courses. The center's director offers general academic advising reviewing effective study habits, drawing connections between course material and the broader curriculum, and developing strategies for navigating the academic challenges of the school.

The center organizes a two-day pre-orientation workshop (RISE) for incoming first-year students designed to orient students to the academic life in the Divinity School broadly, and specifically to equip them with practical skills for the distinct forms of analysis and writing they will develop throughout their study in the Divinity School.

Writing Assessment

Students entering the MDiv (residential and hybrid), MA, and MTS degree programs at the Divinity School are required to complete a writing assessment at the start of their first semester. This assessment is evaluated by the center's tutors. Tutors meet with students 1-1 to provide feedback on the students' strengths and weaknesses as writers, review the types of theological writing they will be expected to master in their classes, and acquaint them with the services of the Center. The writing assessments offer students the opportunity to receive feedback on their writing within the first few weeks of their program.

Tutoring and Resources

All students are encouraged to make use of the center. Writing and subject-area tutors are available throughout the week (hours and sign-up instructions are found on both the Divinity School's website and the center's Canvas site) and can work with students at all stages of the writing process and all levels of proficiency. In collaboration with faculty, the center also provides term-time workshops offering students opportunities to develop particular skills for effective academic and theological writing in the context of specific assignments in their core classes. For more information or to access several web-based resources, visit the center's website at divinity.duke.edu/academics/center-theological-writing.

Global and Intercultural Formation

A Global Perspective for Duke Divinity School

As an institution within the church, Duke Divinity School seeks to contribute to and learn from the life of the church in an increasingly globalized world. This desire is shaped by Christ's invitation to share in God's love for all peoples. Through its international engagements, the Divinity School also seeks to respond to God's call for mutual belonging and faithful witness among churches and in the world. As an institution that educates and forms students for ministry, the Divinity School strives to engage students with the life of the church in a wider world as part of their education and formation. The Divinity School also seeks to play a full part in the internationalization of Duke University.

The Office of Global and Intercultural Formation, established in November 2022, embodies the Divinity School's dedication to global engagement and intercultural competency. The office plays a key role in creating a supportive community for international students and promoting cross-cultural exchange and collaboration. The office provides support to international students, fosters a diverse learning environment, cultivates partnerships with global theological institutions, and oversees international programs and courses. The office also plays a central role in advancing Duke Divinity School's commitments to fostering a welcoming and inclusive community, intercultural awareness and theological reflection across traditions. The office fosters and cultivates global partnerships and initiatives that reflect a commitment to learning from and alongside the worldwide church. Through these efforts, Duke Divinity School continues to contribute meaningfully to the lives of God's people around the world and equips its students with the skills and perspectives necessary for ministry and service in diverse contexts. For more information about The Office of Global and Intercultural Formation, visit divinity.duke.edu/formation/global-intercultural.

International Students Support

The Office of Global and Intercultural Formation provides support to international students for a smooth transition and enriching experience throughout their academic journey. From assistance with visa processes and orientation programs to workshops and academic advising, the office is committed to addressing the unique needs and challenges faced by international students. Moreover, the office is dedicated to fostering a supportive community where international students can connect with peers, faculty, and resources. In addition to logistical support, the office offers programming that centers racial justice, cultural humility, and student advocacy, ensuring that international students--especially from minoritized backgrounds--are supported holistically in both their academic and spiritual formation. The Office of Global and Intercultural Formation collaborates with the Office of Black Church Studies, Hispanic House of Studies, and Asian House of Studies, and participates in the Racial Justice and Cultural Competency Committee to further institutional support for international students.

Academic Study

The Divinity School offers courses in World Christianity, global theology, international studies, and contextual ministry that center diverse voices and address the global and cultural dimensions of Christian witness. These courses, in addition to courses in the history of religion administered by the Graduate Program in Religion, are designed to engage students in theological reflection that spans continents and cultures, contributing to a deeper understanding of global Christian expression.

As a complement to the course offerings, the Divinity School hosts international scholars and ministry leaders whose work addresses justice, reconciliation, trauma, global mission, and contextual theologies. Recent lectures have featured voices from Zimbabwe, South Africa, Kenya, and South Korea, often through collaborative sponsorship with formation offices across the school.

Travel Seminars

Travel-based courses offer immersive theological engagement in local contexts and include preparatory modules on cultural humility and ethical witness. Examples include courses in Germany for the World Council of Churches (Experiencing Global Ecumenism & Healing and Reconciliation - PARISH/XTIANTHE 790), Kenya (Readings of Our Lives: Contemporary African Bible Interpretations - OLDTEST 807), and Turkey (Tour of Turkey - CHURHST 766/NEWTTEST 755). In an effort to sustain its commitment to the Peru Initiative envisioned by the late Dr. Fredrick Herzog, the Divinity School has sent students, staff, and alumni to various locations within the country to conduct clergy education workshops during spring break. These courses include pre-departure cultural competency training as part of the school's effort to cultivate globally conscious and racially equitable theological leadership.

Student Partnerships and Exchanges

Exchange programs are in place between the Divinity School and Tübingen University in partnership with the Methodist-related Reutlingen School of Theology in Germany. Partnerships are also in place for exchanges with the University of Durham, England, and the Free University of Amsterdam, The Netherlands, as well as Chung Chi Seminary at The Chinese University of Hong Kong. These exchanges facilitate divinity students studying on their campuses

and their students coming to Duke Divinity School for a full academic year. Additionally, an institutional relationship has been established with Leipzig University in Germany for doctoral students in homiletics. In 2024, a new partnership was established with Methodist Theological University in Seoul, with additional partnerships underway in Japan and South Africa. These initiatives support relational theological learning and reciprocal institutional collaboration.

Individual students occasionally have made private arrangements for study abroad. This study has most often taken place in England or Scotland, with academic credit usually transferable toward the Duke degree. The Divinity School is also strengthening its [International Field Education](#) opportunities with summer internships in South Africa, Uganda, Kenya, Mexico, and El Salvador. These placements occur in both rural and urban settings.

Faculty Partnerships

Duke Divinity School is in partnership with several international churches and academic institutions. Through these partnerships, faculty and students from the school and the partner institutions share expertise, experiences, and pray with and for one another. The partnership programs afford the opportunity for Duke Divinity School faculty and staff to visit, teach, serve, and learn from the partner institutions, and for their students, faculty, and staff to visit Duke University.

International Service

The involvement of Duke Divinity School with international institutions and cultures has always gone beyond one-way educational opportunities. Over the years, faculty, alumnae and alumni, and students have lived and worked in locations abroad, under both ecclesiastical and secular auspices. The latest listings include more than one hundred seminary graduates in ministry overseas.

Divinity students often participate in international service projects on a short-term basis. Faculty and staff, too, are engaged in a variety of activities outside the United States. In addition to innumerable conferences and lectures in Canada and Europe, professors have taught and given papers in numerous countries.

Academic Policies

Degree Programs

The academic work of Duke Divinity School presently embraces six degree programs:

1. The Master of Arts (MA), a hybrid introductory theological degree that ordinarily takes two years (18.0 units);
2. The Master of Theological Studies (MTS), a general academic degree that ordinarily takes two years (16.0 units);
3. The Master of Divinity degree (MDiv), a graduate professional degree (24.0 units) offered in two modalities:
 1. The residential MDiv, ordinarily takes three years (though a pathway exists for four years);
 2. The hybrid MDiv, ordinarily four years.
4. The Master of Theology (ThM), a one-year graduate professional degree (8.0 units) beyond other master's degrees offered, such as the MA, MTS, and MDiv;
5. The Doctor of Ministry (DMin), a hybrid professional doctorate ordinarily taking three or four years (15.0 units);
6. The Doctor of Theology (ThD), a research-oriented, theologically interdisciplinary doctorate that typically takes five to six years (12.0 units).

The freestanding Certificate in Theology and Health Care requires 6.0 units.

Admission to candidacy for any of the master's degrees requires the completion of a bachelor's degree or its equivalent. Admission to the ThM, DMin, or ThD program presupposes an MA, MDiv, MTS, or comparable master's degree. The MA, hybrid MDiv, and DMin operate on a hybrid of immersive residencies and online synchronous and asynchronous classrooms.

Students preparing for ordination into Christian ministry and requiring appropriate graduate-professional education will normally enroll for one of the three introductory degrees above (MA, MTS, MDiv), depending on denominational requirements. The MA degree is designed to introduce students to disciplined theological reflection as a means for enriching their Christian service in both the church and the world. The degree offers students the opportunity to reflect theologically upon practices of lay ministry, professional ministry, or other Christian service or vocation. The degree is provided primarily for those seeking to enhance lay vocations while remaining in a full-time ministry context or other professional position. The MA coursework may satisfy deacon ordination pathways.

The MDiv degree is the traditional degree for those seeking ordained Christian ministry. Its curriculum is designed to provide exposure to many theological disciplines and to cultivate a number of skills pertinent to a vocation of learned Christian ministry.

Students whose acquired academic standing entitles them to further specialized study may advance their command of selected theological disciplines by applying for an additional year of studies leading to the Master of Theology degree, which may assist in ensuring a larger measure of professional preparation. Application for admission to the ThM program is open to graduates of other schools who have completed a basic theological degree.

The MTS provides an introduction to the theological disciplines as a foundation for a graduate degree (PhD, ThD); preparation for lay religious degrees other than Christian education; grounding for teaching, research, or practice in another field (e.g., history, non-profit, social work, psychology, music); enhancement of institutional roles; and personal enrichment.

The DMin degree is a professional doctorate that has been a mainstay of theological education for decades, providing the opportunity for post-MDiv education to pastors and other Christian leaders. Generally, the degree serves people who have earned the MDiv degree, are ordained, and are currently serving as associate or senior pastors, or as executives of Christian institutions.

The ThD program provides students with academically rigorous training, comparable to the demands of the PhD. The program allows for a focus on areas of study often neglected by traditional PhD programs, such as worship, preaching, evangelism, and the arts.

The specific requirements for each of these degrees are found in the succeeding pages. Completed coursework cannot be credited toward more than one degree. Approved program changes for current students includes review of completed coursework by the academic dean.

Generally, courses in the Bulletin of Duke Divinity School are applicable to doctoral programs of study; however, ThD students must seek the permission of the director of the ThD program before registering for 700-level courses. Some courses at the 900 level are open to qualified MDiv, ThM, or MTS students by permission of the instructor.

Those who desire to pursue studies leading to the degree of MA or PhD in religion, under the administration of The Graduate School, are advised to apply to the dean of that school. Inquiries concerning fellowships or specific requirements of the Graduate Program in Religion may be addressed to the program graduateprograminreligion.duke.edu.

Administration of the Curriculum

Students are required at the time of each registration period to plan their course of study with the consultation and approval of their assigned academic advisors and enroll within deadlines. Such programs are subject to the review and approval of the Academic Policies Committee, the dean, and the academic dean. It is the responsibility of each student to see that all requirements for graduation (and for ecclesiastical ordination) are met, and that any special permission granted to deviate from the normal program is properly recorded in the student files in the Office of Academic Programs. Students can ensure they have completed all requirements using the degree progress and audit tool, [Stellic](http://Stellic.stellic.duke.edu) ([stellic.duke.edu](http://Stellic.stellic.duke.edu)).

Paradigms

Paradigms exist for the MDiv, MTS, MACP, and DMIN programs, as well as the Certificate in Theology and Health Care. A paradigm outlines the recommended and optimal course sequence for a student’s academic progress. The paradigm is designed by faculty for optimal academic, vocational, human and spiritual formation. A paradigm places foundational courses at the beginning of a program and provides subsequent opportunities for more advanced study. Paradigms include core courses and elective courses for denominational requirements or certificate electives listed by the terms offered. For these reasons, a paradigm maximizes the pathway to graduation. Students who deviate from paradigm may face challenges later in their program that may not find exception or relief and instead require additional years to complete the degree. Consequently, students go “off” paradigm at their peril. Paradigms can be found on the Intranet.

Grading System

The Divinity School employs the grading scale with the letters and quality points A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (1.0), F (0.0), W (Withdrew, 0.0), I (Incomplete, 0.0), P (Pass, 0.0), NC (noncredit, 0.0), and Z (year course, 0.0). For the MA, MDiv, MTS, and DMin degrees and the Certificate in Theology and Health Care, individuals or classes may in certain instances and at the discretion of the instructor be graded simply as pass or fail. Students in the Certificate in Theology and Health Care seeking pass/fail need the additional approval of the faculty director.

MA	MTS	HYBRID MDIV	RESIDENTIAL MDIV	DMIN	D-CTHC
XTIANPRC 701 courses are P/F	Students may request up to 4 courses as P/F	XTIANPRC 702/3 courses are P/F	Students may request up to 6 courses as P/F	DMNISTRY 900 courses are P/F	Students may request up to 1 elective course as P/F with director approval
Students may request up to three more courses as P/F	-	Students may request up to six more courses as P/F	-	Students may request up to 3 more courses as P/F	-

Such P/F grades are not included in the computation of the grade point average. The Pass/Fail grading basis must be elected by the Grading Basis Change deadline posted on the academic calendar. Students cannot make changes to grading basis after this date. Students in the ThM and ThD degree programs are not eligible to take courses on the Pass/Fail grading basis. Some limited electives within the MDiv program can be graded on Pass/Fail basis with instructor approval. Pass/Fail is not a grading option for Black Church Studies limited electives. Field Education and some Spiritual Formation courses do not count toward the Pass/Fail limit.

In the core courses for the MDiv (hybrid and residential), MA, and MTS degrees, the grading scale is as follows: A, B, C, and F. The grade of D does not exist in core courses. Core courses may not be taken on the Pass/Fail grading basis. Students are required to obtain a grade of C- or better in order to pass a core course. Students earning a grade lower than a C- in a core course shall be obliged to retake the course for credit and pass the course with a grade of C- or better.

Advanced Placement

MA, MDiv (hybrid and residential), and MTS students may, on the basis of undergraduate courses, a religion major, or other substantial preparation, be given advanced placement in one or more of the required core-course subjects. Such placement normally presumes at least two college courses in a given area (e.g., Old Testament) with a satisfactory grade average and permits the student to fulfill the requirement by electing an advanced course in the same

area (e.g., an advanced Old Testament course in place of OLDTEST 752). Advanced placement must be granted by the division chair (or that individual's designee) and cannot occur until after a student matriculates in a Duke Divinity School degree program. Certificate in Theology and Health Care (C-THC) students applying to a degree program may request the XTIANSTU 705 and 706 (Cultivating Christian Imagination I and II) courses for advanced standing to the appropriate division chair of either Church History or Theology/Ethics. Courses taken for advanced placement must be taken on a graded basis and cannot simultaneously count as a limited elective.

Limited Program

MA, MDiv (hybrid and residential), and MTS students whose academic work after admission is not satisfactory may be placed on a limited program by the Academic Policies Committee or academic dean and are required to reduce their course load or to make other academic adjustments. The Academic Policies Committee or academic dean may also place students on limited programs due to circumstances stemming from medical conditions or bereavement. MDiv and MTS students who during the first year of Divinity School maintain less than a C (2.0) average, including failures, ordinarily will be required to withdraw from the school or be placed on an involuntary leave of absence, depending on the circumstances.

Incompletes

A student may petition the academic dean to receive a grade of incomplete in a course. This petition must be filed in writing on the prescribed form on the intranet on or before the close of business on the last day of the final reading period of the term in question. Such permission may be granted when a student, through some circumstances beyond control, such as illness, has been hindered from meeting the course requirements. Eligibility normally assumes at least 60 percent of the work is completed with passing quality. Adjudication of the petition will rest with the academic dean and the instructor concerned. The academic dean will communicate in writing to the student regarding the joint decision and any conditions attached thereto or ask the instructor to do so. Typically, an incomplete becomes either an F or a permanent incomplete unless it is removed through completion of assigned work by the following dates: for incompletes incurred in fall semester courses, February 1; for incompletes incurred in spring semester courses, September 1; and for incompletes incurred in summer term courses, October 1. Grades should be posted within two weeks of the student submitting the work to the instructor or no later than the end of the first Reading Week of the term. No incomplete should extend beyond one year from the end of the term in which the incomplete was granted. The grade of permanent incomplete is reserved for instances in which the student's work in the course was substantial and of passing quality. Incompletes for ThD students must follow this pattern: An incomplete taken for a fall semester course must be resolved by January 2 of the following academic year; for a spring semester course, the deadline is August 15 of the following academic year. All coursework must be completed before preliminary examinations may be scheduled.

Change of Courses or Withdrawal

Students are permitted to change their course registrations, without incurring a penalty, during the prescribed Drop/Add period at the beginning of each term. These dates vary by hybrid or residential session. The Drop/Add period is assigned by course session—hybrid or residential. The grade given for any course change within the withdraw period is a W.

No student will be permitted to withdraw from a course after one-half of the term without incurring failure, except for causes judged by the academic dean to be beyond the student's control. Conditions of genuine emergency and not considerations of convenience will be determinative in considering requests, which must be submitted via academic petition forms.

Attendance

Attendance and participation in residential courses are determined by the instructor and should be named in the course syllabus. Courses offered in the hybrid program follow program expectations: students may not miss more than one class session in Immersion Week and one online session without penalty.

Leave of Absence

A student wishing to take a leave of absence for one or two terms, and intending to return to a degree program at Duke Divinity School, should so notify the academic dean in advance via digital form. Students may take a leave of absence for personal or medical reasons. Students who wish to take a medical leave of absence may be requested to provide the school or university with medical documentation at the time of request and/or at time of reconsideration for return. A student who wishes to take a leave of absence beyond one full academic year must petition for an exception from the academic dean.

Withdrawals from School

Students deciding to withdraw from Duke Divinity School, for whatever reason, should consult with their academic advisors and the academic dean, and must file a written statement of withdrawal prior to departure via a digital form. Any refund of tuition related to withdrawals will be according to the relevant session's published schedule. All students who have officially withdrawn or whose leave of absence extends beyond one academic year but who wish later to return to Duke Divinity School will be required to reapply for admission and provide whatever documentation is required by the director of admissions.

Administrative Action Policy

The academic dean or designee in consultation with the dean of the Divinity School, the Student Behavioral Assessment Team, and other university officials as needed, may take administrative action(s) against a Divinity School student and/or a Divinity School student group to protect the health, safety, or welfare of the university community or any member of it. Administrative action includes, but is not limited to, a "no contact" directive, removal of privileges, removal from or relocation within the residential community, suspension of activity, and/or suspension from the university. If administrative action is issued while a Conduct Covenant action is pending, such action may remain in effect until the Conduct Covenant process is resolved.

Prior to investigation and resolution, interim restrictions may be placed on a student to protect the health and safety of students or the community. These restrictions may include a “no contact” directive, removal of campus privileges, suspension of activity, and/ or suspension from the university. An interim suspension from the university may be imposed by the academic dean and shall become effective immediately without prior notice whenever there is evidence that the continued presence of the student poses a substantial and immediate threat to themselves, to others, or to the university community. Should an interim suspension be issued and resolution of the matter that prompted it not be resolved within two weeks, the interim suspension may convert to an administrative leave of absence.

Complaints regarding student or group behavior may be filed with Duke Divinity School via mechanisms in the Conduct Covenant or, in cases of harassment, with the Office for Institutional Equity.

If the issue of concern is of a sexual nature as described in the University’s Harassment, Discrimination, and Sexual Misconduct Policy, the Office of Institutional Equity takes the lead on procedures in consultation with the academic dean. The Divinity School’s OIE liaisons are available for assistance in reporting.

Administrative Action Procedure

Any member of the Duke Divinity School community who has reason to believe that a student or student group may pose a threat to the health, safety, or welfare of the Divinity community or any member of it should contact the academic dean. The academic dean, in consultation with the Student Behavioral Assessment Team and/or other appropriate individuals/agencies, will conduct a review of available information and, where necessary and appropriate, gather additional information. Based on the available information, the academic dean shall determine whether administrative action is warranted based on the nature of the risk posed by the student, the probability of harm to Duke Divinity and the wider university community, and whether reasonable alternatives would significantly mitigate the risk. The academic dean will prepare a written statement identifying and explaining the administrative action(s).

A student who is subject to administrative action has three business days from receipt of the written statement to request a meeting with the academic dean to contest the administrative action. Based on the information shared by the student in the meeting, the academic dean shall consider whether any modification to the administrative action is warranted and communicate the decision to the student in writing no later than three days after the meeting. The administrative action may be, at the discretion of the academic dean and subject to the risk determinations as noted above, in force throughout the period of requested reconsideration of the administrative decision.

Graduate-Level Courses

Only graduate-level courses, those numbered 500 and higher, and counting as equivalent to Duke Divinity School courses (3.0 credit hours), will be applied to a student’s degree. Courses below the 500 level may not be applied toward the required credits needed for a post-baccalaureate degree. With the approval of the academic dean, graduate students may enroll in lower-level courses, but these courses will not count toward any graduation requirement and will not be included in a student’s GPA calculation. To take an undergraduate course for credit, a graduate-level version (numbered 500-999) must exist on the schedule as either a permanent course or special topics offering paired with the undergraduate version.

Selected graduate-level courses are offered concurrently with their undergraduate-level counterparts. Graduate students enrolled in these courses are required to complete the requirements and meet the rigor delineated on the graduate-level syllabi, which must be distinct from—and more rigorous than—the requirements for the undergraduate course. For more information visit registrar.duke.edu/policies/graduate-pairings-undergraduate-courses and/or contact the academic dean or the senior director of academic programs and registrar. To request a graduate-level version of a non-Duke Divinity School course, the student should speak with the instructor of the course immediately at registration due to possible long approval times outside of the school.

Directed Study

Students may, with permission of their academic advisors and the instructors involved, take one or two units of Directed Study, preferably not in the same term. These independent study courses under individual faculty supervision are ordinarily in subjects at an advanced level that cover material not available in the regular curriculum. Students wishing to take more than two courses by directed study must have permission from the academic dean in consultation with the student’s academic advisor and the instructor who agrees to direct that study. Certificate in Theology and Health Care students do not normally have access to directed studies, while DMin student do only in specific ways outlined in DMin policies.

Non-Divinity Courses/Interinstitutional Agreements

Students may, in consultation with their academic advisors, take up to two graduate level courses equivalent to Duke Divinity School courses (3.0 credit hours) in other departments of Duke University, at the University of North Carolina at Chapel Hill, or any other institution that is part of the interinstitutional enrollment agreement. Permission for more than two such cognate courses must be secured from the academic dean. Courses in Duke’s Department of Religion do not count within this limit. DMin and Certificate in Theology and Health Care students normally take only Duke Divinity School courses.

Graduation with Distinction

Students who achieve a grade point average of 3.85 for overall academic records in the MA, MDiv (hybrid and residential), and MTS programs are granted the degree summa cum laude. Students with a grade point average of 3.65 or above are awarded the degree magna cum laude. Such distinction is calculated on the basis of letter grades only, totaling at least fifty-percent of all courses taken at Duke, and will be indicated on the student’s diploma.

Part-Time Students

Students taking less than three courses/units in any given term are considered part-time students and should consult with the Office of Financial Aid regarding eligibility.

Auditors

Full-time students paying for at least three courses/units are permitted to audit additional courses at no extra cost, if space permits, with the approval of the instructor of the class, and if it does not conflict with the student's existing course schedule. Special students, part-time students, or persons not candidates for degrees in the university are charged an audit fee for each such course.

Transfer Credits

Students in the MA, MDiv (residential and hybrid), MTS, and ThD programs are eligible to transfer ATS-accredited courses (these being three or four credit hours) into their degree program with approval by the academic dean. (ThM and DMin students may not transfer courses.)

Transfer of graduate credit to Duke Divinity School leading to candidacy for the degree of Master of Divinity will normally be limited to eight courses. For the MTS program, four courses may be considered for transfer; three courses may be considered for the ThD (with additional approval by the ThD director) and MA programs. Grades from approved transferred courses do not appear on Duke Divinity transcripts, nor do they factor into the cumulative GPA of a Duke Divinity program. For master's programs, transfer credit may not take the place of Duke Divinity curricular requirements (including core courses); courses may be transferred for elective credit only. Candidates seeking advanced placement for core courses should consult with the corresponding division chair (or that individual's designee), who will determine equivalencies; requests can must submitted by form on the intranet. Should advanced placement be granted, students would still need to take an advanced elective at DDS in the area in question for a letter grade.

Courses in which the student received a grade lower than B- will not be considered for transfer credit. Duke Divinity will only accept courses completed at an ATS-accredited school or APCE-accredited CPE program, unless an exception is granted by the academic dean. Units of CPE can only count for academic credit via transfer credit if CPE units is undertaken while a student at Duke Divinity School. Courses completed more than five years prior to the intended date of enrollment will not be considered for transfer credit. Courses taken and counted toward a conferred degree cannot be transferred.

Study leave for up to one year (eight course credits) may be granted to students desiring to enroll at an accredited theological institution within their denominational tradition (e.g., Lutheran, Anglican/Episcopal, or Presbyterian). Such leave is normally granted by the academic dean for students to complete ordination requirements. Study leave for up to a year may also be granted to recognized student exchanges. If students wish for courses taken during a leave to count for their Duke Divinity degree, the above policies apply.

Additional policies only for students in the accelerated pathway for Duke MDiv from Duke MA or Duke MTS (graduated): Accepted students matriculate in the Fall to the MDiv program and must complete all requirements for the MDiv. If a student earned below a B- on a required core course, the student may be required to re-take the course or be allowed to substitute a course for it. MTS and MA graduates can take a maximum number of 16 units to the MDiv. Students are required to complete additional units to complete the required 24 units and other degree requirements needed for an MDiv. Depending on the coursework taken, some students will graduate with more than 24 units. Students should expect about 2 years' worth of coursework.

Portfolios

Portfolios are a requirement for completing the DMin, ThM, MTS, MDivR, MDivH, and MA degree programs at Duke Divinity School. Students must submit their portfolios by the relevant deadlines posted on the academic calendar. Negligence in making timely portfolio submissions will make students ineligible to enroll for the next academic term or ineligible to walk at graduation events.

Academic Policies

Clinical Pastoral Education (CPE)

Master of Divinity students may use a basic unit of clinical pastoral education (CPE) to meet half of their field education requirements. For the residential MDiv program this is one unit of field education. For the hybrid MDiv program, this is 200 of the 400 required hours. CPE units may be taken during any term after a student's first full year. Students who receive a field education milestone for CPE may also elect to receive academic course credit—up to two units.

Students must communicate possible coursework conflicts with their CPE Educators, as students cannot miss clinical or educational time to attend a DDS course and vice versa. Students must weigh their schedules and expectations carefully.

CPE Not Requesting Academic Credit

Field Education Requirement

Students seeking to fulfill part of their field education requirements through CPE should initially consult with the Office of Field Education. The student applies directly to a CPE program that is accredited by the Association for Clinical Pastoral Education, Inc. (ACPE) at acpe.edu. The student then arranges for an interview with the CPE staff, gains acceptance to the program, and then enrolls in the CPE program. The student is responsible for paying the CPE center directly for all fees related to enrollment in and completion of the unit. If the student is in the Master of Divinity program, the Office of Field Education will pay tuition for CPE upon successful completion of the unit (up to \$450; if the CPE program's fee is more than \$450, the student is responsible for the difference). The student is responsible for having the CPE center mail or email directly to the Office of Field Education the original or certified copy of the supervisor's final evaluation indicating the unit was successfully completed and a full unit of CPE credit was extended. Upon this notification, the Office of Field Education

will record one unit of field education (residential MDiv) or 200 hours of credit (hybrid MDiv). A unit of field education for CPE is contingent upon the Office of Field Education's approval of both the program and experience. All student-pastors who are serving in settings that do not have appropriate mentoring and evaluation processes in place shall be required to do one unit of CPE during the academic year (either parish-based or extended unit) before graduating from the MDiv program.

Conference/Judicatory Requirement

Students should note that many denominational conferences and judicatories require candidates for ordained ministry to complete a unit of Clinical Pastoral Education in an accredited CPE center. To satisfy this requirement, students may enroll in a CPE program of their choice that is accredited by the ACPE. The student is responsible for notifying the student's appropriate denominational/judicatory officials regarding successful completion of the required CPE unit. Students should also note that the majority of chaplaincy vocational pathways will require completion of a basic unit of CPE. Some may also require a year-long residency, or a total of four units of CPE.

Personal/Professional Growth

Students may enroll in a unit of Clinical Pastoral Education for the sole purpose of personal growth and professional/pastoral skills development (no judicatory and/or field education credits are needed/requested). The student is responsible for paying the CPE center directly for all fees related to enrollment in and completion of the unit. If the student is in the MDiv program and intends to use the experience as a field education milestone, the Office of Field Education will pay tuition for CPE upon successful completion of the unit and reception of the original or certified copy of the supervisor's final evaluation indicating the unit was successfully completed (up to \$450; if the CPE program's fee is more than \$450, the student is responsible for the difference.)

CPE Requesting Academic Credit

Academic Credit

If a student desires academic credit (two course credits) for an accredited clinical pastoral education unit, then they must register for CPE 510 - Level One CPE or CPE 520 - Level One CPE Extended Unit during the appropriate

Duke Divinity School course registration period. The student should gain acceptance into the CPE program before registering for CPE 510 or CPE 520, and register for the section that corresponds with the implementation of the unit whether full-time or an extended, part-time unit. Registration will be approved by permission code through the Office of Field Education. The student will be responsible for Divinity School tuition costs related to the CPE unit's two-course equivalency. The Divinity School tuition charge for these two course credits will be at the current school's tuition rate at the time the academic credit is officially recorded on the student's record. If the student is in the MDiv program, the Office of Field Education will pay tuition for CPE upon successful completion of the unit (up to \$450; if the CPE program's fee is more than \$450, the student is responsible for the difference). The student is also responsible for having the CPE center mail or email directly to the Office of Field Education the original or certified copy of the supervisor's final evaluation indicating the unit was successfully completed and a full unit of CPE credit extended.

Scheduling Considerations

For residential MDiv students completing a unit of CPE over the summer, they should enroll in CPE 502 (0.25 credits) and at the completion of their unit, submit an official ACPE transcript to the Office of Academic Formation and Programs to receive academic credit for the unit.

It is not recommended that students complete a summer CPE unit alongside coursework as a summer unit typically requires full-time presence (roughly 40hrs/week). Further instruction can be found in the Transfer Credit Policy ([link](#)).

Hybrid MDiv students completing a full-time unit of CPE over a single term will enroll in CPE 510 as well as the XTIANPRC 704 CPE-specific section. These students will not be required to attend Immersion Week in person, but will be required to virtually participate in XTIANPRC 704 each day during Immersion Week as well as other scheduled dates during the term.

Hybrid MDiv students completing an extended unit of CPE over two terms will enroll in CPE 520 each term as well as the XTIANPRC 704 CPE-specific section, unless they are enrolled in PREACHNG 758. These students will be required to also enroll in another DDS course and attend Immersion Week for both terms they are completing CPE in order to participate in the Immersion component to both XTIANPRC 704 and their other DDS course.

Duke Divinity School will not consider academic credit for CPE units completed prior to matriculation to Duke Divinity School. Academic credit for units taken while a student at Duke Divinity will require the student to provide an official ACPE transcript of the completed unit. The school will not reimburse the student for CPE center fees incurred prior to matriculation.

The timing for CPE should be decided in consultation with the Office of Field Education. When a student would best enroll in a basic unit of CPE will depend upon the student's curriculum, personal circumstances, and judicatory requirements. It is not recommended during the first year of study. Students seriously contemplating a career in chaplaincy or counseling should take CPE earlier in their curriculum to engage vocational testing in an institutional setting. The personal discovery that often occurs in CPE can prove beneficial in shaping later curriculum choices while in divinity school. All students who desire CPE to be part of their curricular experience at DDS should ensure they complete CPE prior to graduation deadlines.

CPE is viewed as field education and creditable as such; therefore, students completing a field education unit through the Office of Field Education may not be simultaneously enrolled in CPE. Students employed by churches and/or agencies that are not considered a formal field education placement may enroll in CPE, but are cautioned to give close attention to workload.

Completing CPE during your final/graduating term

According to the 2025 ACPE guidelines, the end of unit evaluation must be sent to the student within 21-45 calendar days of the end date of the unit. For graduating students, this could jeopardize their ability to complete their degree requirements on time, as the Office of Field Education issues a passing grade upon receipt of the student's final evaluation.

Parish-Based CPE

In partnership with Duke University Hospital and Duke Raleigh Hospital, the Divinity School offers an extended parish-based CPE unit in which students complete their clinical hours in local parishes. The extended parish-based CPE is a thirty-week academic year program that is open to students who are interested in exploring issues of crisis, death, and grief in a parish setting. Student pastors are particularly encouraged to apply for this program. For more information regarding parish-based CPE, visit divinity.duke.edu/formation/field-education/clinical-pastoral-education. Similar programs may be offered at other ACPE hospitals not listed above.

Academic Policies

Field Education

Program for Vocational Formation

Field education is a cornerstone to Duke Divinity School's Master of Divinity degree program. Field Education forms students for embodied, imaginative, and reflective Christian leadership through contextual engagement and practice. Placement contexts provide abundant opportunities for action as well as reflection, empowering students to engage their personal and spiritual gifts through important experiential education that connects with their rich coursework to form them as integrative leaders. In these settings students are typically (1) working to clarify and test their calls to vocational ministry in parish, non-profit, chaplaincy, or other contexts; (2) exploring ministerial roles and identity; (3) cultivating and strengthening the diverse skills required for ministry; and (4) learning to understand and approach ministry from a deep place of theological reflection as well as social-emotional, organizational, contextual, and intercultural intelligence. A handbook of policies and procedures is available from the Office of Field Education or can be viewed online at divinity.duke.edu/formation/field-education.

Field Education Credit Requirements

Residential MDiv Degree

Residential MDiv degree program students must complete two units of approved Field Education placement required for graduation in the Master of Divinity degree program. Each student is required to complete at least one unit in a church (congregation/parish-based) setting, unless permitted by the Field Education/Spiritual Formation Committee to do otherwise.

A unit is defined by one term placement: either a full-time summer term (forty hours per week in preparation and presence for a minimum of ten weeks) or an academic term (thirteen to fifteen hours per week in preparation and presence for a minimum of thirty weeks). To be approved, the setting must offer qualified on-site supervision with regular student/supervisor theological reflection on the practice of ministry. In addition, the placement must be guided by a learning-serving covenant and provide opportunities for effective feedback and evaluation.

Credit for one unit of Field Education is extended according to the following processes: (1) the student submits (by the published deadline) an application and formally interviews with the Office of Field Education; (2) receives approval for placement; (3) attends orientation; and (4) completes all requirements as outlined in the FIELDEDU syllabus, including final evaluations from the student, supervisor-mentor, and mentoring team by the assigned deadline. The Office of Field Education will review the evaluations and, in consultation with the Associate Dean of Vocational Formation and/or the Field Education/Spiritual Formation Committee, determine if credit is appropriate. Residential MDiv students may count a completed unit of Clinical Pastoral Education (CPE) as one unit of Field Education by submitting a supervisor-signed copy of their CPE evaluation to the Office of Field Education. For more details, please see the Clinical Pastoral Education section of this bulletin under Academic Policies.

Current students who intend to receive a funded summer Field Education placement must be full-time students in the subsequent fall and/or spring term (students who will return to Duke Divinity School following the completion of a required judicatory year at another seminary may request exemption from this policy). Examples of subsequent academic year circumstances that would occasion a non-funded summer Field Education placement include planned leave of absence, planned withdrawal, etc. Should an enrolled student encounter unforeseen circumstances requiring academic leave or withdrawal following a summer Field Education experience, only the tuition grant portion of the summer Field Education funding will be forfeited.

Residential MDiv students may alternately fulfill Duke Divinity School's Field Education requirements for graduation by serving as student pastors of a congregation during their period of study. See the bulletin section titled Student-Pastor Program below for more information.

Hybrid MDiv Degree

Hybrid MDiv students must complete at least 400 hours of Field Education during their degree program. Students may engage in Field Education during any term in which they are eligible, in one of these increments: 100 hours, 200 hours, 300 hours, or 400 hours. Increments must total at least 400 hours across degree program in order to graduate.

Students who are working in a ministry setting while completing their degree may use that setting for Field Education (up to 400 hours to complete Field Education requirements for the MDiv). Students are strongly encouraged to pursue Field Education in settings that align with their longer-term vocational goals. For example, if a student is discerning a call to ordained ministry, at least 200 hours of Field Education take place in a parish setting. Students may complete each term of Field Education in the same context or different contexts. The goals for each term are to be distinct so as to maximize the student's intentional formation.

Hybrid MDiv students choosing to pursue Clinical Pastoral Education (CPE) may count it for up to 200 of the required 400 hours. CPE cannot fulfill the Field Education requirement for the hybrid MDiv by itself. In this instance, it may be that the student completes 200 hours in a church setting and a unit of CPE. In doing so, they will fulfill the Field Education requirements for the hybrid MDiv degree program.

All Field Education placements for hybrid MDiv students are student-initiated placements. That is, hybrid MDiv students are expected to identify their own Field Education placements and receive whatever funding is available through the placement setting. Placements for the hybrid MDiv are not funded through the Office of Field Education.

Hybrid MDiv students who need assistance locating an appropriate and formative placement can seek guidance from the Office of Field Education.

Masters level students may not serve as the supervisor-mentor to another Masters level student in a Field Education placement. This represents a conflict of interest.

As with the residential MDiv degree, credit for one unit of Field Education is extended according to the following processes: (1) the student submits (by the published deadline) an application in the form of a proposed learning-serving covenant and formal interviews with the Office of Field Education for placement approval; (2) receives approval for placement; (3) attends orientation; and (4) completes all requirements as outlined in the FIELDEDU syllabus including final evaluations from the student, supervisor-mentor, and mentoring team by the assigned deadline.

Qualifications and Prerequisites for Student Placement

To qualify for placement through the Office of Field Education, a student must:

- Complete the student's application and interview during the time frame set by the Office of Field Education. If an application is submitted after the posted deadline, the Office of Field Education cannot guarantee that the student will be approved for placement for that placement period.
- Be a full-time residential or hybrid MDiv student as defined by the Divinity School at the time of application and throughout the placement period. The only exception to this policy is the pre-enrollment ministry discernment program (eligible only to residential MDiv students).
- Have completed at least six courses within the residential or hybrid MDiv degree program. This does not apply to the Pre-Enrollment Ministry Discernment Program.
- Have access to personal transportation, i.e., an automobile. (Residential MDiv only. While not having access to personal transportation will not disqualify a student from placement, it will heavily impact placement opportunities due to the nature of public transportation in the Triangle.)
- Complete and pass a background check (for both funded and unfunded placements).
- Be in good academic standing at the time of application/interview and remain in good academic standing through the duration of the placement period, (i.e., have at least a 2.0 cumulative grade point average and carry no more than one incomplete). Failure to maintain good academic standing will result in the loss of eligibility for a Field Education placement. If a residential MDiv student has more than one incomplete going into a summer placement period, the student must have all assignments submitted and the grade(s) posted, bringing them into good academic standing, by the Monday following Baccalaureate in order to participate in summer Field Education.
- All required paperwork for one Field Education placement must be completed and turned in before a student is eligible for another placement.
- If the student is considering transferring within Duke Divinity School to the MDiv program (from the MTS or other degree program), this transfer must be completed by the time of application.
- A student intending to receive a summer placement developed and/or funded by the Divinity School must be registered as a full-time student for the previous spring term and subsequent fall term. However, this policy can be waived if a student must attend another seminary due to judicatory requirements, and the student intends to return to Duke Divinity School as a full-time student following the completion of the required judicatory term(s) at another seminary.
- If a residential MDiv student is planning to take a leave of absence or is planning to withdraw from the MDiv program in the upcoming academic year, then that student cannot receive a funded summer Field Education placement. (Should an enrolled student encounter unforeseen circumstances requiring academic leave or withdrawal following a summer Field Education experience, the tuition portion of the summer Field Education stipend will be forfeited.)
- If a student is a dual degree student in a dual degree program that includes an MDiv (MDiv and Master of Social Work, for example), then the student must complete the two required units of Field Education while in residence as a full-time Duke student. In the standard four-year dual degree paradigm (which begins with two years in residence at Duke), typical placement opportunities would include the summer after their first year, the second academic year, the summer after their second year, and the summer between their third and fourth years.
- Students intending to complete the entire MDiv degree on a part-time basis (due to a documented/registered disability or some other reason approved by the Office of Academic Programs) are still required to complete two Field Education placements in order to graduate. How these requirements are met will be determined on a case-by-case basis, in consultation with the student, the Office of Field Education, and the Office of Academic Programs.

- Students participating in academic year Field Education are not allowed to overload for course credit without permission of both the Office of Field Education and the Associate Dean of Academic Formation. Over the summer, residential MDiv students are permitted to take one hybrid course for credit toward their MDiv while enrolled in Summer Field Education.

Guiding Vocational Formation

Students are called to take responsibility for their development and readiness for ministry. The Office of Field Education is a partner in this important work. If the Field Education staff has reservations about a student's readiness for field placement, the staff will specify requirements preparatory to the assignment. If the student disagrees with this assessment, the student may appeal the staff's decision to the Field Education/Spiritual Formation Committee. The committee will review applicable materials such as Duke Divinity School admissions documents, prior placement evaluations, and additional professional evaluations. The committee may solicit interviews of involved persons, Divinity School faculty/staff perceptions, and evaluation by the Field Education staff. The committee will approve the field assignment or refer the student to remedial avenues of personal and professional development, including, if necessary, a unit of Clinical Pastoral Education, spiritual direction, or a season away from field education. The Committee may also work with the Office of Academic Programs and the Academic Policies Committee to determine if the most appropriate next step is a leave of absence or withdrawal from school.

Field Education Settings for Vocational Formation

Students may elect to meet their Field Education requirements as follows:

- **Student-Initiated Placements** (unfunded or funded by the congregation/ministry setting—applicable to both residential and all hybrid MDiv Field Education placements). Students may request credit for service at a congregation or agency where the student has initiated an internship or staff position. Students, with the direction of the Office of Field Education, have latitude in selecting their student-initiated settings. Residential students must invest a minimum of 300 hours in preparation and presence, for a minimum of ten weeks (summer placement), or a minimum of thirty weeks (academic year placement) in the setting, and comply with the requirements specified by the Divinity School. Hybrid MDiv students must invest a minimum of 100 hours in preparation and presence per term, for a minimum of ten weeks (across any term) in the setting, and comply with the requirements specified by the Divinity School.
- **Settings developed by the Divinity School** (applicable to residential MDiv only). These settings have historically offered opportunities for ministerial service and growth, supervision, vocational formation, and evaluation; or they show promise for meeting these expectations. A variety of ministry settings are available for particular student goals: parish settings (rural, suburban, and urban patterns), institutional settings, non-profit settings, and international settings. These settings normally require a minimum of 400 hours in preparation and presence, a minimum of ten weeks (summer placement), and a minimum of thirty weeks (academic year placement) in the setting.
- **Clinical Pastoral Education (CPE)** (hybrid and residential MDiv). Students may participate in a unit of Clinical Pastoral Education at a program accredited by the Association for Clinical Pastoral Education (ACPE) and submit a copy of their supervisor's final evaluation with appropriate signatures to the Office of Field Education in order to receive one unit of Field Education credit (residential MDiv) or 200 hours of Field Education credit (hybrid MDiv).

While the Divinity School offers a rich diversity of settings for personal and vocational formation, the majority of settings developed by the Divinity School are in local churches in small membership communities. Because of the Divinity School's ties with the United Methodist Church, most field placements occur in that tradition. The Divinity School will assist every student who is seeking ordination in a mainline tradition or a Divinity certificate in finding a placement that meets their ordination or certificate requirement.

The Divinity School is not obligated to provide students with a funded Field Education placement. Funded placements are dependent upon the availability of funding, the restrictions of funding sources, the interests of parishes and agencies in cooperating with the Field Education program, the openness of settings to working with students of diverse faith traditions, students' willingness and abilities to meet the expectations of settings, etc. Students engaged in full-time, non-Field Education employment are not eligible for Divinity School directed funding.

When placed in funded settings, each student receives a portion of the award as a stipend (paid directly to each student through the Duke Payroll Office) and a portion of the award as a tuition grant (credited to the bursar account of each student). Details are provided at the time of placement announcement.

International Field Education

Duke Divinity School is committed to the pursuit of global and intercultural formation. The school's commitment to this formation has resulted in sustained international Field Education opportunities. Policies and procedures are available for review in the Field Education Office or online at divinity.duke.edu/formation/field-education/forms-and-policies.

Duke Divinity School is gifted with faculty, staff, and alumni who are committed to coordinating international Field Education opportunities. Because of their high level of commitment, Duke Divinity School is able to provide residential MDiv students opportunities for funded international Field Education placements. The process for applying and interviewing for these placements is coordinated through the Office of Field Education. The Divinity School's summer internships in international Field Education place theological education and pastoral training in the context of an beautifully interconnected global community. The program currently includes internships in Mexico, South Africa, Kenya, Uganda, and Peru. Students selected for these ten-week summer placements receive a stipend to offset travel and living expenses as well as tuition assistance. Students who participate in these placement experiences will enroll in FieldEdu 530 and complete all required orientation and coursework.

Residential MDiv students may also self-initiate an international placement for the summer term. The Field Education calendar will post deadlines for the application and interview process for self-initiating students. Self-initiating students will interview with the Office of Field Education. In the interview process, the office will ascertain the appropriateness of the placement for Field Education credit and may consult with other Divinity School staff and/or faculty in determining the suitability of the placement for Field Education credit.

Hybrid MDiv students may also self-initiate an international placement for either the Fall, Spring, or Summer terms. Hybrid MDiv students should carefully consider with the Office of Academic Programs and the Office of Field Education the potential curricular and paradigmatic implications of this. It is important that hybrid MDiv students ensure that their placement experience will 1) allow them to be present for the term's Immersion Week at Duke Divinity School; 1) have accessible and reliable internet so the student can participate in coursework throughout the term; 3) allow for them to be both fully immersed in the placement experience while also completing a full course load; and 4) be of sufficient duration in accordance with ATS standards, taking place over the course of 10 weeks. Any other duration must be approved by the Office of Field Education

All international field education placements must abide by the guidelines set forth by [Duke University's Office of Global Travel Support](#).

Pre-Enrollment Ministry Discernment Program for Contextual Learning

The Divinity School offers an opportunity for incoming residential MDiv students to apply to participate in a Field Education placement the summer before matriculation. Applications are open to students discerning ministry who are willing to serve a Field Education placement in a United Methodist setting in rural North Carolina. These placements offer an opportunity to explore the nature of the church; the role of ministry; personal gifts for ministry and how these gifts relate to the office of ministry; and the implications of these experiences for students emerging Christian vocation.

Anticipating the first year of theological education and future Field Education placements, this program provides students a close-range introduction to the nature and dynamics of the practice of ministry under trained and committed pastoral supervisors and lay persons. Orientation events and theological reflection exercises with current Divinity School students provide critical support and learning opportunities that enhance the process of spiritual, vocational, and personal discernment. Honest perspective from pastors and laity on the students' use of this opportunity gives students an early read on their potential for leadership in the community of faith.

These experiences fall exclusively within United Methodist congregations/communities in the state of North Carolina, primarily in rural or semi-rural settings. Pre-enrollment placements offer a stipend, partial scholarship, and housing for the ten-week term. Students must be available to attend an orientation session in early May, have access to personal transportation, and be available to serve anywhere in North Carolina for the full ten-week period.

Because the Pre-Enrollment Ministry Discernment Program for Contextual Learning occurs prior to enrollment at Duke Divinity School, such placements will not receive Field Education placement credit.

Student-Pastor Programs

The student-pastor program is for residential MDiv students only. Residential MDiv students entering Duke Divinity School or completing their first year of study may apply to be recognized as student pastors if they serve as sole pastors of churches during their tenure at Duke Divinity School. This service may suffice for fulfillment of all Field Education requirements. Student-pastor appointments or calls are arranged by the appropriate denominational official or body: the Office of Field Education cannot arrange student-pastor appointments or calls, although it seeks to help facilitate the appointment process in connection with denominational leaders. Once a student has been appointed or called as a pastor by the appropriate jurisdictional, denomination, or congregational authorities, Duke Divinity School may recognize this arrangement and award appropriate Field Education credit for this ministerial service. The Divinity School requires that students wishing to fulfill their Field Education requirements through student-pastor service consult with the Office of Field Education and apply for the student-pastor program. Students serving in staff roles of churches, other than the role of sole pastor, should follow the MDiv paradigm, including Field Education requirements, rather than the student-pastor paradigm.

Student-pastors may enroll in no more than three courses per term, requiring eight terms to complete the Master of Divinity degree. Student-pastors are not permitted to enroll in summer study other than the Student Pastor FieldEdu course which tracks their participation in this contextual learning paradigm. Relaxation of student-pastor limitations on enrollment requires the permission (on the appropriate form) of the supervising church official, the pastor-parish or other personnel committee, the Field Education staff, and the Associate Dean of Vocational Formation. Student-pastors are strongly and actively discouraged from attempting to commute more than fifty miles one way daily. Extensive commuting will jeopardize the student's academic program, health, ministry, and family life.

In keeping with the goal of the school to develop competence in ministry, student pastors should use their appointments as learning contexts. To facilitate this contextual learning process, student-pastors meet monthly during the academic year with student-pastor mentoring groups, composed of other student-pastor peers and a learned pastor who engage together in mutual counsel, direction, and critical theological reflection. Evaluation by the student's parish (and, if United Methodist, the district superintendent) is also required during the student's first and third years of service. All student-pastors who are serving in settings that do not have appropriate mentoring and evaluation processes in place shall be required to do one unit of CPE during the academic year (either parish-based or extended unit) before graduating from the MDiv program.

If all of the conditions outlined for Field Education credit are met, and all reports are completed and filed at the appropriate time, credit may be extended. If, however, the parish setting proves inadequate for the student's needs for ministerial growth and development, the Field Education staff will convene a review committee consisting of the student's faculty advisor, a member of the Field Education/Spiritual Formation Committee, and one of the Field Education staff to review the student's needs and take appropriate action to assist the student in growth. Examples of such action are: requiring an alternative Field Experience, a basic unit of clinical pastoral education, spiritual direction, or leave of absence from the school.

In summary, the process for student-pastors to receive Field Education credit for their call or appointment is: apply for credit with the Office of Field Education, register for only three classes per term, participate in an assigned mentoring group, and submit requisite evaluation materials for two separate years of service.

Academic Policies

Spiritual Formation

The spiritual formation programs at Duke Divinity School, which are coordinated by the Director of Spiritual Formation, provide intentional focus on spiritual disciplines and practices, which are essential for developing and maintaining a holistic spiritual life. The spiritual well-being of ministry leaders has significant impact on the spiritual development and well-being of the congregations, parishes, ministries, and organizations they lead. The mission of spiritual formation is to encourage and guide the embodiment of spiritual practices that cultivate a love for God and neighbor and sustain service to the church and the world. This mission is achieved through student participation in small reflection groups, seminar learning sessions, and by providing opportunities for further student engagement with spiritual formation topics in advance spiritual formation courses.

Spiritual Formation Groups

Among the primary goals of theological education is the training and sanctification of the mind. At Duke Divinity, the sharpening of the mind is coupled with a commitment to spiritual nurture and discipline. The school's curriculum seeks to cultivate both intellect and spirit in a unified reality—calling students to a life of study, prayer, and service. Central to this cultivation is the spiritual formation program.

Master of Divinity Residential (MDivR) Spiritual Formation

First-year MDiv-R students (optional for MTS students) have several options for how to complete their spiritual formation requirements. The majority of students use the small group option. The options include:

- **Spiritual Formation Covenant Group Option:** Led by clergy and spiritual directors, students who select this option will be placed in a small group of about ten students who meet weekly throughout the academic year to share and nurture spiritual practices including Lectio Divina, praying the Psalms, contemplative prayer, holy listening, and solitude. The groups provide space for diverse students to reflect theologically and spiritually together. It is an opportunity to discover rich spiritual friendships and practices, even in the midst of diverse perspectives and leanings. Students are required to take the CHURMIN 700/701 courses to fulfill spiritual formation requirements in the first two terms of the program.
- **Curricular Option (when offered):** Students may take a two-course sequence: SPIRIT 760 and SPIRIT 701. In the first term, students take a one-credit course (SPIRIT 760—Introduction to Christian Spirituality). The course includes both academic work and spiritual practice in small groups. In the second term, students enroll in SPIRIT 701. Both courses are required to fulfill the spiritual formation requirement.
- **House of Study Option:** The Anglican Episcopal House of Studies (AEHS) offers spiritual formation programs for residential students and AEHS students are required to take the CHURMIN 704 course in the first two terms to fulfill the spiritual formation requirements. Some Houses of Study/certificate programs may offer advanced spiritual formation programs suited to their particular tradition.

After the first year, MDiv-R students may participate in advanced spiritual formation offerings.

Master of Divinity Hybrid (MDivH) Spiritual Formation

MDiv-H students are required to participate in Spiritual Formation or Formation for Ministry courses every term. In the first two terms, students enroll in the Spiritual Formation sequence (XTIANPRC 702/703). In this sequence, students participate in spiritual formation small groups, led by clergy and spiritual directors, in order to deepen Christian spirituality through engagement in spiritual and devotional practices, cultivation of attentiveness through self-reflection and private meditation, commitment to practices of worship, Sabbath, rest, and self-care. During the third term and each term thereafter, students are required to take a Formation for Ministry course (XTIANPRC 704) to continue their spiritual, vocational, intellectual, and human formation. Participation in the Anglican Episcopal House of Studies spiritual formation programs does not substitute for the first year XTIANPRC 702/703 sequence.

Master of Arts in Christian Practice (MACP) Spiritual Formation

Spiritual formation courses are required during each term of the MACP program. The spiritual formation courses are led by experienced clergy, spiritual instructors, and directors. In XTIANPRC 701 each term, students participate in spiritual formation small groups, led by clergy and spiritual directors, where they engage in spiritual practices and disciplines that enrich their Christian service to the church and the world.

Doctor of Ministry (DMin) Spiritual Formation

Spiritual formation courses are required during each of the academic terms of the DMin program. The spiritual formation courses are led by experienced clergy, spiritual instructors, and directors. In the DMNISTRY 900 course, students are encouraged to deepen their spiritual life through discussion and reflection on topics of spiritual nurture, spiritual maturity, discernment, and direction. Students are also invited to reflect on the implementation of practices that support pastoral/ministerial self-care and the development of spiritual formation leadership guidelines for congregations and organizations.

Advanced Spiritual Formation

Many students will continue to pursue spiritual formation through advanced spiritual formation groups. For more information, visit divinity.duke.edu/formation/spiritual-formation.

Admissions Information

- Telephone: (919) 660-3436
- Fax: (919) 660-3535
- Website: divinity.duke.edu/admissions
- Email: admissions@div.duke.edu
- To schedule a visit: divinity.duke.edu/admissions/visit-us
- Apply online: divinity.duke.edu/admissions/how-apply

Duke Divinity School is a fully accredited member of the Association of Theological Schools (ATS) and is one of thirteen accredited seminaries of the United Methodist Church.

Admissions

Admission Policies

Admission Acceptance Requirements

All admitted students must indicate their acceptance of admission by submitting their reply form on the application portal and with a payment of a nonrefundable admission deposit of \$100 on or before the date specified in their acceptance letters. Upon matriculation, the deposit is used to open the student's bursar account and is subtracted from the first semester fees. This fee will be paid via e-check through the Bursar's Office website (bursar.dukeonline.duke.edu).

Admissions must also receive a final official transcript verifying the conferral of the undergraduate (for the MDiv, MA, and MTS) or graduate/seminary (for the ThM, DMin, and ThD) degree by the stated deadline, typically August 1.

All MDiv, MTS, and MA students are subject to a background check prior to enrollment in the programs. Students who do not complete the background check may not be permitted to register for courses in future terms.

Deferrals

Students who do not matriculate by the beginning of the term for which they were originally admitted forfeit their admission unless they request a deferral in writing to the Office of Admissions prior to enrolling in the program. A one-year deferral of an admission offer may be granted for the MDiv, MTS, MA, ThM, and DMin programs. Deferrals are not granted for the ThD program unless an exception is made by the director of the ThD program.

If approved, the application will be placed in deferred status. Those who are granted a deferral will be contacted by the Office of Admissions and must confirm their intent to enroll for the following year by the stated deadline. Scholarship offers do not carry over with an approved admission offer deferral. Deferred applicants who indicate their intent to enroll will be considered for scholarships during the next admissions cycle and are advised to submit an updated résumé and a brief one-page update on their work in the past few months no later than the stated deadline.

Applicants for Transfer into a Degree Program are Evaluated on the Same Basis as Other Applicants

A student applying for transfer credits from another ATS accredited seminary must include the following with the required application materials:

- a statement of explanation and purpose for the proposed transfer as part of the essay; and
- the letter of recommendation submitted must be a letter written by the advisor, academic dean, or registrar of the seminary from which transfer of credits is sought indicating that the applicant is in good academic standing.

Changing Degree Programs Once Enrolled at the Divinity School

Students enrolled in the MDiv, MTS, or MA wishing to change to another degree program within Duke Divinity School may apply to do so. Students enrolled in the ThM, DMin, and ThD programs are not eligible to seek admission into a different degree program.

Students seeking to transfer academic programs must meet with various offices, including but not limited to, Academics, Spiritual Formation, Field Education, Financial Aid, and the Office of Admissions. This allows students to understand the academic and co-curricular requirements of the sought after degree program and further discuss their vocational trajectory to ensure programmatic alignment.

Students requesting a program change are expected to have a minimum GPA of 3.0. Students may apply to change programs after completing one full semester of study. Degree program change is only typically approved one time.

Students may submit applications to transfer programs on a rolling basis. Applications received after the following deadlines will be considered for the next academic term: July 15 for Fall term, November 15 for Spring term, and April 15 for Summer term.

Readmission to Duke Divinity School

People seeking readmission to the Divinity School's degree programs must complete a new admission application for the sought after program, including all required supporting documentation. Applicants who have previously been dismissed must wait one full calendar year from the date of dismissal to reapply.

These new materials, supplemented by the individual's original application and Divinity School academic and field education files, will be reviewed by members of the Committee on Admissions for an admission decision. An interview with the director of recruitment and admissions and director of financial aid prior to the processing of the application for readmission is encouraged and may be required. Any questions about readmission procedures should be addressed to the Office of Admissions. Applications for readmission will be evaluated on the admissions standard in effect at the time of the application.

Admissions

Application Materials

Prospective students must to apply online at divinity.duke.edu/admissions/how-apply by the appropriate deadline(s) listed on the website. A nonrefundable \$55 application fee must be submitted after completing the application form in order to upload supplemental items noted below.

Required Materials for All Programs

- **Unofficial Transcripts**
 - All applicants must have, at minimum, an unofficial copy of their transcript from the college or university that granted or will grant their bachelor's level degree.
 - ThD, DMin, and ThM applicants must, at minimum, additionally supply an unofficial copy of their transcript from the college or university that granted or will grant their master's level degree.
 - Additional coursework or degree information from previous colleges, universities, graduate schools, study abroad institutions, and seminaries may also be uploaded as part of the application.
 - Transcripts must be uploaded as part of the online application. All students who are admitted and matriculate at Duke Divinity School must submit final transcripts showing that the minimally required degree has been granted before enrollment.
- **Resume or Curriculum Vitae (CV)**
- **Recommendation Letters:** The number and type of recommendation letters required vary by program. Please consult the program-specific information below.
- **Statement of Purpose:** An essay is required for all programs. The length and content varies by program.
- **Program-specific materials:** Refer to the section below regarding specific materials required for your degree program. All required supplemental materials must be submitted.

Master of Divinity Program (MDiv) Application Requirements

- **Recommendation Letters:** Three (3) letters of recommendation submitted through the online application system are required: 1 academic, 1 church, and 1 additional academic or church.
- **Writing Sample:** Submit a 4-8 page academic writing sample such as an essay or excerpt from an academic paper or article. Attention to theological themes is desired. Include the title of the writing sample and provide context if an excerpt from a larger academic project, such as thesis.
- Applicants applying to a dual degree program must complete all requirements for applying to both programs separately.

Master of Arts in Christian Practice Program (MA) Application Requirements

- **Recommendation Letters:** Three (3) letters of recommendation submitted through the online application system are required: 1 academic, 1 church, and 1 additional academic or church.

Master of Theological Studies Program (MTS) Application Requirements

- **Recommendation Letters:** Three (3) letters of recommendation submitted through the online application system are required: 2 academic, 1 personal/character or church.
- **Writing Sample:** Submit a 4-8 page academic writing sample such as an essay or excerpt from an academic paper or article. Attention to theological themes is desired. Include the title of the writing sample and provide context if an excerpt from a larger academic project, such as thesis.
- Applicants applying to a dual degree program must complete all requirements for applying to both programs separately.

Master of Theology Program (ThM) Application Requirements

- **Recommendation Letters:** Three (3) letters of recommendation are required: 2 academic, 1 personal/character or church.
- **Writing Sample:** Submit a 5-10 page academic writing sample such as an essay or excerpt from an academic paper or article. Attention to theological themes is desired. Include the title of the writing sample and provide context if an excerpt from a larger academic project, such as thesis.

Doctor of Ministry Program (DMin) Application Requirements

- **Recommendation Letters:** Four (4) letters of recommendation are required: 2 academic, 2 church.
- **Statement of Purpose:** A two-page essay describing your goals in undertaking doctoral study, including an indication of your proposed focus.

- **Writing Sample:** Submit an academic writing sample, no more than 15 pages (double-spaced) in length, such as an essay or excerpt from an academic paper or article. Attention to theological themes is desired. Include the title of the writing sample and provide context if an excerpt from a larger academic project, such as thesis.

Doctor of Theology Program (ThD) Application Requirements

- **Recommendation Letters:** Four (4) letters of recommendation are required: 3 academic, 1 church.
- **Statement of Purpose:** An essay of one to two pages (single spaced) describing your goals in undertaking doctoral study, the academic and life experiences that have prepared you for doctoral work, your proposed area(s) of focus, and your particular reasons for applying to the ThD program at Duke.
- **Writing Sample:** Submit an academic writing sample, no more than 15 pages (double-spaced) in length, such as an essay or excerpt from an academic paper or article. Attention to theological themes is desired. Include the title of the writing sample and provide context if an excerpt from a larger academic project, such as thesis.
- **Official GRE Scores:** Duke Divinity School has a test-optional policy for the GRE for students applying for admission to the Doctor of Theology program. If you are sending in scores, official GRE scores must be transmitted electronically from the Educational Testing Services (E.T.S.) to Duke (institution code 5156). E.T.S. will not send scores that are more than five years old; Duke Divinity School will not accept personal or paper score reports. Official GRE scores must arrive before the application deadline date to be considered with your application.

Certificate in Theology and Health Care Residential or Hybrid (CTHC) Application Requirements

Note: Applicants to the residential modality will automatically be considered for the [TMC Fellowship](#).

- **Recommendation Letters:** Two (2) letters of recommendation are required:
 - Hybrid: 1 from a colleague or instructor, 1 personal/character or church.
 - Residential: 1 academic, 1 personal/character or church.
- **Statement of Purpose:** A three-page essay (1) reflecting on your vocation to health care in your current context as a practitioner OR, if you are in training, your vocation to and hopes for future work in health care; (2) describing your goals for enrolling in the CTHC and how you see the immersive residential or flexible hybrid format allowing you to pursue those goals; (3) integrating your reflection on a theological book(s) that has helped to shape your theological imagination; and (4) how you understand your goals and development of theological imagination in relation to the mission of Duke Divinity School to prepare leaders for the church, academy, and world.

Special Student (Nondegree) Application Requirements

Special student status is a restricted category of admission for people who wish to study at Duke Divinity School without pursuing a degree program. Courses are taken for credit. International students are not eligible to apply for special student status due to visa restrictions. As such, special student status is only available to US citizens, permanent residents, or R-1 visa holders. Special student status is good for one calendar year only. A student desiring to continue as a special student beyond the one-year limit must reapply. Nondegree students are not eligible to apply for or receive federal financial aid or institutional scholarships.

Application requirements include:

- **Recommendation Letters:** One (1) academic letter of recommendation submitted through the online application system is required.
- **Statement of Purpose:** A one-page essay describing (1) your reason for wanting to take a course or courses for nondegree credit at Duke Divinity School; and (2) how you understand your vocational trajectory in relation to the mission of Duke Divinity School to prepare leaders for the church, academy, and world.

Admission as a special student is distinct from admission to a degree program. There is no obligation on the part of the Duke Divinity School to offer admission to any of its degree programs to people who have been previously accepted as special students. Special students participating in the Accelerated Pastoral Formation Program will follow the admissions and enrollment policies outlined for that program in consultation with their academic advisor and the Divinity School Office of Admissions.

Accelerated Pathway to the MDiv for Duke Divinity MTS and MA in Christian Practice Graduates

For special and extenuating circumstances, graduates of Duke Divinity's MTS and MA can apply for access to an accelerated MDiv degree. Accepted students matriculate in the Fall to the MDiv program and must complete all requirements for the MDiv. Special and extenuating circumstances will typically be limited to new ordination or denominational requirements. Eligibility for course transfer will be reviewed by the Divinity School's Registrar in accordance to the notation in the transfer credit policy.

Additional Requirements for International Applicants

In recognition of the invaluable contributions that students from outside the United States bring to theological discourse and to community life, Duke Divinity School welcomes all fully qualified international students to apply for all residential degree programs.

- **Language Test Scores for International Applicants:** International applicants must either submit proof of English language proficiency or meet the Divinity School's waiver criteria.
 - **Waiver Criteria:** Applicants may be eligible for a waiver if they (1) graduated from an accredited undergraduate or graduate degree program in the United States within the last five years; or (2) graduated from an accredited English-medium post-secondary institution within the last five years; or (3) Studied full-time for at least two academic years at an accredited institution of higher education in the United States or English-medium institution post-secondary institution, within the last five years.
 - **Acceptable Tests**
 - **Test of English as Foreign Language (TOEFL) internet-based test (iBT):** Official TOEFL scores must be transmitted electronically from the English Testing Services (ETS) to Duke using institution code 5156. No department code is required.
 - The Divinity School requires a cumulative score of 93, a minimum score of 23 in each subset for MDiv, MTS, and MA applicants.
 - The Divinity School requires a cumulative score of 108, with a minimum score of 27 in each subset for ThM and ThD applicants.
 - **International English Language Testing System (IELTS) Academic:** Official IELTS scores must be sent by the testing agency directly to: Duke Divinity School Office of Admission Box 90965 Durham, NC 27708.
 - The Divinity School requires a cumulative score of 6.5, a minimum score of 6.5 in each subset for MDiv, MTS, and MA applicants.
 - The Divinity School requires a cumulative score of 7.5, a minimum score of 7.5 in each subset for MDiv, MTS, and MA applicants.
 - **Duolingo English Test:** There is no institutional code for Duolingo. Applicants need to select "Duke University" at the "Graduate" program type level as the institution to send scores. Score reports without sub-scores will not be accepted.
 - The Divinity School requires a cumulative score of 115 for MDiv, MTS, and MA applicants.
 - The Divinity School requires a cumulative score of 130 for MDiv, MTS, and MA applicants.
 - **Test Validity:** Score reports are valid for two years. Scores will be considered expired if the test was taken more than two years prior to the application deadline.

Additional Requirements for Transfer Applicants

All transfer applicants are evaluated on the same basis as other applicants. However, students applying to transfer from another seminary or theological school must include the following:

- **Statement of Purpose:** Applicants must include an extra page in their essay that provides an explanation of and purpose for the proposed transfer.
- **Letter of recommendation:** A fourth letter of recommendation is required with the application materials. It must be written by the director of field education or student life at the school from which the transfer is sought.

Tuition & Fees

The table below lists the basic minimum expenditures for all degree programs. In addition to the fees cited here, there is an admission deposit fee of \$100, which is applied to the first term bill as a credit. The figures shown are for full-time enrollment (eight courses per year). Tuition and fee rates listed are estimated for 2025-2026 and are subject to change.

	PER TERM	PER YEAR
Tuition—MDiv	\$15,000	\$30,000
Tuition—MDiv (four-year program)	\$11,250	\$22,500
Tuition—MDiv (hybrid, three terms)	\$7,500	\$22,500
Tuition—MTS	\$15,000	\$30,000
Tuition—ThM	\$18,000	\$36,000
Tuition—MDiv/MSW Dual Degree	\$18,750	\$37,500
Tuition—ThD	\$25,000	\$50,000
Tuition—MA (three terms)	\$10,000	\$30,000
Tuition—DMin (three terms)	\$10,500	\$31,500
Tuition—Certificate in Theology and Health Care (residential)	\$11,250	\$22,500
Tuition—Certificate in Theology and Health Care (hybrid)	\$10,000	\$20,000
Transcript Fee (first year only)	-	\$120
Student Health Fee (residential only)	\$503.50	\$1,007
Student Life Ministry/GPSG Fees	\$79.50	\$159
Recreational Facilities Fee (residential only)	\$194.50	\$389

Other Estimated Expenses

Estimated living expenses varies according to individual tastes and requirements. Below is the average cost for living expenses.

ESTIMATED EXPENSES	COST
Books & Supplies	\$660
Room (\$1,538 per month)	\$13,842
Food (\$480 per month)	\$4,320
Transportation (\$232 per month)	\$2,088
Personal Expenses (\$486 per month)	\$4,374

All degree-seeking students are liable for tuition, fees, and all other costs and regulations for the degrees.

Tuition Structure

- For full-time students, tuition is charged on a per-semester basis and is not affected by the number of courses taken.
- Residential MDV, MTS, and THM students may take a reduced load of three courses per semester and remain full-time. A merit scholarship student is required to take three or four courses to remain eligible for a merit scholarship. In special circumstances, middler and senior students may take additional courses than on paradigm, but this is considered an overload and requires the permission of the Academic Dean.
- Students taking one or two courses per semester are considered part-time and will be charged a per-course tuition rate that will be equivalent to one-fourth the per-semester tuition amount plus a 10 percent registration fee. Part-time students are not eligible for merit scholarships or institutional aid.
- Divinity School scholarship awards are calculated as a percentage of the overall tuition.

Additional Fees

Audit Fee. Anyone seeking to audit a course in the Divinity School must, with the consent of the instructor concerned, secure permission from the Office of Academic Programs. A fee of \$750 (or \$375 for alumni) per course will be charged to all auditors who are not enrolled as full-time students.

Course Continuation Fee. In instances where a student has registered for but not completed all the courses or requirements for their program, a \$750 per term fee (all master's programs) or \$250 per term fee (DMin) is required for each term. The student must also register for a continuation course as required by the office of Academic Programs.

ThD Continuation Fee. ThD students who have completed coursework will need to register for the continuation course (CONTDIV 504) for the fall and spring semesters. The ThD continuation fee is \$3,500 per semester.

Parking Pass. Students who wish to park a motor vehicle on campus will be able to purchase a parking pass through Duke Parking & Transportation (parking.duke.edu).

Payment and Penalty

Invoices for tuition, fees, and other charges are delivered to students electronically on DukeHub. Students will not receive a copy via US Mail and are payable by the invoice due date.

If full payment is not received, a late payment charge as described below will be assessed on the next invoice, and certain restrictions as stated below will be applied. A monthly tuition payment plan is available through Nelnet. For more information on this plan, call (800) 609-8056 or visit mycollegepaymentplan.com/duke.

An individual will be in default of this agreement if the total amount due on the student invoice is not paid in full by the invoice due date. An individual who is in default will not be allowed to register for classes, receive a transcript of academic records, have academic credits certified, or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal by Duke University.

Tuition and Fees Refund Policy

Tuition and mandatory fees are required to be paid in full, regardless of:

- the method of instruction and/or mode of academic delivery;
- any changes to instructional content, schedule, or duration of the semester;
- any inability to access Duke University-maintained facilities; and
- any disruption to or cancellation of activities, events, services, or programs during the academic year.

For the avoidance of doubt, and as has been the policy of Duke University in the past, tuition and mandatory fees will not be refunded in whole or in part for any reason, except as provided for under the Refund Policy for residential or hybrid programs. By paying the tuition and mandatory fees, the student and anyone paying tuition on their behalf acknowledges and accepts these terms.

In the event of death, a full tuition and fees refund will be granted; and in all other cases of withdrawal from school, tuition will be refunded according to the published schedule.

Withdrawal schedule and tuition refund for MACP, MDivH, and DMin programs. The standard tuition refund structure for students who withdraw from Duke University assumes that courses are residentially based, begin and end on the same dates as other courses offered at Duke, and that course instruction is evenly distributed across the residential semester. Due to the alternative educational platform of the hybrid classes, the degree programs (MACP, MDivH, and DMin) operate with an alternative tuition refund structure.

Hybrid classes are offered in three terms each year. The first (immersive) week of each term is similar to the first 3 weeks of a regular residential semester. The subsequent online course instruction is distributed across multiple weeks with a pace and structure more similar to the regular residential term than the initial immersive week.

The following tuition refund rubric will be for all terms:

Percentage of Tuition refunded for MACP, MDivH, and DMin students who withdraw from the program.

Term begins the first day of class (DIVH session).

Before the first day of class	100%
During the first week (residential immersion)	80%
During the second or third week	60%
During the fourth or fifth week	20%
After the fifth week	0%

If the tuition adjustment results in a credit balance, the student may elect to have the balance refunded or carried forward for future terms. There is no adjustment or refund of mandatory fees after classes begin.

Drop/Add deadline: Friday of the first reading week. After this date, all drops become a W on transcript.

Financial Aid

Pursuing graduate theological education often involves significant financial investments for students and their families. Duke Divinity School is committed to partnering with students, enabling them to fulfill their call with passion and purpose.

The Financial Aid Office at Duke Divinity School is responsible for managing all federal, state, private, and institutional financial aid programs within Duke Divinity School. This includes determining student eligibility for various financial aid programs, assisting students in determining their best financing options, processing aid requests, and providing student loan debt management counseling.

Financial aid options at Duke Divinity School encompass a range of possibilities, including institutional scholarships, field education grants, student employment allowances, and student loans. Our aim is to ensure that students have access to the resources and guidance needed to pursue their educational goals while minimizing the burden of loan indebtedness.

In addition to the financial assistance provided by Duke Divinity School, students are encouraged to pursue diverse funding options, including assistance from local congregations, foundations, and civic groups. This comprehensive approach helps to further reduce the financial strain on students and their families.

Federal Student Aid

The Financial Aid Office awards federal financial aid (student loans and work-study) in accordance with regulations and guidelines published by the Department of Education. Students must complete the Free Application for Federal Student Aid (FAFSA) to apply for federal student aid. Federal loans are awarded after any grants or scholarships, including external scholarships, and are applied toward any unmet cost of attendance amount. Students receiving federal aid must maintain at least half-time enrollment. To maintain eligibility for federal student aid, students must maintain Satisfactory Academic Progress (SAP) requirements, which include maintaining a 2.0 cumulative GPA, completing a minimum of 65% of attempted credit hours, and graduating within a specified timeframe, depending on the length of the academic program. Nondegree students are not eligible to apply for or receive federal financial aid.

Financial Aid on Student Bills

Financial aid awards will appear as anticipated aid on a student's billing statement once a student has accepted their financial aid awards. A student billing statement will include anticipated financial aid transactions when calculating the amount the student needs to pay. Financial aid is credited to a student's account ten days before the start of each term. Disbursement of a student's awards will occur once the student has completed all required applications and provided all required documentation and information. Students may check the status of their financial aid awards on DukeHub.

Financial Assistance

Satisfactory Academic Progress

Satisfactory Progress for Students Receiving Federal Student Aid

Federal regulations requires that all students applying for and/or receiving financial aid are making satisfactory academic progress (SAP) towards their degree. This regulation applies to all students applying for aid, whether or not financial aid has been previously received. SAP is the successful completion of degree requirements according to established increments that lead to awarding the degree within published time limits. Three measurements are used to determine eligibility: Grade Point Average, Credit Hour Requirement, and Maximum Time Frame:

- GPA: Students in all programs must maintain a minimum cumulative GPA of 2.0 on a 4.0 scale;
- Credit-Hour Requirement: Students must satisfactorily complete 65% of attempted credit hours; and
- Maximum Timeframe: Based on their program, Duke Divinity students must complete the required coursework to graduate within a maximum number of years from matriculation.

Not meeting these requirements may result in loss of all financial aid.

Satisfactory Academic Progress for Students with Merit Scholarships

- If a scholarship student's GPA declines over two consecutive semesters but remains above the 3.0 GPA threshold, a consultation with the academic dean and director financial aid could be required.
- If a scholarship student's cumulative GPA at the end of each academic year (August to May) falls in the range from 2.5 to under 3.0, the student will be placed on scholarship probation for the first semester of the next academic year.
- Students on probation must inform and receive approval from the academic dean regarding courses registered for during the probationary semester; such students will be required to follow the paradigm.
- The student's cumulative GPA must be above the 3.0 threshold at the end of the probationary semester; if not, the student forfeits the scholarship. If the cumulative GPA exceeds the 3.0 threshold following the probationary semester, the student retains the scholarship.
- Only one probationary semester is granted during a student's tenure at the Divinity School. Consequently, if the cumulative GPA of a scholarship student who has already been on probation falls below 3.0 a second time, the student must forfeit the merit scholarship.
- A scholarship student whose cumulative GPA at the end of each academic year (August to May) falls below 2.5 automatically forfeits the merit scholarship with no probationary period allowed.
- Academic misconduct (cheating, plagiarism, etc.) may result in scholarship forfeiture.

Monitoring of Academic Progress

Students' progress will be reviewed after grades are finalized at the end of each semester (fall, spring, and summer). A determination of eligibility to receive financial aid for subsequent enrollment periods will be made at this time. Any student identified through this process will be brought to the attention of the Academic Policies Committee (APC), as part of that committee's work to review student academic progress. Students are fully responsible for monitoring their academic progress as it relates to financial aid eligibility. Students should review their grades on an ongoing basis and compare them to the standards set forth in this SAP policy to determine if they are meeting (or failing to meet) the established criteria. The SAP policy for Title IV aid recipients is aligned with the Duke Divinity School's academic policy as stated in the Divinity Bulletin and on forms and guidelines for degree programs. Evaluations will be completed in a timely manner; however, the next term may be in progress at the time the Duke Divinity School Office of Financial Aid can notify students of their ineligibility. Should the student be concerned that they may not have met the requirements, they may contact the Office of Financial Aid. Students will be notified via their Duke email account if they have failed the measurement. Students may appeal the decision to the Academic Policies Committee (APC). The appeal form and directions are located on the Duke Divinity School website. There are three parts to the measurement, and they are detailed in the program below.

SAP Warning

Students who fail to meet the Qualitative or Quantitative guidelines at the end of the semester/payment period of review are automatically placed on financial aid warning status for one semester and notified of this status. In a warning semester, the student continues to receive federal financial aid for this semester. If at the end of the semester/payment period, the student is now meeting all Satisfactory Academic Progress standards, the warning status is removed and the student is now in good standing. Students who exceed the maximum length of time to graduate will not receive a warning semester and be automatically ineligible for financial aid.

SAP Probation and Appeal

Students who are on a warning status and do not meet all of the Satisfactory Academic Progress standards at the end of the next semester/payment period of review lose federal financial aid eligibility until they are making progress in all categories (see Regaining Financial Aid Eligibility section below). Students who lose eligibility for financial aid may appeal the decision by following the procedures outlined below.

Those wishing to submit a SAP appeal must indicate mitigating circumstances that occurred during the course of the semester in question, that could not have been anticipated prior to that period, and that adversely affected their ability to successfully complete their required coursework. To appeal, a student must submit a letter of appeal to the Office of Financial Aid. The appeal letter should include:

- mitigating circumstances that prevented the student from meeting the requirements of academic progress (i.e., death in the family, student illness or injury, or other personal circumstances). Mitigating circumstances do not include: withdrawing from classes to avoid failing grades, pursuing a second major or degree, etc.;
- documentation that supports the student's basis for the appeal;
- steps the student has taken/will take to ensure future academic success. This plan should outline the student's academic goals for each period (e.g., number of credit hours and/or cumulative GPA) that will enable the student to meet the requirements of academic progress at a specified future point in time; and
- anticipated graduation date.

In most cases, the Academic Policies Committee (APC) will render a decision within two weeks of receipt of a fully completed appeal. All decisions of the APC are final. Notification of the decision will be sent via the student's Duke email account.

If the SAP appeal is approved, financial aid will be awarded for the next semester on a probation period. An approved Academic Plan may be required as a condition of the appeal. An Academic Plan must be formulated in conjunction with the student's advisor and the Office of Academic Programs. The student's advisor Term and Academic Plans and/or other conditions of appeal approval will be included in the notification letter.

Students who fail to meet the requirements for Satisfactory Academic Progress for their probationary semester or do not complete the requirements of their academic plan (if applicable) will again be ineligible for financial aid and subject to the appeal process. Any subsequent appeal must include information regarding new extenuating circumstances or what has changed since the last appeal. Students who meet the requirements for academic progress for their probationary semester will resume good standing and again be evaluated at the conclusion of the following semester/payment period. If the SAP appeal is denied, financial aid will be canceled. Students who have been denied aid are asked to review the section Regaining Financial Aid Eligibility.

Regaining Financial Aid Eligibility

Students denied financial aid after completing the appeal process or failing to meet their Academic Plan can regain full eligibility for financial aid by:

- raising their GPAs to the qualitative standard outlined above by degree;
- successfully completing coursework that will meet or exceed the minimum required for quantitative standard outlined above by degree; and
- students who have reached their maximum time frame are not able to regain eligibility except in the case of a successful appeal of the maximum time frame requirement.

Students who are ineligible to receive financial aid may use one or more of the following payment options while attempting to regain eligibility: the student's resources, Duke Tuition Management Payment Plan, and/or Alternative/Private Educational Loans. Students who have taken the necessary measures to regain eligibility for financial aid must contact the Office of Financial Aid immediately upon doing so and apply for Reinstatement of Eligibility. The student's academic performance will then be reviewed, and if all required SAP criteria are met, full financial aid eligibility will be reinstated, effective the following semester.

All Programs

Students in all programs may follow their progress towards degree programs and certificates via [Stellic](https://stellic.duke.edu) degree audit tool: stellic.duke.edu

Doctoral Programs

[Doctor of Ministry](#)

[Doctor of Theology](#)

Master's Programs

[Master of Arts in Christian Practice](#)

[Master of Divinity \(Hybrid\)](#)

[Master of Divinity \(Residential\)](#)

[Master of Theological Studies](#)

[Master of Theology](#)

Certificates

[Anglican Studies Certificate](#)

[Baptist Studies Certificate](#)

[Black Church Studies Certificate](#)

[Catholic Studies Certificate](#)

[Chaplaincy Certificate](#)

[Faith-based Organising, Advocacy, and Social Transformation Certificate](#)

[Faith, Food, and Environmental Justice Certificate](#)

[Gender, Sexuality, Theology, and Ministry Certificate](#)

[Latinx Studies Certificate](#)

[Methodist Wesleyan Studies Certificate](#)

[Missional Innovation Certificate](#)

[Preaching Certificate](#)

[Prison Studies Certificate](#)

[Reflective and Faithful Teaching Certificate](#)

[Theology and Health Care Certificate](#)

[Theology and Health Care Certificate \(Hybrid\)](#)

[Theology and the Arts Certificate](#)

[Theology, Medicine, and Culture Certificate](#)

[Worship Certificate](#)

Doctor of Ministry

Program Code: D-DIV-DMN

Degree Designation: Doctor of Ministry

Department: Divinity School

Website: divinity.duke.edu/academics/dmin

Program Summary

The Doctor of Ministry (DMin) program offers theological education on Scripture, engagement with the living Christian tradition, and attention to and reflection on contemporary contexts in order to provide formation for leaders of faithful Christian ministries. Because the degree is designed to promote rigorous and imaginative reflection on the practice of ministry and to enhance the critical skills of persons engaged in the leadership of congregations or church-related institutions, a central feature of the degree is its integration of practical ministerial experience with structured theological reflection.

The DMin program operates with a hybrid pedagogy of intensive residencies and online synchronous and asynchronous engagements, allowing for the integration of theoretical learning with contextual ministry formation. While synchronous online activities typically involve weekly zoom meetings, asynchronous online activities include self-paced learning in the form of pre-recorded lectures, discussion forums, and group study and presentations.

Through study and engagement within this program, students will be able to:

- Read and exegete Scripture and the great texts of the Christian tradition for the purpose of preaching and teaching the gospel with clarity, power, and reverence;
- Think theologically and critically about the doctrines and practices of the church and about the world in which the church finds itself, in ways that are both faithful to the historic ecclesial traditions and responsive to the challenges of our time;
- Act with compassion and effectiveness in leading Christian ministries of worship, preaching, education, and formation in service to and transformation of the world;
- Cultivate personal and spiritual maturity for the purpose of strengthening vocational clarity.

Academic Requirements

The requirements for the degree of Doctor of Ministry are:

- Fifteen courses completed in no less than two academic years (the DMin degree is not eligible for credit transfer);
- The completion and committee approval of a substantial written thesis;
- Compilation of a portfolio to be reviewed by an academic advisor;

- The maintenance of a cumulative grade point average of at least 3.0;
- Completion of all requirements for the degree within a maximum six-year period.
- **Required Courses**
 - DMNISTRY 901
 - OLDTEST 901
 - DMNISTRY 904
 - NEWTEST 901
 - CHURHST 903
 - DMNISTRY 903
 - XTIANTHE 904
 - DMNISTRY 902
 - DMNISTRY 905
 - DMNISTRY 906
 - DMNISTRY 907
- **Spiritual Formation**
 - DMNISTRY 900, completed at least 5 times
- **Portfolio**
- **Thesis**

Administration

The DMin degree is structured on a cohort model that organizes learning around short-term (generally one-week) immersive residential seminars in conjunction with ongoing group interaction facilitated by online tools. Each residential seminar will be followed by a period utilizing structured synchronous and asynchronous classrooms during which students will engage one another and faculty on a weekly basis. The structured character of the synchronous and asynchronous classrooms includes assignments that require students both to integrate course material with the ecclesial practices that are part of their daily work and to do so in conversation with the community of peers formed during the residential immersive weeks and sustained through online communication. The five terms of coursework span approximately two academic years; tuition payments are distributed across six terms. The degree program concludes with a period of independent research and writing, one to two years in length, culminating in the production of a substantial written thesis. As a means to exhibit growth and understanding of theological reflection, every DMin student must compile a student portfolio that an advisor will review in the student's fifth term. Both the portfolio and the advisor's final evaluation are submitted to the academic dean.

After their first year of study, Doctor of Ministry students may elect to substitute one directed study class for a cohort course. This may be an enhanced class within the Duke Divinity School curriculum or a directed study with a regular rank faculty member. Students must apply to the Director of the Program for permission no later than the registration period before the upcoming immersive week, thus, October for Spring, February for Summer, and March for Fall. Electives are expected to involve reading and study that are congruent with the level of study required by other courses in the Doctor of Ministry program. This course cannot replace the required Formation Seminar (DMNISTRY 900) courses.

Students should follow the curricular paradigm below. More information on paradigms can be found in Academic Policies.

Continuation Requirements

The progress of all students is reviewed at the end of every semester by the Academic Policies Committee. The following are the continuation requirements for the DMin degree program:

- The student must maintain a cumulative grade point average of 3.0. A student who falls below this level may be dismissed;
- The student must demonstrate progress in the program by completing courses. A student who has three or more unresolved incompletes or a pattern of multiple withdrawals may, at the discretion of the academic dean, be dismissed, placed on an involuntary leave of absence until the incomplete work is resolved, or asked to participate in a limited program;
- Doctor of Ministry students who have registered for the required courses and have completed all coursework except the thesis must register for Thesis Continuation (CONTDIV 503) each term until they complete all the requirements for the program;
- Except for extenuating circumstances, students who have completed the course requirements but have failed to complete the thesis by the end of the fourth year of writing will be administratively withdrawn from the doctoral program. A student may request to have the ThM awarded within one year of the withdrawal term.

Recommended DMin Curricular Paradigm

- **Term 1 (Fall)**
 - DMNISTRY 900 (Formation Seminar)
 - OLDTEST 901 (Old Testament)
 - Cohort Course
- **Term 2 (Spring)**
 - DMNISTRY 900 (Formation Seminar)
 - NEWTEST 901 (New Testament)

- Cohort Course
- **Term 3 (Summer)**
 - CHURHST 903 (Church History)
 - DMNISTRY 900 (Formation Seminar)
 - Cohort Course
- **Term 4 (Fall)**
 - DMNISTRY 900 (Formation Seminar)
 - XTIANTHE 904 (Christian Theology)
 - Cohort Course
- **Term 5 (Spring)**
 - DMNISTRY 900 (Formation Seminar)
 - DMNISTRY 906 (Thesis Seminar)
 - Cohort Course
 - Completion of Student Portfolio
- **Term 6 (Summer)**
 - DMNISTRY 907 (Thesis Writing Phase)

Doctor of Theology

Program Code: D-DIV-THD

Degree Designation: Doctor of Theology

Department: Divinity School

Website: divinity.duke.edu/academics/thd

Program Summary

The Doctor of Theology (ThD) program provides students with academically rigorous doctoral training for theological engagement with the faith and practices of Christian communities. The program was initiated, in part, to extend doctoral training at Duke to areas of study outside of the scope of most PhD programs. The ThD allows concentration in the core areas of the theological curriculum as they attend to and enable critical and constructive reflection on the faith and practices of Christian life and community. Creative interdisciplinary and integrative study with this focus is particularly encouraged.

Student Learning Outcomes

Through study and engagement within this program, students will be able to:

- Hone a student's ability to reason and reflect theologically about Christian texts, traditions, and practices in the selected area of study;
- Produce original scholarship that demonstrates sophisticated research, clarity of writing, critical thinking, and theological argumentation;
- Engage different academic disciplines so as to formulate creative, constructive, and contextually informed proposals that address current needs;
- Demonstrate working knowledge of at least two modern languages (other than English) appropriate for the student's area of research.

Academic Requirements

- **Coursework**
 - XTIANTHE 950
 - 11 additional courses 800-level or above
- **Competency in 2 Modern Languages**
- **Exams and Dissertation**

Coursework

- Twelve courses are required over two years. The normal load is three courses per semester. All courses must be taken for a letter grade.
 - At least six courses must be related to the student's primary concentration.
 - At least three courses must be related to the student's secondary concentration.
 - All students must take the ThD core seminar in their first semester (XTIANTHE 950). This seminar may count as a primary or secondary concentration course with the Director's approval.
- Students normally take courses at the 800 or 900-level. (Note: Doctoral-level courses offered by other schools of the University such as Law or Business may follow a different numbering system. ThD students do not need to seek the Director's permission to enroll in such courses.) With approval of the instructor and the Matriculation Committee, students may enroll in courses under the 800-level; a condition for some of these courses may be that requirements be adjusted to a level appropriate to doctoral study, though the course number will not change. Students cannot take more than four of their twelve courses below the 800-level. Such flexibility can allow ThD students to take University degree certificates open to doctoral students that make sense to their research emphases. With approvals from the instructor and Director, a non-900 level Divinity course can be made into a 900-level one.
 - For graduation purposes, the Director's approval of any courses under the 800-level must be placed on the student's Stellic.

- Students may normally take no more than four courses in schools or departments outside of Duke Divinity School. These courses must be congruent with the student's general program of study.
- A student taking an overload (more than 3 classes for credit per semester) should inform the ThD Director and confirm with Academics. Aid issues will be at play if a student decides to overload one term and then go part-time in another term.
- Students may audit courses or take undergraduate courses that do not give graduate course credit (examples include recreational classes or foreign languages), both while they are in coursework and continuation.
- Students may take courses for credit while in continuation only with approval so that tuition can be adjusted. They should inform the ThD Director at registration of such plans.
- Students may transfer in a maximum of three courses taken prior to matriculation if the following conditions are met (see transfer credit policy on the intranet for application):
 - These courses must have been taken after receiving the MDiv, MTS, or other degree that qualified the student for application to the ThD program.
 - These courses may not have been used to complete a previous degree.
 - These courses must have been offered at an appropriate graduate level (and normally at an ATS accredited school), and they should be congruent with the student's program of study in the ThD.
 - Decisions on transfer of courses must be confirmed around first-year registration into the ThD at Duke Divinity School. Academics reviews all applications.
 - If students transfer in the maximum of three courses, their required full-time enrollment (and any corresponding tuition award) will be reduced by one semester.

Exams

- Demonstrated competence in two modern research languages other than English. Additional proficiency may be required in light of the student's particular research interests
- Written preliminary examinations (including at least one in the primary area, one in the secondary area, and a dissertation exam)
- An oral preliminary examination in which members of the student's preliminary examination committee will ask the student to discuss the issues treated in the written examinations

Dissertation

Completion and defense of an academic dissertation that demonstrates the student's ability to contribute to scholarly discourse and to bring that discourse to bear on the ministries and practices of Christian communities.

Arc of the Program and Continuance Requirements

ThD students complete their coursework over the first two years of their program. Students must maintain a cumulative grade point average of 3.0 during coursework; failure to do so may mean dismissal from the program. Once a student finishes coursework, they are registered with a continuance status until the completion of the dissertation.

During these first two years (including summers), students should pass their language exams. Students cannot take their preliminary examinations until they have completed their coursework and passed their language exams.

After coursework, students are enrolled under a continuance status until they finish their dissertation. Normally, students should take and pass their preliminary examinations during their third year. If students do not pass their preliminary exams by the end of the fall semester of their fourth year, they may be dismissed from the program.

Students should schedule their dissertation proposal defense with their dissertation committee three months after passing preliminary exams. If students take longer than six months after preliminary examinations to pass their dissertation proposal defense, they may be dismissed from the program. The same is true for those taking longer than four years (eight semesters) after their preliminary examinations to pass their dissertation defense.

Master of Arts in Christian Practice

Program Code: D-DIV-MACP

Degree Designation: Master of Arts in Christian Practice

Department: Divinity School

Website: divinity.duke.edu/academics/macp

Program Summary

Grounded in central elements of Christian thought and practice, the Master of Arts in Christian Practice (MA) degree is designed to introduce students to disciplined theological reflection as a means for enriching their Christian service in both the church and world. The degree offers students the opportunity to reflect theologically upon practices of ministry or other Christian service. The degree is provided primarily for those seeking to enhance vocations while remaining in a full-time ministry context or other professional position. The MA program operates with a hybrid pedagogy of intensive residencies and online synchronous and asynchronous engagements, allowing for the integration of theoretical learning with contextual ministry formation. While synchronous online activities typically involve weekly zoom meetings, asynchronous online activities include self-paced learning in the form of pre-recorded

lectures, discussion forums, and group study and presentations. Course requirements include a core sequence that will deepen students' knowledge and appreciation of the Bible and the Christian theological tradition. Courses specific to concentrations of study will build upon that core, engaging practices of ministry in today's world. A third element is the ongoing seminar in Christian formation that seeks to integrate learning with spiritual practice. A cornerstone and capstone course sequence offered in the first and final terms offers resources to introduce and integrate theology and practice over the two-year program.

Through study and engagement within this program, students will be able to:

- Read and exegete Scripture and the great texts of the Christian tradition for the purpose of preaching and teaching the gospel with clarity, power, and reverence;
- Think theologically and critically about the doctrines and practices of the church and about the world in which the church finds itself, in ways that are both faithful to the historic ecclesial traditions and responsive to the challenges of our time;
- Gain clarity on vocational aspirations as they relate to serving the church, academy, and world;
- Cultivate habits of spiritual disciplines to sustain a Christian life ordered toward holiness, justice, peace, and reconciliation.

Academic Requirements

The requirements for the MA degree are:

- Eighteen courses (units) completed in no less than two academic years;
- Compilation of a portfolio to be reviewed by an academic advisor;
- Maintenance of a cumulative grade point average of at least 2.0;
- Completion of all requirements for the degree within four years.

Detailed Requirements

- **Required Course (1 course)**
 - PARISH 705
- **Choose 1 Track (5 courses)**
 - **Track One: Foundations**
 - XTIANSTU 705
 - XTIANSTU 706
 - 1 Bible course
 - NEWTEST 754
 - OLDTEST 752
 - OLDTEST 753
 - 1 Theology or Church History course
 - CHURHST 751
 - XTIANTHE 755
 - 1 LTS Worship course
 - **Track Two: Congregations**
 - LTS 730
 - NEWTEST 754
 - XTIANTHE 755
 - CHURHST 751
 - 1 Old Testament course
 - OLDTEST 752
 - OLDTEST 753
- **Electives (6 courses)**
 - Any 6 elective courses
- **Spiritual Formation**
 - XTIANPRC 701, taken 6 times
- **Portfolio**

Administration

The MA offers a hybrid pedagogy of intensive residencies and online synchronous and asynchronous engagements via two tracks: Track One (Foundations) and Track Two (Congregations). All students will have course requirements.

Track One (Foundations) students will have a six core-course sequence designed to deepen students' knowledge and appreciation of the Bible and the Christian theological tradition. Included in that sequence are the following: XTIANSTU 705 and 706 (Cultivating Christian Imagination I and II), PARISH 705 (Introduction to Mission and Ministry), LTS 730 (Introduction to Christian Worship) or other worship elective (LTS 700-759) any term, and two additional core courses (either OLDTEST 752 or 753; or NEWTEST 754; and either CHURHST 751** or XTIANTHE 755).

Track Two (Congregations) students (including United Methodist Church deacon candidates) will have at least six core courses: PARISH 705 (Introduction to Mission and Ministry), OLDTEST 752 or 753 (Old Testament Interpretation I or II), NEWTEST 754 (New Testament Interpretation), CHURHST 751 (Early Modern and Modern Christianity)**, LTS 730 (Introduction to Christian Worship) or other worship elective (LTS 700-759) any term, and XTIANTHE 755 (Christian Theology). United Methodist students should complete PARISH 777 (Wesleyan Foundations), and PARISH 778 (UMC Mission and Practice). UMC students should plan to take LTS 730 unless given approval by judicatories to substitute a worship elective in its place.

**For the Church History course in either Track, students may take CHURHST 750 (Early and Medieval Christianity) or AMXTIAN 756 (American Christianity) by permission, or as additional electives. Students must review implications to course schedule when considering.

The two tracks enable flexibility for students to pursue the MA either as a general theological degree or one tailored to a specific interest (e.g., the UMC diaconate, a certificate in Christian Education, or a certificate in Missional Innovation). In the first term, all MA students will take a cornerstone course, PARISH 705 (Mission and Ministry), to introduce the theology and practice of ministry. After completing the core courses, MA students will complete a series of elective courses that will build upon the core courses and focus reflection on particular areas of Christian practice in the church and world. Students will also participate in an ongoing seminar on Christian formation that will serve to integrate academics with spiritual practice. In the final term, students will complete a capstone project within XTIANPRC 701 (Practicing Ministry), bringing to bear insights and experience from all components of the program. As a means to exhibit growth and understanding of theological reflection, every MA student will compile a student portfolio that their academic advisor will review in the student's fifth term. Both the portfolio and the advisor's final evaluation are submitted to the academic dean.

Continuation Requirements

The progress of all students is reviewed at the end of every term by the Academic Policies Committee. The following are the continuation requirements for students enrolled in the MA degree program:

- The student must maintain a cumulative grade point average of 2.0. If a student falls below this level, the student may, at the discretion of the academic dean be dismissed or placed on an involuntary leave of absence;
- At the end of the second term, the student on a limited program who does not attain a cumulative GPA of 2.0 is dismissed. In exceptional cases, a student who shows substantial improvement in the second term but does not quite attain a GPA of 2.0 may be given a third term to do so;
- The student must demonstrate progress in the program by completing courses. A student who has three or more unresolved incompletes or a pattern of multiple withdrawals may, at the discretion of the academic dean, be dismissed, placed on an involuntary leave of absence until the incomplete work is resolved, or asked to participate in a limited program.

Recommended MA Curricular Paradigm

Track One (Foundations)

- First Year
 - Fall
 - PARISH 705 (Mission and Ministry/Cornerstone)
 - XTIANSTU 705 (Cultivating Christian Imagination I)
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
 - First Year Writing Assessment
 - Spring
 - XTIANSTU 706 (Cultivating Christian Imagination II)
 - Elective (or Additional Core Course–NEWTEST 754 or CHURHST 751)
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
 - Summer
 - LTS 730 (Intro to Christian Worship) or other worship elective any term (LTS 700-759)
 - Elective
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
- Second Year
 - Fall
 - Elective (or Additional Core Course–OLDTEST 752 or XTIANTHE 755)
 - Elective
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
 - Spring
 - Elective (or Additional Core Course-OLDTEST 753)
 - Elective
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
 - Student Portfolio submitted at the end of the term.
 - Summer
 - Elective
 - Elective
 - XTIANPRC 701 (Capstone Course)

Track Two (Congregations)

- First Year
 - Fall
 - PARISH 705 (Mission and Ministry/Cornerstone)
 - OLDTEST 752 (Old Testament Interpretation I)
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
 - First Year Writing Assessment
 - Spring
 - NEWTEST 754 (New Testament Interpretation)
 - CHURHST 751 (Early Modern and Modern Christianity)
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
 - Summer
 - LTS 730 (Intro to Christian Worship) or other worship elective any term (LTS 700-759) (UMC should take LTS 730)
 - Elective
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
- Second Year
 - Fall
 - XTIANTHE 755 (Christian Theology)
 - Elective (UMC Deacons take PARISH 777)
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
 - Spring
 - Elective (UMC Deacons take PARISH 778)
 - Elective (or OLDTEST 753 (Old Testament Interpretation II) if did not take OLDTEST 752)
 - XTIANPRC 701 (Spiritual Formation/Ministry Integration)
 - Student Portfolio submitted at the end of the term.
 - Summer
 - Elective
 - Elective
 - XTIANPRC 701 (Capstone Course)

*In Terms 2 and 4, Track 1 students may elect to take an additional core course, either New Testament or Old Testament, and either Church History or Christian Theology.

Master of Divinity (Hybrid)

Program Code: D-DIV-MDVH

Degree Designation: Master of Divinity

Department: Divinity School

Website: divinity.duke.edu/academics/hybrid-mdiv

Program Summary

The Master of Divinity (MDiv) degree is designed to prepare individuals for ordained and other forms of professional ministry. It provides exposure to the classic theological disciplines, practical courses for ministerial skill-development, and voices and themes that are often neglected in theological discourse. The program requires two internship experiences (Field Education placements) where students grow in their ministerial skills under the supervision of practitioners. The MDiv also allows for a number of electives to be taken that can be focused on specific areas of interest. Some of these areas may be pursued in the form of established degree certificates.

The hybrid MDiv program operates with a hybrid pedagogy of intensive residencies and online synchronous and asynchronous engagements, allowing for the integration of theoretical learning with contextual ministry formation. While synchronous online activities typically involve weekly zoom meetings, asynchronous online activities include self-paced learning in the form of pre-recorded lectures, discussion forums, and group study and presentations.

Aims of the Curriculum

Through study and engagement within this program, students will be able to do the following:

- Read and exegete Scripture and the great texts of the Christian tradition for the purpose of preaching and teaching the gospel with clarity, power, and reverence;
- Think theologically and critically about the doctrines and practices of the church and about the world in which the church finds itself, in ways that are both faithful to the historic ecclesial traditions and responsive to the challenges of our time;
- Gain clarity on vocational aspirations as they relate to serving the church, academy, and world;
- Cultivate habits of spiritual disciplines to sustain a Christian life ordered toward holiness, justice, peace, and reconciliation;

- Act with compassion and effectiveness in leading Christian ministries of worship, preaching, education, and formation in service to and transformation of the world.

Academic Requirements

At least 24 courses total to complete the degree, including the following requirements:

- **Core Courses (9 courses)**
 - OLDTEST 752
 - OLDTEST 753
 - NEWTEST 754
 - CHURHST 750
 - XTIANTHE 755
 - CHURHST 751
 - XTIANETH 757
 - AMXTIAN 756
 - PREACHNG 758
- **Limited Electives (5 courses)**
 - 1 Church Ministry Limited Elective
 - 1 New Testament Exegesis Limited Elective
 - 1 Practicing Theology in Ministry Limited Elective
 - 1 World Christianity Limited Elective
 - 1 Black Church Studies Limited Elective
 - A comprehensive list of courses that count as limited electives is available to students in the degree audit system.
- **Middler & Senior Portfolios**
- **Spiritual Formation (2 courses)**
 - XTIANPRC 702
 - XTIANPRC 703
- **Field Education**
 - A minimum of 400 contact hours, completed in 1 of the following pathways:
 - 400 hours at one time: FIELDEDU 525 (400 hours)
 - 300 hours + CPE or 100: FIELDEDU 526 (300 hours) & 1 of: FIELDEDU 529 (100 hours), or CPE option (CPE 510, or CPE 520 taken twice, or CPE 502)
 - 100 hours or CPE + hours: 2 of: FIELDEDU 527 (200 hours), FIELDEDU 529 (100 hours) taken twice, FIELDEDU 529 (100 hours) taken twice again, or CPE option (CPE 510, or CPE 520 taken twice, or CPE 502)
 - 200 + 200: FIELDEDU 527 (200 hours) taken twice

General Description

Graduation requirements for the Master of Divinity degree consist of satisfactory completion of twenty-four courses (units), with an overall grade point average of C (2.0) or better: nine foundational courses or their equivalent; five Limited Electives; two courses in Spiritual Formation; eight electives; approved Field Education; and four evaluations.

The basic curriculum provides for core courses in biblical, historical, theological, and ministerial studies representative of the tradition and regarded as indispensable background for subsequent work in the degree. These required courses total nine of the twenty-four courses necessary for graduation. They are OLDTEST 752 and 753, NEWTEST 754, CHURHST 750 and 751, AMXTIAN 756, XTIANTHE 755, XTIANETH 757, and PREACHNG 758. The opportunity for advanced standing adds further variability to the academic program, depending on the nature and quality of the student's previous academic work.

Additional to the hybrid MDiv are two units of Spiritual Formation for credit (XTIANPRC 702 and 703) and Formation for Ministry milestone each term (XTIANPRC 704).

Field Education in the hybrid MDiv will be fulfilled through one or more self-initiated experiences totaling a minimum of 400 contact hours across the degree program.

At least one course must be selected from each of the five designated categories of Limited Electives: Church Ministry, Black Church Studies, World Christianity, New Testament Exegesis, and Practicing Theology in Ministry. Ten courses are available for working out an individualized program of study leading to specialized preparation in academic depth and/or professional ministerial competence.

Each hybrid MDiv student will be assigned an academic advisor who is familiar with the hybrid program and who has a focus on supporting remote learners.

Eleven terms of synchronous learning in person and online are ordinarily required for the completion of the degree. With permission of the academic dean, certified non-Duke study, generally not exceeding the equivalent of eight courses, may be permitted to a candidate for the basic degree.

The normal academic load is three courses per term for the first two terms and then two courses per term thereafter, with the Formation for Ministry milestone (XTIANPRC 704). A student with demonstrated competence may, with the consent of the academic advisor and the academic dean, enroll in an additional course as an overload. To be eligible for an overload, typically a student must have completed one term and have a cumulative GPA of at least 3.0. Students are allowed three course overloads. No student may have more than three course overloads.

General Features of the Basic Curriculum

The following is a brief summary of the basic curriculum:

- Twenty-four courses and eleven terms are required for graduation. After the first two terms, normal academic load is two courses per term plus Formation for Ministry (XTIANPRC 704);
- Field Education in the hybrid MDiv will be fulfilled through one or more self-initiated experiences totaling a minimum of 400 contact hours across the degree program;
- Each student is required to attend and participate in Spiritual Formation for course credit for the first two terms;
- The completion status of assessment portfolios will be reviewed by academic advisors at the mid-point of study and just before graduation.

Admission to candidacy for the hybrid Master of Divinity degree is admission to the regular program of studies. The recommended paradigm defines the normal sequence of the student's developing program. Students enrolled for less than three units/milestones per term are considered part-time and are not eligible for institutional financial aid.

Evaluation/Self-Evaluation

The successful completion of the hybrid MDiv degree program rests upon four components: (1) grades; (2) Spiritual Formation/Formation for Ministry; (3) Field Education; and (4) advisor evaluations of student portfolios. Grades are assigned for each course credit and are explained in more detail in an earlier section. Evaluation of Spiritual Formation and Field Education begins with self-evaluations by each student. Self-evaluations prepared by the student are considered by the spiritual formation leader and field education supervisor, respectively. An evaluation of the student's learning is then completed by the spiritual formation leader and field education supervisor, respectively. The self-evaluations and evaluations are included in the fourth component of the evaluation process, portfolios. Two portfolio submissions and reviews by academic advisors are required for the MDiv degree program. The middler review of the student portfolio follows the first year of study. The senior review of the student portfolio occurs during the student's final year. The academic advisor evaluates the student's portfolio in light of curricular aims. The student's portfolios are compiled over the duration of the degree program and include self-evaluations, sample writing assignments, and evaluations from Spiritual Formation, Field Education, and coursework.

Aggregate feedback along with other direct and indirect means of discernment are considered annually by the Curriculum Committee and the faculty of Duke Divinity School for the purpose of assessing and revising degree programs. For further information and guidelines related to the plans for assessment of degree programs, see the DDS website at divinity.duke.edu/academics.

Information from portfolios is protected by the statutes concerning privacy and confidentiality. Only aggregate and summarized information is shared by the Divinity School to any extra-university party. These portfolio evaluations are graduation requirements that must be satisfied as any other requirement. Students who require significant additional work as judged by their academic advisors will have to complete that work prior to graduation.

Continuation Requirements

The progress of all students is reviewed at the end of every term by the Academic Policies Committee. The following are the continuation requirements for students enrolled in the hybrid MDiv degree program:

- The student must maintain a cumulative grade point average of 2.0. If a student falls below this level, the student may, at the discretion of the academic dean, be dismissed, placed on an involuntary leave of absence, or asked to participate in a limited program. This means that the student may enroll in fewer courses than the recommended degree paradigm;
- At the end of the second term, the student on a limited program who does not attain a cumulative GPA of 2.0 is dismissed. In exceptional cases, a student who shows substantial improvement in the second term but does not quite attain a GPA of 2.0 may be given a third term to do so;
- The student must demonstrate progress in the program by completing courses. A student who has three or more unresolved incompletes or a pattern of multiple withdrawals may, at the discretion of the academic dean, be dismissed, placed on an involuntary leave of absence until the incomplete work is resolved, or asked to participate in a limited program;
- The hybrid MDiv degree must be completed within eight years. The minimum time in which a degree can be completed is three years;
- To be classified as full-time, a student must be enrolled in two courses in a term plus the Spiritual Formation course or Formation for Ministry milestone.

Study Abroad

Self-initiated study abroad, with transferable credit toward graduation, may be allowed for a candidate for the Master of Divinity degree by approval of the academic dean. A strong academic record is a prerequisite. Ordinarily, permission for such study may be granted to students who have completed two years of coursework. Both the institution abroad and a specific course of study proposed must have the prior approval of the academic dean. Required courses should usually be completed at Duke.

Ordination Requirements

Students preparing for ordination are strongly advised to ascertain early in their seminary program the precise ordination requirements of their denomination.

United Methodist students must fulfill educational requirements as set forth by the *Discipline* by completing the year-long course on Methodist doctrine, history, and polity (PARISH 777 and 778); one course in worship (LTS 730); one course in evangelism; and one course in mission. Some annual conferences also require one or more courses in preaching, pastoral care, and/or clinical pastoral education (CPE).

Students from other denominations should consult with their appropriate church bodies for specific requirements, which may include biblical languages. Polity courses for certain other denominations may be offered from time to time by faculty members or local clergy on prior request.

Recommended Curricular Paradigms

Although tailored to meet the needs and requirements of hybrid MDiv students with different trajectories, the following paradigms all share the same core requirements (listed in bold below): OLDTEST 752 and 753, NEWTEST 754, CHURHST 750 and 751, AMXTIAN 756, XTIANTHE 755, XTIANETH 757, and PREACHNG 758; and the same Limited Electives (listed in italics): one Church Ministry course, one Black Church Studies course, one New Testament Exegesis course, one World Christianity course, and one Practicing Theology in Ministry course (courses offered under the rubric of this elective will focus on the practice of theology in today's contemporary setting: i.e., on the reflective application or embodiment of theology in shaping communities of faith).

Although it is not required, students may take the Greek and Hebrew language sequences (NEWTEST 760, 761; OLDTEST 760, 761) and a Greek or Hebrew exegesis course, if offered.

Cross-enrollments between Residential MDiv and Hybrid MDiv

If a student plans to switch modalities permanently, the student may initially petition the Office of Admissions for the change.

The Recommended Hybrid Master of Divinity Curricular Paradigm

(Core courses are in **bold**; required Limited Electives are underlined. UMC recommendations are [in brackets]; see below for more details.)

- First Year
 - Fall
 - **OLDTEST 752**
 - Church Ministry (LE)* [PARISH 770 or equivalent]
 - XTIANPRC 702
 - **First Year Writing Assessment**
 - Spring
 - **OLDTEST 753**
 - **NEWTEST 754**
 - XTIANPRC 703
 - Summer
 - Optional Biblical Language or Limited Electives*
 - Optional Biblical Language or Limited Electives*
 - Formation for Ministry (Milestone)
- Second Year
 - Fall
 - **XTIANTHE 755**
 - **CHURHST 750**
 - Formation for Ministry (Milestone)
 - Spring
 - **XTIANETH 757**
 - **CHURHST 751**
 - Formation for Ministry (Milestone)
 - Summer
 - Optional Biblical Language or Limited Electives*
 - Optional Biblical Language or Limited Electives*
 - Formation for Ministry (Milestone)
 - Middler Review of Student Portfolio
- Third Year
 - Fall
 - **AMXTIAN 756**
 - **PREACHNG 758** [or PARISH 777]
 - Formation for Ministry (Milestone)

- Spring
 - [NT Exegesis \(LE\)](#)
 - [Practicing Theology in Ministry \(LE\)](#) [Elective or PARISH 778]
 - Formation for Ministry (Milestone)
- Summer
 - Elective or [NT Exegesis \(LE\)](#) [Elective]
 - Elective or [Practicing Theology in Ministry \(LE\)](#) [LTS 730]
 - Formation for Ministry (Milestone)
- Fourth Year
 - Fall
 - Elective [Mission or Evangelism or PARISH 777]
 - Elective (or **PREACHNG 758**) [Mission or Evangelism or **PREACHNG 758**]
 - Formation for Ministry (Milestone)
 - Spring
 - Elective [or PARISH 778]
 - Elective [or [NT Exegesis LE](#)]
 - Formation for Ministry (Milestone)
 - Senior Review of Student Portfolio

Middler Review of Student Portfolio by Summer of the second year. Senior Review of Student Portfolio completed by Spring of fourth year (or final term).

*For terms 3 and 6 (first and second summers), students may take either the Biblical language sequence (760 and 761) or required Black Church Studies and World Christianity Limited Electives. Languages are optional and count as electives, while Limited Electives are degree requirements and must be completed by the end of the MDiv program. Students who take languages must complete Limited Electives later in their program.

UMC Courses

United Methodist students are required to take the following: doctrine, history, polity, worship, mission, evangelism. The PARISH 777-778 sequence is required for doctrine, history, and polity and LTS 730 for worship (or other approved elective), but students may select courses that count for mission and evangelism, as noted in registration materials.

Required:

- PARISH 777 – Wesleyan Foundations for Mission, Practice, Belief (Fall)
- PARISH 778 – United Methodism: Mission, Practice, and Belief (Spring)
- LTS 730 – Introduction to Christian Worship (Summer)
- Mission and Evangelism courses
 - PARISH 759 – Missio Ecclesiae: God’s Mission of Evangelism (counts as mission or evangelism course)
 - PARISH 770 – Forming Disciples in the Wesleyan Tradition (counts as mission or evangelism course)
 - PARISH 780 – The Missional Church and Evangelism (counts as mission or evangelism course)

Master of Divinity (Residential)

Program Code: D-DIV-MDV

Degree Designation: Master of Divinity

Department: Divinity School

Website: divinity.duke.edu/academics/mdiv

Program Summary

The Master of Divinity (MDiv) degree is designed to prepare individuals for ordained and other forms of professional ministry. It provides exposure to the classic theological disciplines, practical courses for ministerial skill-development, and voices and themes that are often neglected in theological discourse. The program requires two internship experiences (Field Education placements) where students grow in their ministerial skills under the supervision of practitioners. The MDiv also allows for a number of electives to be taken that can be focused on specific areas of interest. Some of these areas may be pursued in the form of established degree certificates.

Aims of the Curriculum

Through study and engagement within this program, students will be able to do the following:

- Read and exegete Scripture and the great texts of the Christian tradition for the purpose of preaching and teaching the gospel with clarity, power, and reverence;
- Think theologically and critically about the doctrines and practices of the church and about the world in which the church finds itself, in ways that are both faithful to the historic ecclesial traditions and responsive to the challenges of our time;
- Gain clarity on vocational aspirations as they relate to serving the church, academy, and world;

- Cultivate habits of spiritual disciplines to sustain a Christian life ordered toward holiness, justice, peace, and reconciliation;
- Act with compassion and effectiveness in leading Christian ministries of worship, preaching, education, and formation in service to and transformation of the world.

Academic Requirements

At least 24 courses total to complete the degree, including the following requirements:

- **Core Courses (9 courses)**
 - OLDTEST 752
 - OLDTEST 753
 - NEWTEST 754
 - CHURHST 750
 - XTIANTHE 755
 - CHURHST 751
 - XTIANETH 757
 - AMXTIAN 756
 - PREACHNG 758
- **Limited Electives (5 courses)**
 - 1 Church Ministry Limited Elective
 - 1 New Testament Exegesis Limited Elective
 - 1 Practicing Theology in Ministry Limited Elective
 - 1 World Christianity Limited Elective
 - 1 Black Church Studies Limited Elective
 - A comprehensive list of courses that count as limited electives is available to students in the degree audit system.
- **Middler & Senior Portfolios**
- **Spiritual Formation**
 - 2 of the following: CHURMIN 700, or CHURMIN 701, or CHURMIN 704
- **Field Education**
 - FIELDEDU 520
 - 1 of the following:
 - FIELDEDU 521
 - FIELDEDU 530
 - CPE option (CPE 510, or CPE 520 taken twice, or CPE 502)

General Description

Graduation requirements for the Master of Divinity degree consist of satisfactory completion of twenty-four courses (units), with an overall grade point average of C (2.0) or better: nine foundational courses or their equivalent, five Limited Electives, ten electives, two units of approved Field Education, and four evaluations.

The basic curriculum provides for core courses in biblical, historical, theological, and ministerial studies representative of the tradition and regarded as indispensable background for subsequent work in the degree. These required courses total nine of the twenty-four courses necessary for graduation. They are OLDTEST 752 and 753, NEWTEST 754, CHURHST 750 and 751, AMXTIAN 756, XTIANTHE 755, XTIANETH 757, and PREACHNG 758. The opportunity for advanced standing adds further variability to the academic program, depending on the nature and quality of the student's undergraduate academic work.

At least one course must be selected from each of the five designated categories of Limited Electives: Church Ministry, Black Church Studies, World Christianity, New Testament Exegesis, and Practicing Theology in Ministry. Ten courses are available for working out an individualized program of study leading to specialized preparation in academic depth and/or professional ministerial competence.

Six semesters of residential study are ordinarily required for the completion of the degree. The normal academic load is four courses (units) per semester. With permission of the academic dean, certified non-Duke study, generally not exceeding the equivalent of eight courses, may be permitted to a candidate for the basic degree. A student with demonstrated competence may, with the consent of the academic advisor and the academic dean, enroll for an additional course as an overload. To be eligible for an overload, typically a student must have completed one semester, have a cumulative GPA of at least 3.0 or higher, and not be in an academic year field education placement. Students are allowed three course overloads. No student may have more than three course overloads.

General Features of the Basic Curriculum

The following is a brief summary of the basic curriculum:

- Twenty-four courses (units) and six or more semesters of residency are required for graduation. A normal academic load is four courses per semester;

- Students who have any employment, family, or other commitments may seek a flexible pathway to complete their degree over four years. Students should elect this at application or can seek it anytime during their academic career via consultation with the Office of Academic Programs;
- Each student is required to complete two approved assignments in Field Education (with or without remuneration) under supervision. Such assignments might include an internship, a summer of full-time work, two semesters of part-time work, or involvement in church or community service. The essential criteria for graduation credits are that the amount and quality of supervision be approved by the Office of Field Education and that the student be required to evaluate and correlate the experience directly;
- Each student is required to attend and participate in an approved Spiritual Formation program during their first year of study;
- The completion of assessment portfolios is to be reviewed by academic advisors at the mid-point of study and just before graduation.

Admission to candidacy for the Master of Divinity degree is admission to the regular program of studies. The recommended paradigm defines the normal sequence of the student's developing program. Students enrolled for less than three courses (units) are considered part-time and are not eligible for institutional financial aid.

Evaluation/Self-Evaluation

The successful completion of the residential MDiv degree program rests upon four components: (1) grades; (2) Spiritual Formation; (3) Field Education; and (4) advisor evaluations of student portfolios. Grades are assigned for each course credit and are explained in more detail in an earlier section. Evaluation of Spiritual Formation and Field Education begins with self-evaluations by each student. Self-evaluations prepared by the student are considered by the spiritual formation leader and field education supervisor/lay supervision committee, respectively. An evaluation of the student's learning is then completed by the spiritual formation leader and field education supervisor/lay supervision committee, respectively. The self-evaluations and evaluations are included in the fourth component of the evaluation process, portfolios. Two portfolio submissions and reviews by academic advisors are required for the MDiv degree program. The middler review of the student portfolio follows the first year of study (or completion of eight course credits, Spiritual Formation, and at least one Field Education unit). The senior review of the student portfolio occurs during the student's last term. The academic advisor evaluates the student's portfolio in light of curricular aims. The student's portfolios are compiled over the duration of the degree program and include self-evaluations, sample writing assignments, and evaluations from Spiritual Formation, Field Education, and coursework.

Aggregate feedback along with other direct and indirect means of discernment are considered annually by the Curriculum Committee and the faculty of Duke Divinity School for the purpose of assessing and revising degree programs. For further information and guidelines related to the plans for assessment of degree programs, see the DDS website at divinity.duke.edu/academics.

Information from portfolios is protected by the statutes concerning privacy and confidentiality. Only aggregate and summarized information is shared by the Divinity School to any extra-university party. These portfolio evaluations are graduation requirements that must be satisfied as any other requirement. Students who require significant additional work as judged by their academic advisors will have to complete that work prior to graduation.

Student Pastors (MDV4)

Students in candidacy for the Master of Divinity degree who serve as full-time pastors or who have a comparable workload or commitments outside the Divinity School and are approved as a student pastor are advised that their degree program will require a fourth academic term. They are classified in Duke Hub as MDV4 with an SP subplan.

For student pastors, modification of a four-year schedule requires the approval of the academic dean on the recommendation of the director of field education. The following are policies and procedures pertaining to student pastors:

- Students with pastoral charges or comparable extracurricular responsibilities ordinarily will enroll for no more than three courses;
- Students who accept pastoral charges in their middler or senior year are required to have the prior approval of the director of field education. Such students will be required to restrict their coursework in accordance with the regulation above;
- Modifications of these regulations will be scrupulously administered. Academic achievement, normally a B average, must be demonstrated before any modification of these requirements is allowed. Because adequate indication of the student's academic proficiency is not available before the completion of the first academic year, no modification of the first regulation above is possible for junior students;
- Students who secure minor employment outside the channels of the Office of Field Education are required to inform the director of field education. Students carrying outside employment will be advised to limit their academic load;
- Ordinarily, a student may not commute more than fifty miles (one way). Students living farther away than this will be required to stay in Durham, North Carolina during the academic week;
- Student assistant pastors (not pastors-in-charge) may enroll for a full academic load if they are not on a limited program if their work is under the supervision of the director of field education and if their field duties involve no more than fifteen hours per week.

Continuation Requirements

The progress of all students is reviewed at the end of every semester by the Academic Policies Committee. The following are the continuation requirements for students enrolled in the residential MDiv degree program:

- The student must maintain a cumulative grade point average of 2.0. If a student falls below this level, the student may, at the discretion of the academic dean, be dismissed, placed on an involuntary leave of absence, or asked to participate in a limited program. The latter means that the student may enroll in no more than three courses;

- At the end of the second semester, the student on a limited program who does not attain a cumulative GPA of 2.0 is dismissed. In exceptional cases, a student who shows substantial improvement in the second semester but does not quite attain a GPA of 2.0 may be given a third semester to do so;
- The student must demonstrate progress in the program by completing courses. A student who has three or more unresolved incompletes or a pattern of multiple withdrawals or leaves may, at the discretion of the academic dean, be dismissed, placed on an involuntary leave of absence until the incomplete work is resolved, or asked to participate in a limited program.

The residential MDiv degree must be completed within six years (twelve semesters). The minimum time in which a degree can be completed is three years (six semesters).

To be classified as full-time, a student must be enrolled in three or more courses in a semester.

Study Abroad

Study abroad, with transferable credit toward graduation, may be allowed for a candidate for the Master of Divinity degree by approval of the academic dean. A strong academic record is a prerequisite. Ordinarily, permission for such study may be granted to students who have completed the work of the middler year. Both the institution abroad and a specific course of study proposed must have the prior approval of the academic dean. Required courses and the two Field Education units should usually be completed at Duke.

Ordination Requirements

Students preparing for ordination are strongly advised to ascertain early in their seminary program the precise ordination requirements of their denomination.

United Methodist (UMC) students must fulfill educational requirements as set forth by the *Book of Discipline* by completing the year-long course on Methodist doctrine, history, and polity (PARISH 777 and 778); one course in worship (LTS 730) or approved elective; one course in evangelism; and one course in mission. Some annual conferences also require one or more courses in preaching, pastoral care, and/or clinical pastoral education.

Students from other denominations should consult with their appropriate church bodies for specific requirements, which may include biblical languages. Polity courses for certain other denominations may be offered from time to time by faculty members or local clergy on prior request.

Recommended Curricular Paradigms

Although tailored to meet the needs and requirements of residential MDiv students with different trajectories (e.g., UMC and student pastors), the following paradigms all share the same core requirements (listed in bold): OLDTEST 752 and 753, NEWTEST 754, CHURHST 750 and 751, AMXTIAN 756, XTIANTHE 755, XTIANETH 757, and PREACHNG 758; and the same limited electives (listed in italics): one Church Ministry course, one Black Church Studies course, one New Testament Exegesis course, one World Christianity course, and one Practicing Theology in Ministry course (courses offered under the rubric of this elective will focus on the practice of theology in today's contemporary setting: i.e., on the reflective application or embodiment of theology in shaping communities of faith).

Although it is not required, students are encouraged to take the Greek and Hebrew language sequences (NEWTEST 760, 761; OLDTEST 760, 761) and a Greek or Hebrew exegesis course.

All MDiv students are also required to complete Spiritual Formation requirements in their first year, as well as two units of approved Field Education either during the academic year or in the summer. (For student pastors this requirement is satisfied in student pastorates.)

Recommended MDiv Curricular Paradigm

(Required core courses are in **bold**; required Limited Electives are underlined.)

- Junior Year
 - Fall
 - **OLDTEST 752**
 - **CHURHST 750**
 - Church Ministry (LE)
 - Biblical language or Black Church Studies (LE) or World Christianity (LE)
 - **Spiritual Formation**
 - **First Year Writing Assessment**
 - Spring
 - **OLDTEST 753**
 - **CHURHST 751**
 - **NEWTEST 754**
 - Biblical language or Black Church Studies (LE) or World Christianity (LE)
 - **Spiritual Formation**
 - Summer
 - Field Education 1

- Middler Year
 - Fall
 - **XTIANTHE 755**
 - Biblical language or Black Church Studies (LE) or World Christianity (LE)
 - **PREACHNG 758/NT Exegesis (LE)**
 - **AMXTIAN 756**
 - Middler Review of Student Portfolio
 - Spring
 - **XTIANETH 757**
 - Biblical language or Black Church Studies (LE) or World Christianity (LE)
 - **PREACHNG 758/NT Exegesis (LE)**
 - Elective
 - Summer
 - Field Education 2
- Senior Year
 - Fall
 - Practicing Theology in Ministry (LE)
 - 3 Electives
 - Spring
 - 4 Electives
 - **Senior Review of Student Portfolio**

Recommended Four-Year MDiv Curricular Paradigm for Student Pastors (classified in DukeHub as MDV4)

(Required core courses are in **bold**; required Limited Electives are underlined.)

- First Year
 - Fall
 - **OLDTEST 752**
 - **CHURHST 750**
 - Church Ministry (LE)*
 - **Spiritual Formation**
 - Student Pastor Mentoring Group
 - **First Year Writing Assessment**
 - Spring
 - **OLDTEST 753**
 - **CHURHST 751/Black Church Studies (LE)** or World Christianity (LE)
 - **NEWTEST 754**
 - **Spiritual Formation**
 - Student Pastor Mentoring Group
- Second Year
 - Fall
 - **XTIANTHE 755**
 - Black Church Studies (LE) or World Christianity (LE) or Biblical language
 - NT Exegesis (LE)
 - Student Pastor Mentoring Group
 - Spring
 - **XTIANETH 757**
 - **CHURHST 751/Black Church Studies (LE)** or World Christianity (LE)
 - Biblical language or Elective
 - Student Pastor Mentoring Group
- Third Year
 - Fall
 - **PREACHNG 758***
 - **AMXTIAN 756**
 - Elective
 - Student Pastor Mentoring Group
 - Middler Review of Student Portfolio
 - Spring
 - 3 Electives

- Fourth Year
 - Fall
 - Student Pastor Mentoring Group
 - Practicing Theology in Ministry (LE)
 - 2 Electives
 - Student Pastor Mentoring Group
 - Spring
 - 3 Electives
 - Student Pastor Mentoring Group
 - **Senior Review of Student Portfolio**

Student Pastor Evaluations are required in the first and third year that students serve in Student Pastor appointments (note: this may be 2nd and 4th year for a student who becomes a Student Pastor after their first year of school).

*CHURMIN 760 is a Limited Elective open primarily for student pastors. Students may take CHURMIN 760 plus a preaching elective to fulfill PREACHNG 758 requirement.

Recommended Four-Year MDiv Curricular Paradigm: Flexible Pathway

Required core courses in are **bold**; required Limited Electives are underlined.)

- First Year
 - Fall
 - **OLDTEST 752**
 - **CHURHST 750**
 - Church Ministry (LE)
 - **Spiritual Formation**
 - **First Year Writing Assessment**
 - Spring
 - **OLDTEST 753**
 - **CHURHST 751**/Black Church Studies (LE) or World Christianity (LE)
 - **NEWTEST 754**
 - **Spiritual Formation**
 - Summer
 - Field Education 1
- Second Year
 - Fall
 - **XTIANTHE 755**
 - Black Church Studies (LE) or World Christianity (LE) or Biblical language
 - NT Exegesis (LE)
 - Spring
 - **XTIANETH 757**
 - **CHURHST 751**/Black Church Studies (LE) or World Christianity (LE)
 - Biblical language or Elective
 - Summer
 - Field Education 2
- Third Year
 - Fall
 - **PREACHNG 758**
 - **AMXTIAN 756**
 - Elective
 - Middler Review of Student Portfolio
 - Spring
 - 3 Electives
- Fourth Year
 - Fall
 - Practicing Theology in Ministry (LE)
 - 2 Electives
 - Spring
 - 3 Electives
 - **Senior Review of Student Portfolio**

Recommended MDiv Curricular Paradigm for United Methodist Students

(Required core courses are in **bold**; required Limited Electives are underlined.)

- Junior Year
 - Fall
 - **OLDTEST 752**
 - **CHURHST 750**
 - Church Ministry (LE)
 - Biblical language/Black Church Studies (LE) or World Christianity (LE)
 - **Spiritual Formation**
 - **First Year Writing Assessment**
 - Spring
 - **OLDTEST 753**
 - **CHURHST 751**
 - **NEWTEST 754**
 - Biblical language/Black Church Studies (LE) or World Christianity (LE)
 - **Spiritual Formation**
 - Summer
 - Field Education 1
- Middler Year
 - Fall
 - **XTIANTHE 755**
 - NT Exegesis (LE)
 - **PREACHNG 758** or Elective (Mission or Evangelism)*
 - Elective (UMC - PARISH 777)
 - Middler Review of Student Portfolio
 - Spring
 - **XTIANETH 757**
 - Elective (Mission or Evangelism)*
 - **PREACHNG 758** or NT Exegesis (LE)
 - Elective (UMC - PARISH 778)
 - Summer
 - Field Education 1
- Senior Year
 - Fall
 - Biblical language/Black Church Studies (LE) or World Christianity (LE)
 - **AMXTIAN 756**
 - Elective (UMC Worship-LTS 730)**
 - Elective (Mission or Evangelism)*
 - Spring
 - Biblical language/Black Church Studies (LE) or World Christianity (LE)
 - 3 Electives
 - **Senior Review of Student Portfolio**

*UMC students are encouraged to consider the area in which they are most likely to desire further advanced coursework when deciding the order in which to take the mission of the church, worship, and evangelism required electives.

**Liturgical Studies 730 counts as Practicing Theology in Ministry Limited Elective.

Recommended Four-Year MDiv Curricular Paradigm for United Methodist Student Pastors

(Required core courses are in **bold**; required Limited Electives are underlined.)

- First Year
 - Fall
 - **OLDTEST 752**
 - **CHURHST 750**
 - Church Ministry (LE)*
 - Spiritual Formation
 - **First Year Writing Assessment**
 - **Student Pastor Mentoring Group**

- Spring
 - **OLDTEST 753**
 - **CHURHST 751**/[Black Church Studies \(LE\)](#) or [World Christianity \(LE\)](#)
 - **NEWTEST 754**
 - Spiritual Formation
- Second Year
 - Fall
 - **XTIANTHE 755**
 - Elective (UMC Worship – LTS 730**) or [NT Exegesis \(LE\)](#)
 - Biblical language or [Black Church Studies \(LE\)](#) or [World Christianity \(LE\)](#)
 - **Student Pastor Mentoring Group**
 - Spring
 - **XTIANETH 757**
 - **CHURHST 751**/[Black Church Studies \(LE\)](#) or [World Christianity \(LE\)](#)
 - Biblical language or [Black Church Studies \(LE\)](#) or [World Christianity \(LE\)](#)
 - Middler Review of Student Portfolio
- Third Year
 - Fall
 - Elective (Worship – LTS 730**) or [NT Exegesis \(LE\)](#)
 - **PREACHNG 758***
 - Elective (UMC - PARISH 777)***
 - Student Pastor Mentoring Group
 - Middler Review of Student Portfolio
 - Spring
 - Elective (Mission or Evangelism)
 - [Black Church Studies \(LE\)](#) or [World Christianity \(LE\)](#) or Elective
 - Elective (UMC - PARISH 778)***
- Fourth Year
 - Fall
 - **AMXTIAN 756**
 - Elective (Mission or Evangelism)***
 - Elective
 - Spring
 - 3 Electives
 - **Senior Review of Student Portfolio**

Student Pastor Evaluations are required in the first and third year that students serve in Student Pastor appointments (note: this may be 2nd and 4th year for a student who becomes a Student Pastor after their first year of school).

*CHURMIN 760 is a Limited Elective open primarily for student pastors. Students may take CHURMIN 760 plus a preaching elective to fulfill PREACHING 758 requirement.

**LTS 730 counts as Practicing Theology in Ministry Limited Elective.

***UMC students are encouraged to consider the area in which they are most likely to desire further advanced coursework when deciding the order in which to take the World Christianity, worship, and evangelism required electives

The Master of Divinity and Master of Public Policy Dual Degree Program

The MDiv/MPP program is designed to prepare individuals for positions of leadership, service, and advocacy in nonprofit organizations, government, and in the wider community. The program equips graduates to serve as influencers of positive change on pressing issues around the globe. The MDiv/MPP program can be completed in four continuous years of full-time study (instead of five years) and leads to a Master of Divinity degree from Duke Divinity School and a Master of Public Policy degree from Duke's Sanford School of Public Policy. Those interested in dual degree programs are required to pursue admission to each school independently, and upon successful admission to both programs, they are enrolled as dual degree students. The core curriculum of each degree must be completed at each institution. Students spend the first two years at Duke Divinity School and the third year at the Sanford School of Public Policy. The final year is a blended year at both schools.

The Master of Divinity and Master of Social Work Dual Degree Program

For full-time students, the program can be completed in four continuous years of full-time study (instead of five years) and leads to a Master of Divinity degree conferred by Duke University and a Master of Social Work degree conferred by UNC-CH. For students in the 3-Year MSW program at the SSW, the program can be completed in five years instead of six. For students in the Advanced Standing MSW program, the program can be completed in four years. Completion of the dual degree program requires strict adherence to course sequence and curriculum design. The program cannot be shortened significantly by taking courses in summer session at either school.

A customized course of study allows students to start the program at either school, with slightly different paradigms governing the course of study in each case. The core curriculum of each degree must be completed at each institution. Students will be expected to be full-time during this program. Students may not transfer credits from other seminaries toward the Master of Divinity portion of this program. Students who are enrolled in either program may apply to the dual degree program after they have started at either school. Master of Divinity students interested in pursuing the MDiv/MSW dual degree after matriculating into the MDiv program must make application, receive acceptance, and declare their participation in the MDiv/MSW dual degree program by April 1 of their first year.

The program is designed to prepare individuals for positions of leadership and service in the social agencies of the church and the community at large. The program equips graduates for various forms of ministry and service in which clinical and administrative skills in social work and theology are critical.

Two integrative seminars (PASTCARE 761 and 809) offered at Duke Divinity School are taken in the first and final year of study. These seminars enable the student to integrate theological, biblical, theoretical, ethical, pastoral, social justice, empirical, and practical dimensions of social work. Additionally, students receive intentional formation in MDiv/MSW group gatherings multiple times throughout the academic year.

Academic Advisors. A dual degree student is assigned an academic advisor in each school who also serves as a program advisor for the academic/administrative needs of the program. It is expected that ongoing collaboration will occur between academic advisors in the two schools.

To that end, students will sign a FERPA release form to allow the sharing of educational records between Duke University and the University of North Carolina at Chapel Hill.

Accreditation. Duke Divinity School is accredited by the Commission on Accrediting of the Association of Theological Schools. The UNC School of Social Work is accredited by the Council on Social Work Education.

Requirements

Requirements for the MDiv. In the MDiv/MSW dual degree program, four courses (twelve credit hours) are shared between the two degrees, reducing the number of courses required for the Master of Divinity degree from twenty-four to twenty (sixty credit hours)—nineteen for the advanced standing program. Because of these reduced required hours and the addition of two integrative electives unique to the dual degree, the dual degree allows for only six true MDiv electives (and only one or none for UMC). Students who are seeking ordination must receive permission from their respective judicatories to enroll in the dual degree program.

The core requirements for the MDiv portion of the dual degree are the same as those for the regular MDiv degree, with the following exception: the MDiv/MSW integrative capstone elective serves as the required Practicing Theology in Ministry Limited Elective. Also, one of the two required Field Education placements must be in a congregational setting. More detailed information regarding requirements for the MDiv/MSW degree is available on the Duke Divinity School intranet.

Requirements for the MSW. For information related to the requirements of the MSW degree at the University of North Carolina at Chapel Hill, interested dual degree students should contact the University of North Carolina School of Social Work. More detailed information is available at ssw.unc.edu/academics/dual-degree-programs/dual-degree-program-divinity.

MDiv/MSW Curricular Paradigm

Efficiency of the dual degree program requires strict adherence to the course sequence and curriculum as designed. The program cannot be shortened significantly by taking courses in summer session at either school. If students wish to pursue a biblical language as part of their MDiv degree, they must take the language in the summer.

Dual Degree for individuals who begin their work at Duke Divinity School. (Required core courses are in **bold**; required Limited Electives are underlined.) (Additional requirements for UMC are indicated in parentheses.)

- First Year
 - Fall (Duke Divinity)
 - **Spiritual Formation (non-credit)**
 - **CHURHST 750**
 - **OLDTEST 752**
 - MDiv/MSW Integrative Elective–PASTCARE 761 (Fulfills Church Ministry LE)
 - Black Church Studies (LE)/World Christianity (LE)
 - **First Year Divinity Writing Assessment**
 - Academic Year Field Education Placement 1
 - Spring (Duke Divinity)
 - **Spiritual Formation (non-credit)**

- **CHURHST 751**
 - **OLDTEST 753**
 - **NEWTEST 754**
 - Elective
 - Academic Year Field Education Placement 1
 - Summer
 - Optional Field Education Placement 1
- Second Year
 - Fall (Duke Divinity)
 - **XTIANTHE 755**
 - Elective (UMC - PARISH 777)
 - Elective (UMC – Worship LTS 730) or **PREACHNG 758**
 - NT Exegesis (LE) or (UMC–Mission or Evangelism)
 - Middler Review of Student Portfolio
 - Academic Year Field Education Placement 2
 - Spring (Duke Divinity)
 - **XTIANETH 757**
 - Elective (UMC – PARISH 778)
 - **PREACHNG 758** or NT Exegesis (LE) or Elective
 - Black Church Studies (LE)/World Christianity (LE)
 - Academic Year Field Education Placement 2
 - Summer
 - Optional Field Education Placement 2
- Third Year
 - Fall (UNC School of Social Work)
 - Social Work 500 Human Development in Context: Infancy to Adolescence (HBSE) (3)
 - Social Work 501 Confronting Oppression and Institutional Discrimination (HBSE) (3)
 - Social Work 540 SW Practice with Individuals, Families, and Groups (Practice) (3)
 - Social Work 570 SW Practice with Organizations & Communities (Practice) (3)
 - Social Work 520 & Social Work 523 Practicum I and Foundation Field Seminar I (4)
 - Spring (UNC School of Social Work)
 - Social Work 505 Human Development in Context: Adulthood to Older Adulthood (HBSE) (3)
 - Social Work 510 Foundations for Evidence-Based Practice & Program Evaluation (Research) (3)
 - Social Work 530 Foundations of Social Welfare Policy (Policy) (3)
 - Social Work 740 Evidence-Informed Practice with Individuals, Families, and Groups (3) or Social Work 770 Evidence-Informed Practice with Organizations and Communities (3)
 - Social Work 521 & Social Work 524 Practicum II and Field Seminar II (4)
- Fourth Year
 - Fall (Both Schools)
 - Social Work–Advanced Human Behavior in the Social Environment/Practice (3) or SoWo xxx Advanced theory/Practice (3)
 - **AMXTIAN 756**
 - MDiv Elective (UMC–Mission or Evangelism)
 - Social Work 820 Practicum III (6)
 - Spring (Both Schools)
 - MDiv/MSW Capstone PASTCARE 809 (Fulfills PTM LE)
 - Social Work 810 (Research) (3)
 - MDiv Elective
 - Social Work 821 Practicum IV (6)
 - MDiv Senior Review of Student Portfolio

Dual Degree for individuals who begin their work at UNC School of Social Work. Students who begin at the School of Social Work and then apply and enter the dual degree program will complete their first year at UNC-Chapel Hill, then enter and complete two years at Duke, and return for the fourth and final year at UNC-Chapel Hill. (Required core courses are in **bold**; required Limited Electives are underlined.) (Additional requirements for UMC are indicated in parentheses.)

- First Year
 - Fall (UNC School of Social Work)
 - Social Work 500 Human Development in Context: Infancy to Adolescence (HBSE) (3)
 - Social Work 501 Confronting Oppression and Institutional Discrimination (HBSE) (3)

- Social Work 540 SW Practice with Individuals, Families, and Groups (Practice) (3)
 - Social Work 570 SW Practice with Organizations & Communities (Practice) (3)
 - Social Work 520 & Social Work 523 Practicum I and Foundation Field Seminar I (4)
 - Spring (UNC School of Social Work)
 - Social Work 505 Human Development in Context: Adulthood to Older Adulthood (HBSE) (3)
 - Social Work 510 Foundations for Evidence-Based Practice & Program Evaluation (Research) (3)
 - Social Work 530 Foundations of Social Welfare Policy (Policy) (3)
 - Social Work 740 Evidence-Informed Practice with Individuals, Families, and Groups (3) or Social Work 770 Evidence-Informed Practice with Organizations and Communities (3)
 - Social Work 521 & Social Work 524 Practicum II and Field Seminar II (4)
- Second Year
 - Fall (Duke Divinity)
 - **Spiritual Formation (non-credit)**
 - **CHURHST 750**
 - **OLDTEST 752**
 - MDiv/MSW Integrative Elective–PASTCARE 761 (Fulfills Church Ministry LE)
 - Black Church Studies (LE)/World Christianity (LE)
 - First Year Divinity Writing Assessment
 - Academic Year Field Education Placement 1
 - Spring (Duke Divinity)
 - **Spiritual Formation (non-credit)**
 - **CHURHST 751**
 - **OLDTEST 753**
 - **NEWTEST 754**
 - Black Church Studies (LE)/World Christianity (LE)
 - Academic Year Field Education Placement 1
 - Summer
 - Optional Field Education Placement 1
- Third Year
 - Fall (Duke Divinity)
 - **XTIANTHE 755**
 - Elective (UMC - PARISH 777)
 - Elective (UMC – Worship LTS 730) or **PREACHNG 758**
 - Elective (UMC–Mission or Evangelism)
 - Middler Review of Student Portfolio
 - Academic Year Field Education Placement 2
 - Spring (Duke Divinity)
 - **XTIANETH 757**
 - Elective (UMC – PARISH 778)
 - **PREACHNG 758** or Elective
 - Elective (UMC–Mission or Evangelism)
 - Academic Year Field Education Placement 2
 - Summer
 - Optional Field Education Placement 2
- Fourth Year
 - Fall (Both Schools)
 - Social Work XXX Advanced Theory/Practice (3)
 - NT Exegesis (LE)/World Christianity (LE)
 - **AMXTIAN 756**
 - Social Work 820 Practicum III (6)
 - Spring (Both Schools)
 - MDiv/MSW Capstone PASTCARE 809 (Fulfills PTM LE)
 - Social Work 810 (Research) (3)
 - NT Exegesis (LE) or MDiv Elective
 - Social Work 821 Practicum IV (6)
 - MDiv Senior Review of Student Portfolio

MDiv/MSW for 12-Month Advanced Standing Students. Students begin in May at UNC-Chapel Hill at the completion of the second year at Duke. Students complete a total of 37 credits for UNC School of Social Work and 19 credits for Duke Divinity School. (Required core courses are in **bold**; required Limited Electives are underlined.) (Additional requirements for UMC are indicated in parentheses.)

- First Year
 - Fall
 - **Spiritual Formation (non-credit)**
 - **CHURHST 750**
 - **OLDTEST 752**
 - MDiv/MSW Integrative Elective PASTCARE 761 (Fulfills Church Ministry LE)
 - World Christianity LE/Black Church Studies (LE)
 - Spring
 - **Spiritual Formation (non-credit)**
 - **CHURHST 751**
 - **OLDTEST 753**
 - **NEWTEST 754**
 - Elective
 - Summer
 - Field Education: Students must complete a Field Education placement in the summer between their first and second year, and one placement during the academic year of their first or second year
- Second Year
 - Fall
 - **XTIANTHE 755**
 - Elective (UMC – PARISH 777)
 - Elective (UMC – Worship LTS 730)
 - Elective (UMC – Mission or Evangelism)
 - Middler Review of Student Portfolio
 - Spring
 - **XTIANETH 757**
 - Elective (UMC – PARISH 778)
 - **Preaching 758**
 - Black Church (LE)/World Christianity (LE)
 - Summer (School of Social Work)
 - BRIDGE Courses (6 credits)
 - Social Work 740 Evidence-Informed Practice with Individuals, Families, and Groups (3) or Social Work 770 Evidence-Informed Practice with Organizations and Communities (3)
 - Social Work 522 Pre-Specialization Practicum for Advanced Standing Students (4)
- Third Year
 - Fall
 - **Social Work xxx Advanced Theory/Practice (3)**
 - Social Work xxx Elective (3)
 - **AMXTIAN 756**
 - MDiv Senior Review of Student Portfolio
 - Social Work 820 Social Work Practicum III (6)
 - (Integrative Field Placement – continues from the Summer Session)
 - Spring
 - **MDiv/MSW Capstone PASTCARE 809 (Fulfills PTM LE)**
 - MDiv New Testament Exegesis (LE)
 - Social Work 810 Advanced Research (3)
 - **Social Work xxx Elective (3)**
 - Social Work 821 Social Work Practicum IV (6)

Advanced standing students may want to consider taking five classes in one semester of their first or second years at Duke Divinity to avoid needing to take a class at Duke Divinity in the fall of their third year.

Master of Theological Studies

Program Code: D-TS-MTS

Degree Designation: Master of Theological Studies

Department: Divinity School

Website: divinity.duke.edu/academics/mts

Program Summary

This two-year (four semesters) general academic degree is designed to provide an introduction to the theological disciplines in service to the following goals:

- Foundation for a graduate research degree (PhD)
- Preparation for lay religious careers
- Grounding for teaching, research, or practice in another field (e.g., non-profit management, social work, history, psychology, music)
- Enhancement of institutional leadership roles
- Personal enrichment

Two curricular tracks are available to MTS students. "Core" is for those considering a wide variety of applications for their degree (including further academic study, lay ministry, deacon's orders, nonprofit work, and secondary teaching) and who are seeking an all-around theological education in Church History, Biblical Studies, and Theology and Ethics. "Focus" allows greater curricular flexibility and requires the naming of a concentration; it is for students who have extensive, prior theological preparation in their undergraduate coursework and who intend to apply for further academic study after completion of the degree. Students matriculate into either MTS Core or MTS Focus or can request to enter the Focus program no later than the third semester of study. Students pursuing a dual degree with the MTS are eligible for the MTS Focus with permission from the academic dean.

Through study and engagement within this program, students will be able to:

- Read and exegete Scripture and the great texts of the Christian tradition for the purpose of preaching and teaching the gospel with clarity, power, and reverence;
- Think theologically and critically about the doctrines and practices of the church and about the world in which the church finds itself, in ways that are both faithful to the historic ecclesial tradition and responsive to the challenges of our time;
- Improve skills related to research, critical thinking, and theological argumentation.

Academic Requirements

At least 16 courses total to complete the degree, including the following requirements:

Option 1: MTS Core Track

- **Required Courses (7 courses)**
 - CHURHST 750
 - CHURHST 751
 - OLDTEST 752
 - OLDTEST 753
 - NEWTEST 754
 - XTIANTHE 755
 - XTIANETH 757
- **Senior Portfolio**
- **Thesis**

Option 2: MTS Focus Track

- **Core Courses (4 courses)**
 - CHURHST 750, or CHURHST 751
 - NEWTEST 754
 - OLDTEST 752
 - XTIANTHE 755, or XTIANETH 757
- **Complete 1 Track (6 courses)**
 - **Biblical Track**
 - OLDTEST 753
 - 3 English Exegesis courses
 - Must include at least 1 NEWTEST course numbered 770A to 870Z
 - Must include at least 1 OLDTEST course numbered 770A to 870Z
 - 2 Bible electives
 - Any 2 NEWTEST or OLDTEST courses numbered 760 and above

- **Biblical (NT) Track**
 - OLDTEST 753
 - NEWTEST 760
 - NEWTEST 761
 - 2 Greek Exegesis courses
 - Any 2 NEWTEST courses course numbered 770A to 870Z
 - 1 Bible elective
 - Any 1 NEWTEST course numbered 770 and above, or OLDTEST course numbered 762 and above
- **Biblical (OT) Track**
 - OLDTEST 760
 - OLDTEST 761
 - OLDTEST 753
 - 2 Hebrew Exegesis courses
 - Any 2 OLDTEST courses course numbered 770A to 870Z
 - 1 Bible elective
 - Any 1 NEWTEST or OLDTEST courses numbered 770 and above
- **History Track**
 - Any 6 courses from the following: CHURHST 750, CHURHST 751, AMXTIAN 756 and above, CHURHST 760 and above, HISTTHEO 790 and above, or WXTIAN 760 and above
- **Theology and Ethics Track**
 - Any 6 XTIANETH or XTIANTHE courses 700-level and above
- **Senior Portfolio**
- **Thesis**

The requirements for the degree of Master of Theological Studies are:

- Sixteen courses and four or more semesters of residency (transfer credit is limited to two courses), with no more than two courses outside of the Divinity School;
- A normal load of four courses per semester;
- For those in the MTS Core: OLDTEST 752 and 753, NEWTEST 754, CHURCHST 750 and 751, XTIANTHE 755, and XTIANETH 757
 - Any core course may be satisfied by Advanced Placement
- For those in the MTS Focus: Four core courses total, including one course from each of the following areas as determined by the MTS director: History (CHURHST 750 or 751); Bible (OLDTEST 752 and NEWTEST 754); and Theology and Ethics (XTIANTHE 755 or XTIANETH 757)
 - One of the four core courses may be satisfied by Advanced Placement, though students may petition the academic dean and MTS director for an additional advanced placement for the MTS Focus
 - The MTS Focus requires a concentration in Bible, History, or Theology & Ethics
- The maintenance of a cumulative grade point average of 2.5;
- Submission of a well-researched, clearly written final thesis. This thesis may build upon and elaborate work done in a previous paper in the program; it may be written in the context of a course, as an independent study, or as an additional paper outside current course work. The writing of the thesis is normally done in the final semester. A final draft of the thesis will be due to the thesis advisor no later than noon on the first day of reading week in the semester which the student will graduate;
- Submission of a portfolio for review by an academic advisor;
- Completion of all requirements for the degree within a four-year (eight-semester) period.

Administration

MTS students will draft program goals and project a four-semester course plan with their academic advisor. At each registration conference, students and advisors will reassess program goals and the course plan adopted by the student.

Recommended MTS Curricular Paradigm for MTS Core

(Required core courses in **bold**)

- First Year
 - Fall
 - **CHURHST 750**
 - **OLDTEST 752**
 - Elective
 - Elective or biblical language
 - Spiritual Formation optional
 - **First Year Writing Assessment**

- Spring
 - **CHURHST 751**
 - **OLDTEST 753**
 - **NEWTTEST 754**
 - Elective or biblical language
 - Spiritual Formation optional
- Second Year
 - Fall
 - **XTIANTHE 755**
 - Elective
 - Elective
 - Elective
 - Spring
 - **XTIANETH 757**
 - Elective (or optional directed study on thesis)
 - Elective
 - Elective
 - **MTS Portfolio Review**

Recommended MTS Curricular Paradigm for MTS Focus and Dual Degrees

Greater detail about the MTS Focus paradigm and paradigms for dual degrees is available on the Duke Divinity School intranet.

Continuation Requirements

The progress of all students is reviewed at the end of every semester by the Academic Policies Committee. The following are the continuation requirements for students enrolled in the MTS degree program:

- The student must maintain a cumulative grade point average of 2.5. If a student falls below this level, the student may, at the discretion of the academic dean, be dismissed, placed on an involuntary leave of absence, or asked to participate in a limited program, which means that the student may enroll in no more than three courses;
- At the end of the second semester the student on limited program who does not attain a cumulative GPA of 2.5 is dismissed. In exceptional cases a student who shows substantial improvement the second semester but does not attain a GPA of 2.5 may be given a third semester to do so;
- The student must demonstrate progress in the program by completing courses. A student who has three or more unresolved incompletes or a pattern of multiple withdrawals may, at the discretion of the academic dean, be dismissed, placed on an involuntary leave of absence until the incomplete work is resolved, or asked to participate in a limited program.

The Master of Theological Studies and Law Dual Degree Program

Duke Divinity School and Duke Law School have established a combined four-year program in law and theological studies. Acceptance into this program requires applying separately for admission to each school. The students in the MTS/JD program may enroll the first year in either Duke Divinity School or Duke Law School. If the student begins in the former, the first-year curriculum is the same as that of other Divinity School students; if the student begins in the latter, the first-year curriculum is the same as that of other law students. The student's second year consists of the full first-year program of the other school. In the third and fourth years of the program, the student takes courses in both schools. Approximately two-thirds of these courses are taken in Duke Law School.

The Master of Theological Studies and Master of Public Policy Dual Degree Program

Duke Divinity School and Sanford School of Public Policy have established a combined four-year program in public policy and theological studies. Acceptance into this program requires applying separately for admission to each school. The students in the MTS/MPP program may enroll the first year at Duke Divinity School. The student's second year consists of the full first-year program of the other school. In the third year of the program, the student takes courses in both schools. Twelve Divinity units are required for completion.

The Master of Theological Studies and Doctor of Medicine Dual Degree Program

Duke Divinity School and Duke School of Medicine have established a combined five-year program in medicine and theological studies. Acceptance into this program requires applying separately for admission to each school. Students who apply to the MTS/MD program remain enrolled throughout their course of study in the School of Medicine, with courses taken in the Divinity School as a full-time student during the third year of study counting toward the research year in the MD degree program. Twelve Divinity units are required for completion.

The Master of Theological Studies and Master of Environmental Management or Master of Forestry Dual Degree Program

Duke Divinity School and Duke Nicholas School of the Environment have established a combined three-year program in environmental programs and theological studies. Acceptance into the program requires applying separately for admission to each school. The students in the MTS/MEM or MF program may enroll the first year at Duke Divinity School. The student's second year consists of the full first-year program of the other school. In the third year of the program, the student takes courses in both schools. Twelve Divinity units are required for completion.

TMC Fellows Condensed MTS

TMC Fellows in UNC School of Medicine complete 14 units within the Divinity School. Students must graduate with MTS and medicine degree at the same time. Enrollment verification from Registrar's office at non-Duke schools is required. A student who has completed all units before their last term may take a leave from the Duke program (if approved) or register for continuation (and pay the continuation fee) in order to have access to campus services.

Master of Theology

Program Code: D-THM-THM

Degree Designation: Master of Theology

Department: Divinity School

Website: divinity.duke.edu/academics/thm

Program Summary

The course of study leading to the degree of Master of Theology (ThM) is designed for graduates of accredited theological schools who desire to continue or resume their theological education for the enhancement of professional competence in selected areas of study. Enrollment in the ThM degree program is open to a limited number of students who have received the MDiv (or the equivalent) with superior academic records.

Through study and engagement within this program, students will be able to:

- Enhance their ability to reason and reflect theologically about Christian texts, traditions, and practices in the selected area of study;
- Improve skills related to research, critical thinking, and theological argumentation;
- Gain clarity on vocational aspirations as these relate to serving the church, academy, and world.

Academic Requirements

Eight course units in total, including the following requirements:

- **4 Courses in 1 Concentration Area**
 - **Bible:** course subjects NEWTEST or OLDTEST
 - **Theology/Ethics:** course subjects BCS, XTIANETH, or XTIANTHE
 - **Church History:** course subjects AMXTIAN, CHURHST, HISTREL, HISTTHEO, or WXTIAN
 - **Ministry:** course subjects CHURMIN, LTS, PARISH, PASTCARE, PREACHNG, SPIRIT, or XTIANEDU
- **4 Elective Courses**
- **Portfolio**
- **Final Project**
 - Comprehensive Exam or Thesis

The general requirements and processes for the Master of Theology degree are:

- Eight course units in total. At least four of these classes must be taken at the 800 or 900 level with an average grade of B (3.0 average on a 4.0 scale). At least four of the required eight courses must be taken in one of the basic theological disciplines (biblical, historical, theological, or ministerial) that will be designated as the candidate's major. Normally, no more than two of the student's courses will be directed studies, including the directed study in which the thesis is written. The directed study may count toward fulfilling the major requirement. Students seeking to take an additional directed study must seek the permission of the ThM director and academic dean;
- Superior performance (at least a B-) in a comprehensive examination covering the student's area of study. The exam will consist of four questions formulated by the student's advisor and in consultation with the ThM director. The questions are designed to require a summary of the issues raised in the student's coursework. Students may take this exam in an in-class setting or as a take-home exam. The answers to each question are normally 3,000 to 4,000 words, for a total of 12,000 to 16,000 words. The examination will be given at the close of the course of study for the degree, ordinarily in November or April;
- As an alternative to the examination, the student may elect to write a thesis, if approved by the ThM director. The thesis must be well researched, clearly written, represent a significant act of intellectual engagement, and normally be 12,000 to 20,000 words (fifty to seventy-five pages), although some projects will necessitate greater length. Artistic projects may be proposed in place of a traditional research paper. However, an artistic project must still include a written description of the theoretical basis for the creative work the student does in another medium. This written description will normally take the same form as the traditional ThM thesis and be at least 10,000 words (forty pages) in length;

- Students must submit to the Office of Academic Programs a one-page thesis proposal that includes the thesis title, a brief description of the topic, and a brief preliminary bibliography;
- The ThM thesis must be written as a continuation of a directed study. Normally, the thesis is written in the student's final semester of enrollment. The director of the directed study will ordinarily serve as the thesis supervisor and will grade the thesis. A second reader is required and should be acquired by the beginning of the student's final semester of enrollment. A final draft of the thesis will be due to the thesis supervisor and second reader no later than noon on the first day of reading week of the semester in which the student will graduate;
- The ThM thesis defense should take place after the thesis has been submitted (Monday of student's final reading week) and before the end of the final exam week for the semester in question. If the student is graduating in the summer, the thesis defense should take place prior to August 1. It will typically last about one hour. Those present should include the ThM student, the thesis supervisor, and the second reader. Individuals may participate remotely using video conference or conference calling if needed. The defense may take place on campus or, if agreeable to the student and faculty, at another public location near campus. Students may invite others to attend the defense if desired. To avoid scheduling difficulties, setting a defense date with the advisor and reader as soon as possible prior to the submission of the thesis is recommended;
- Prior to the defense, the supervisor and second reader should provide students with written feedback on the thesis, and during the defense, students will have an opportunity to respond to this feedback. Faculty may pose further critical questions regarding the thesis. In addition, faculty and students should discuss the implications of the thesis for the wider field of study and for the student's vocation. For example, if a student plans to pursue doctoral work, what are further, related questions the student might explore? How might they build on this research in their doctoral program? If a student is entering or returning to the practice of ministry, how will the work they have done in the thesis shape that ministry? How might they translate this research for a lay audience? What questions remain to be answered/addressed? The tone of the defense should be constructive and not harrowing. Finally, the defense is an occasion to acknowledge the student's accomplishment. For many ThM students, the thesis is the most significant piece of research they have completed to date. The defense allows an opportunity to celebrate student achievement;
- Once the student has defended the thesis, the thesis supervisor should submit by email a one-paragraph narrative summary of the defense to the student and the Office of Academic Programs (divinity.duke.edu/academics). This summary will be included in the student's record;
- Master of Theology students must take all their enrolled courses for a letter grade. Pass/Fail grading is not available to students in this program;
- Residence for one academic year or the equivalent (to be determined by the academic dean);
- There are no general language requirements. However, classical or modern languages may be required for certain programs (for example, Hebrew or Greek may be required in a biblical studies concentration);
- A portfolio is to be submitted in the student's final term.

Master of Theology students seeking a concentration in pastoral care may reach out to the Office of Vocational Formation for information on Clinical Pastoral Education (CPE). A maximum of two course credits may be granted for CPE residency or supervisory CPE.

Continuation Requirements

The progress of all students is reviewed at the end of every semester by the Academic Policies Committee. The following are the continuation requirements for the ThM degree program:

- The student must maintain a cumulative grade point average of 3.0. A student who falls below this level is dismissed;
- The student must demonstrate progress in the program by completing courses. A student who has two or more unresolved incompletes or a pattern of multiple withdrawals may, at the discretion of the academic dean, be dismissed, placed on an involuntary leave of absence until the incomplete work is resolved, or asked to participate in a limited program;
- The minimum time in which the degree can be completed is one academic year (two semesters). A student may take a full calendar year and use the summer to complete degree requirements. Students completing coursework in August will be considered a September graduate and will follow Summer graduation deadlines for all requirements. September graduates with no registration in the Summer term do not have to pay for ThM continuation. Students needing more than twelve months to complete the degree must seek the permission of the ThM director and the academic dean. All other ThM students must complete the degree within two years (four semesters). To be classified as full-time, a student must be enrolled in three or more courses in a semester. To be classified as part-time, a student must be enrolled in two courses in a semester;
- ThM students who have registered for the eight required courses and have completed all coursework except the exam or the thesis must register for course continuation (CONTDIV 500) each fall and spring semester until they complete all the requirements for the program (and pay the accompanying continuation fee).

Anglican Studies Certificate

Program Code: D-ANGLIC-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/anglican

Program Summary

The Certificate in Anglican Studies is designed to serve the academic and formational requirements of students preparing for Anglican/Episcopal ministry, lay and especially ordained. Duke Divinity School students can earn the Certificate in Anglican Studies in one, two, or three years in conjunction with the MDiv (residential and hybrid), MTS, or ThM degrees.

Academic Requirements

The certificate is open to students in the residential MDiv, hybrid MDiv, ThM, and MTS programs.

MDivR & MDivH Requirements

- **3 Courses**
 - PARISH 750A
 - PARISH 784
 - 1 Anglican Studies elective
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Field Education** in Episcopal/Anglican Setting
- **Middler & Senior Portfolio Review** with AEHS
- **MDivR Only: Anglican Spiritual Formation**
 - CHURMIN 704, taken 4 times

MTS Requirements

- **3 Courses**
 - PARISH 750A
 - PARISH 784
 - 1 Anglican Studies elective
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Anglican Spiritual Formation**
 - CHURMIN 704, taken 3 times
- **Advisory meetings** with AEHS

THM Requirements

- **3 Anglican Studies electives**
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Anglican Spiritual Formation**
 - CHURMIN 704, taken twice
- **Advisory meeting** with AEHS

Recommended timing of Anglican coursework

PARISH 784/LTS 754 is typically offered in the Fall as a Church Ministry Limited Elective in the residential program.

PARISH 750A will be offered in any term, including Summer. This course counts for the Practicing Theology in Ministry Limited Elective.

Electives most likely taken in second and third years in the residential program and in third and fourth years in the hybrid program after completed core courses.

ThM students should work with their program director and the Anglican Episcopal House to consider the timing of coursework.

Baptist Studies Certificate

Program Code: D-BAPTST-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/degree-certificates/baptist

Program Summary

The Certificate in Baptist Studies can be earned within the residential and hybrid MDiv degrees and is designed to serve the academic and formational requirements of those preparing for ministry—ordained and lay—in the Baptist tradition. Students who declare their interest in the certificate are assigned a Baptist advisor.

Academic Requirements

- **Baptist Core Courses (2 courses)**
 - XTIANTHE 760
 - XTIANTHE 761
- **Baptist Elective (1 course)**
 - LTS 730
 - BCS 766
 - BCS 760
 - BCS 763
 - XTIANTHE 951
 - WXTIAN 820
 - BCS 863 (for MDivR students only)
 - Other pre-approved courses may also count
- **Field Education in Baptist Setting**
- **Middler & Senior Portfolio Review**

Black Church Studies Certificate

Program Code: D-BLACK-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/degree-certificates/black-church

Intranet (current students): intranet.divinity.duke.edu/certificate-info-requirements

Program Summary

The Certificate in Black Church Studies aims to help strengthen the body of Christ through critical reflection, dialogue, and practice for those who are interested in the intersection of race, faith, and Christian witness, particularly in the tradition of Black Churches.

Black Church studies is an intensely interdisciplinary, ecumenical, and intellectually inclusive endeavor. The Certificate in Black Church Studies enables students to engage theological, historical, and cultural aspects of Black Christian expressions toward deeper understanding and broader mastery of the life and thought of this complex community of people. It helps to equip leaders to develop capacities of contextualization and construction from Black Church life, thought, work, and witness.

The certificate can be earned as part of a residential master's degree program (MDiv, MTS, and ThM) and the MA and hybrid MDiv. Students seeking this certificate have specific coursework requirements as well as opportunities to engage with preaching and teaching from prominent leaders in the Black Church and the field of Black Church studies. MDiv students also have a field education requirement.

Academic Requirements

The certificate can be earned as part of a residential master's degree program (MDiv, MTS, and ThM) and the MA and hybrid MDiv.

MDiv Requirements

- **3 Black Church Studies Courses**
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Field Education** in Black Church or African American nonprofit
- **4 BCS Lecture Events**

MTS Requirements

- **3 Black Church Studies Courses**
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Thesis** related to the Black Church
- **4 BCS Lecture Events**

THM Requirements

- **3 Black Church Studies Courses**
 - Must include at least 1 course related to African/African-American issues in another school or department in the University
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Thesis** related to the Black Church
- **4 BCS Lecture Events**

MACP Requirements

- **2 Black Church Studies Courses**
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **BCS assignment** in another course, with permission of the instructor
- **Integration Paper**
 - Essay articulating how coursework integrates with current vocation with specific reference to the certificate
- **BCS Lecture Events**, when feasible

Catholic Studies Certificate

Program Code: D-CATHOL-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/degree-certificates/catholic

Program Summary

The Certificate in Catholic Studies engages students in the study of the global Catholic experience, practices, and teachings over the centuries and in the present. Through the certificate, students participate in both spiritual and intellectual formation within a cohort, helping prepare them for further Catholic studies and engagement or lay ecclesial ministry in the Catholic church.

Academic Requirements

This certificate can be earned alongside the residential MDiv and MTS degrees.

- **3 courses** in Catholic studies or related studies
 - A comprehensive list of courses is available to students in the degree audit system.
- **Catholic Fellowship**
 - A minimum of two semesters of participation in Catholic Fellowship.
- **MDiv Only: Catholic Field Education**
 - A field education placement in a Catholic setting (parish or school) or an equivalent self-initiated, contextually based project of engagement in Catholic ministry, leadership, or education as approved by the Certificate Director and the Office of Field Education.
- **MTS Only: Integration Paper**
 - A 500-word essay explaining how the student's coursework integrates with current vocation/work with specific reference to the Certificate in Catholic Studies (or a thesis or a Capstone experience).

Chaplaincy Certificate

Program Code: D-CHAPL-C

Degree Designation: Certificate

Department: Divinity School

Website: intranet.divinity.duke.edu/certificate-info-requirements

Program Summary

The Certificate in Chaplaincy is designed to prepare students for vocational chaplaincy in a variety of contexts, including healthcare, hospice, prison, higher education, military, and more. The certificate can be earned as part of a residential master's degree program (Residential MDiv, ThM, and MTS).

Duke Divinity offers a robust, distinctive Christian theological approach to chaplaincy through academic and formation experiences and high-quality contextual learning opportunities with partners such as Duke University Hospital, Duke Chapel, and others.

Academic Requirements

This certificate can be earned as part of a residential master's degree program (Residential MDiv, ThM, and MTS).

MDVR Requirements

- **3 Courses**
 - PASTCARE 760
 - PASTCARE 860
 - 1 Chaplaincy-Related Elective*
- **Spiritual Formation**
 - 1 course CHURMIN 704-713
- **Approved Formational Experience****
- **Middler Portfolio Conversation** with Certificate Director

- **1 Unit of CPE**

MTS Requirements

- **3 Courses**
 - PASTCARE 760
 - PASTCARE 860
 - 1 Chaplaincy-Related Elective*
- **Spiritual Formation**
 - 1 course CHURMIN 704-713
- **Approved Formational Experience****
- **Thesis** with a focus or subfocus related to chaplaincy or pastoral care

ThM Requirements

- **2 Courses**
 - PASTCARE 860
 - 1 Chaplaincy-Related Elective*
- **Approved Formational Experience****
- **Thesis** with a focus or subfocus related to chaplaincy or pastoral care

*The elective choice—a course focused on topics relevant to the context of chaplaincy—can include topics such as advanced pastoral care, institutional type of ministry (military, higher education, healthcare, etc.); religious diversity or interreligious engagement; or a course specific to the interest of the student. All are with the pre-approval of the certificate director.

**The focused formational experience should give the student insight and experience into a particular form of chaplaincy. This might include participating in Chaplaincy Innovation Lab webinars, Field Education, shadowing a chaplain, work-study, and more, with the approval of the certificate director.

Faith-based Organizing, Advocacy, and Social Transformation Certificate

Program Code: D-FOAST-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/faith-organizing

Program Summary

The Certificate in Faith-based Organizing, Advocacy, and Social Transformation is for students seeking to engage in campaigning and advocacy work, community organizing, community development, and related forms of social, political, and economic witness from a Christian basis. Such work can either be a part of congregational ministry; local, national, or international nonprofit work; public policy and advocacy; or involve the delivery and governance of public education, health, welfare, or housing. The certificate is available to students in MDiv (residential and hybrid), MTS, and MA degree programs.

Such involvement can be a constitutive element of congregational ministry, work in not-for-profit organizations (whether local, national, or international in reach), social justice activism, or participation in the delivery and governance of public education, health, welfare, or housing. The certificate provides a pathway to the kinds of learning and formation needed for such endeavors. It will also connect students to others with a similar sense of vocation and direct them to expertise and learning opportunities in the Divinity School, the Center for Reconciliation, the broader university, the surrounding community, and to alumni beyond the Triangle area. In short, the certificate provides a framework for students seeking to learn how to cultivate thriving communities and a just and generous common life.

Academic Requirements

Requirements for Residential MDiv Students

- **1 core course** from the following: PARISH 792, WXTIAN 845, XTIANETH 813, or PARISH 802.
- **1 Divinity elective** course. A comprehensive list of elective courses is available to students in the degree audit system.
- **1 elective course** focused on an area of policy or practice (e.g., healthcare, public health, public policy, environment, energy, food systems, schooling, prisons, housing, social work, social movements, public administration). This can be from courses offered either inside or outside the Divinity School as agreed with the certificate faculty directors (preference is given to courses external to the Divinity School).
- **Project or Field Education:** Independent civic engagement or social action project or appropriate field education placement that involves some aspect of social, political, or economic witness as agreed in collaboration with the Office of Field Education and the faculty directors.
- **Podcast Reflection:** Listen to all episodes of the first series of the “Listen, Organize, Act!” podcast and write a 1000-word reflection on key points of learning from the podcast.
- Recommended, but not required:
 - participate in designated spiritual formation groups and leadership training. This will typically entail participation in either CHURMIN 709: Sustaining Practices for Work on the Margins or CHURMIN 708 (Berean Cohort) spiritual formation group for at least one year.

- Industrial Areas Foundation's 2 or 5-day training (or equivalent with parallel networks such as Faith in Action). Access to this training can be arranged via a church or organization in membership with an organizing network.
- Summer Institute for Reconciliation.

Requirements for Hybrid MDiv Students

- **1 core course** from the following: PARISH 792, WXTIAN 845, XTIANETH 813, or PARISH 802.
- **2 Divinity elective** courses. A comprehensive list of elective courses is available to students in the degree audit system.
- **Project or Field Education within Formation for Ministry:** Independent civic engagement initiative, social action project, initiative in your vocational sector, campaign for social justice, or community-related church ministry that involves some aspect of social, political, or economic witness as agreed in collaboration with the faculty directors within Formation for Ministry.
- **Podcast Reflection:** Listen to all episodes of the first series of the "Listen, Organize, Act!" podcast and write a 1500-word reflection on key points of learning from the podcast in dialogue with and as they relate to the civic engagement/social action/ministry project participated in.
- Recommended, but not required:
 - Industrial Areas Foundation's 2 or 5-day training (or equivalent with parallel networks such as Faith in Action). Access to this training can be arranged via a church or organization in membership with an organizing network.
 - Summer Institute for Reconciliation.

Requirements for MTS Students

- **1 core course** from the following: PARISH 792, WXTIAN 845, XTIANETH 813, or PARISH 802.
- **2 Divinity elective** courses. A comprehensive list of elective courses is available to students in the degree audit system.
- **Thesis** on a topic related to the certificate, as negotiated with faculty directors.
- **Podcast Reflection:** Listen to all episodes of the first series of the "Listen, Organize, Act!" podcast and write a 1500-word reflection on key points of learning from the podcast, ideally as these points of reflection relate to some experience/involvement in civic or community engagement.
- Recommended, but not required:
 - Independent civic engagement or social action project or appropriate church placement that involves some aspect of social, political, or economic witness.

Requirements for MA Students

- **2 courses** in the certificate area. A comprehensive list of elective courses is available to students in the degree audit system.
- **1 additional course** with an assignment related to the aims and objectives of the certificate (arranged with the instructor)
- **Project or Field Education:** Independent civic engagement initiative, social action project, an initiative in your vocational sector, campaign for social justice, or community-related church ministry that involves some aspect of social, political, or economic witness as agreed in collaboration with the faculty directors.
- **Podcast Reflection:** Listen to all episodes of the first series of the "Listen, Organize, Act!" podcast and write a 1500-word reflection on key points of learning from the podcast that relates to and in dialogue with the civic engagement/social action/ministry project participated in.
- **Vocational Integration Summary:** 1,000-word summary about how the student's current vocational work integrates with the specific concerns and focus of the certificate.

Faith, Food, and Environmental Justice Certificate

Program Code: D-FFEJ-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/food-faith

Program Summary

The certificate is for students seeking training in and preparation for engaging faithfully in environmental justice work, agricultural production, healthy food access and food systems, creation care ministries, land use issues, policy advocacy, and environmental management. The context of such work might be congregational ministry, working in not-for-profit organizations, farming, triple-bottom-line enterprises, or governmental agencies. Or it may be that students have a more general interest in addressing the array of urgent challenges related to the ecological crisis, rural precariousness, resource conflicts, the anthropocene, animal suffering, climate change, environmental racism, and industrial agriculture.

Alongside access to some of the leading environmental theologians in the world, the certificate provides opportunities for learning from and engaging with the broader university and the surrounding community. The certificate provides opportunities to take courses at the Nicholas School of the Environment at Duke University, Duke Farm, and the World Food Policy Center (Sanford School of Public Policy at Duke). North Carolina is an ideal location to undertake this kind of formation: Not only is it a vibrant center of the food and faith movement, with numerous farms connected to the Divinity School, but it is also the birthplace of the environmental justice movement, with its roots in the rural Black Church.

Academic Requirements

The certificate can be earned as part of the residential MDiv and MTS degrees.

- **2 courses in the Divinity School** from list of approved courses.
- **1 elective course outside the Divinity School**, which should draw from the Nicholas School of the Environment, Kenan Institute for Ethics, Duke Campus Farm, Sanford World Food Policy Center, Cultural Anthropology, or other subject areas that have a clear and identifiable focus on some aspect of environmental, food, or political-ecological theory, policy, and practice and be taught at a master's level.
- **Attendance at approved off-campus conference** on topics related to the certificate, such as the [North Carolina Environmental Justice Network's](#) annual EJ Summit or the [Carolina Farm Stewardship Association's](#) annual Sustainable Agriculture Conference at least once over the duration of the student's program, or an equivalent gathering to be agreed on in advance; as well as participation in at least one action organized by the North Carolina Chapter of the [Farm Labor Organizing Committee](#) or other organization to be agreed on in advance.
- **MDivR only: Independent environmental engagement/action project or appropriate field education placement** that involves some aspect of environmental or socio-ecological witness.
- **MTS only: Thesis** on a topic related to the certificate as negotiated with faculty directors.

Gender, Sexuality, Theology, and Ministry Certificate

Program Code: D-GTM-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/gender

Program Summary

The Certificate in Gender, Sexuality, Theology, and Ministry (GSTM) can be earned within the MDiv (residential and hybrid), MTS, and ThD degrees and enables students to make the study of gender, sexuality, theology, and ministry a core component of their theological education. It fosters a collaborative environment for teaching, research, service learning, and dialogue.

The GSTM certificate creates a network, community of discourse, and intellectual space—at Duke Divinity School and beyond—where questions of gender and sexuality are privileged in the academic study and practices of theology, ministry, and lived religion. The certificate examines intersections of gender with race, ethnicity, class, and sexuality, and asks what these questions mean for the church and beyond.

Students in the certificate take elective courses in the Divinity School or Department of Religious Studies and in Duke's Program in Gender, Sexuality, and Feminist Studies that use gender and sexuality as primary lenses. They also design and execute independent research or contextual learning projects and present their work in a senior colloquium.

Academic Requirements

This certificate can be earned within the residential and hybrid MDiv, MTS, and ThD degrees.

THD, MTS, & MDiv Requirements

- **3 Courses**
 - 1 GSF course 500-level and above
 - 2 Divinity electives
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Contextual Learning or Research Project** in the area of gender, sexuality, theology, and ministry. The project may be conducted in one of four ways:
 - within a course (but not within any of the three courses that fulfill the previous requirement)
 - within a directed study
 - as an independent community service project
 - within the context of a field education placement (Note: The field education office is not responsible for facilitating or evaluating this project in any way)
- **Colloquium Participation** to discuss their contextual learning projects and/or to share the results of their research. Affiliated faculty members will be responsible for directing the colloquy.

MACP Requirements

- **2 Courses**
 - Any 2 courses in gender studies within the Divinity School or the Department of Religion, or an approved alternative, with a clear focus on gender studies.
 - A comprehensive list of courses is available to students in the degree audit system.
- **Colloquium Participation** to discuss their contextual learning projects and/or to share the results of their research, if feasible
- **Assignment** related to Gender, Sexuality, Theology, and Ministry for a non-GSTM course, with permission from the instructor

- **Vocational Integration Summary:** Completion of a 500-word summary of how coursework integrates with current vocation, with specific reference to the GSTM certificate.

Latinx Studies Certificate

Program Code: D-LATINX-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/latinx

Program Summary

The Certificate in Latinx Studies is designed to provide theological and ministerial formation to students preparing for ministry with Hispanic/Latinx churches and communities in the United States.

Through the certificate, the students will achieve the following goals:

- Be part of a group of fellow sojourners who seek to encounter Christ on the roads connecting Duke Divinity School to the world, while practicing and honing skills for ministry with H/L communities;
- Be part of a learning community that seeks to learn from H/L Christian traditions and cultures; and
- Be part of a learning community that is committed to the H/L community and dedicated to becoming self-aware leaders who can thrive in a diverse context.

Academic Requirements

This certificate can be earned as part of the residential and hybrid MDiv degree and MTS degree.

- **Latinx Core Courses (2 courses)**
 - XTIANTHE 779
 - Hispanic Scholars Program course or additional Latinx elective
- **Latinx Elective (1 course)**
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **For MDivR Students**
 - One-year participation in *Caminantes*: CHURMIN 707, completed twice
 - Field Education in a Hispanic-Latinx context
- **For MDivH Students**
 - Latinx Discipleship Group: CHURMIN 715, completed 3 times
 - Field Education in a Hispanic-Latinx context
- **For MTS Students**
 - One-year participation in *Caminantes*: CHURMIN 707, completed twice

Methodist Wesleyan Studies Certificate

Program Code: D-WES-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/methodist-wesleyan

Program Summary

The Certificate in Methodist/Wesleyan Studies is for pan-Methodist/Wesleyan students who wish to engage in robust and intentional training in Wesleyan theology and spiritual practice in preparation for leadership positions in Methodist and Wesleyan churches.

The certificate can be earned as part of the residential MDiv, hybrid MDiv, MTS, and MA degrees.

Duke Divinity School has rich resources in Methodist/Wesleyan studies, including renowned Methodist/Wesleyan scholars, vast primary sources in Methodism, the Center for Studies in the Wesleyan Tradition, seasoned Methodist pastors in Field Education and Spiritual Formation programs, and close partnership with Methodist churches. The Certificate in Methodist/Wesleyan Studies, administered by the Methodist House of Studies, will guide pan-Methodist/Wesleyan students to identify and engage in these resources and integrate them into their academic study and ministry.

The goal of the certificate is to nurture Christian leaders whose theology and practice are deeply embedded in the Methodist tradition of serving the marginalized and creating innovative practices to foster thriving communities. Through the certificate program, students will better integrate their academic learning with ministerial practices in the Wesleyan tradition, learn and practice spiritual exercises (“the means of grace”) in the Wesleyan tradition, and receive mentoring for vocational discernment and leadership development in the Wesleyan tradition.

As part of an advanced spiritual formation learning community that seeks Wesleyan spiritual disciplines to sustain the life of study and ministry, students will build connections with other Methodist/Wesleyan students, faculty, and ecclesial leaders, crossing conventional cultural, racial, and ethnic boundaries.

Academic Requirements

- **Methodist Wesleyan Core Course (1 course)**
 - PARISH 777
- **Methodist Wesleyan Electives (2 courses)**
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Co-Curricular Requirements**
 - For **MDivR** and **MDivH** students
 - **Spiritual Formation:** CHURMIN 706, taken twice
 - **Field Education in Methodist/Wesleyan Context**
 - For **MTS** students
 - **Coursework/Vocation Integration Essay:** A 500-word essay explaining how the student's coursework integrates with current vocation/work with specific reference to Certificate in Methodist/Wesleyan Studies.
 - For **MACP** students
 - **Coursework/Vocation Integration Essay:** A 500-word essay explaining how the student's coursework integrates with current vocation/work with specific reference to Certificate in Methodist/Wesleyan Studies.
 - **Spiritual Formation:** CHURMIN 706, taken twice
 - Students who cannot complete Wesleyan Discipleship Group can instead complete a project or experience deepening the student's Methodist/Wesleyan formation. This formation may be done inside a course or independently with the approval of the Certificate Director.

Missional Innovation Certificate

Program Code: D-CMI-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/missional-innovation

Program Summary

The Certificate in Missional Innovation can be earned within the hybrid and residential MDiv and MA degrees and is intended to provide a context in which a calling to church planting, innovative ministry, or other expressions of God's mission in public spaces can be discerned, and suitable training in some of the most important skills needed for these callings can be acquired. The models supporting the certificate are shaped by the practices of the apostle Paul, who was a dynamic, influential, and bi-vocational missionary to a non-Christian society. Students are invited to become conversant with their own modern context, developing an awareness of the successes and failures of past approaches to doing mission and ministry in the US. Students are also invited to acquire some of the key spiritual and formational skills that will sustain them through the challenges of church planting (like UMC or non-denominational churches) or ministry innovation, and enable them to enact community transformation effectively. Some of the key practical questions around church planting, innovation, and transformation are also addressed, often with a focus on leadership and administration, social entrepreneurship, and the role and significance of money.

Academic Requirements

This certificate can be earned within the hybrid and residential MDiv and MA degrees.

MDivR & MDivH Requirements

- **3 Courses**
 - NEWTEST 808 or NEWTEST 801
 - 2 additional courses
 - A comprehensive list of courses is available to students in the degree audit system.
- **Field Education**
 - Completion of a field education placement under the close supervision of a recognized church planter or innovative leader
- **Event Attendance**
 - Attendance at an annual event where practitioners discuss mission and evangelism, as approved by the director
- **Year-long Formational Activity**

MACP Requirements

- **3 Courses**
 - PARISH 705
 - NEWTEST 808 or 801
 - 1 additional course
 - A comprehensive list of courses is available to students in the degree audit system.

- **Vocational Integration Summary**
 - Completion of 500-word summary of how coursework integrates with current vocation, with specific reference to the Missional Innovation certificate
- **Event Attendance, if feasible**
 - If feasible, attendance at an annual event where practitioners discuss mission and evangelism, OR attendance at an equivalent intensive approved by the director

Preaching Certificate

Program Code: D-PREACH-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/preaching

Program Summary

Through this certificate in preaching, which can be earned alongside the residential and hybrid MDiv degree, students will engage deeply with both the theory and practice of preaching. Goals of this certificate include preparing students to be more faithful and effective preachers and equipping them for ongoing critical reflection and growth in their preaching ministry.

Through advanced work in homiletics, the certificate is designed to help students grow in their ability to:

- read and preach the gospel with passion and faithfulness;
- prepare and preach sermons that have biblical, theological, contextual, and formal integrity;
- perform sermons that embody a theologically rich relation between preacher, congregation, and proclaimed gospel;
- reflect theologically and critically on the practice of preaching; and
- identify and explore issues that will enable their continued growth as preachers.

The certificate will be valuable not only for students planning to enter parish ministry, but also for students considering advanced work in homiletics.

Academic Requirements

This certificate can be earned alongside the residential and hybrid MDiv degree.

MDivH & MDivR Requirements

- **4 Courses**
 - PREACHNG 758
 - Any 3 PREACHNG courses 700-level and above

MDivR Requirements for Student Pastors

- **5 Courses**
 - CHURMIN 760
 - Any 4 PREACHNG courses 700-level and above

Prison Studies Certificate

Program Code: D-PRISON-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/prison

Program Summary

The Certificate in Prison Studies provides students with the opportunity to engage specifically with people in prison and the system that imprisons them in the context of theological education and formation for ministry (see Matthew 25:36).

Academic Requirements

This certificate can normally be earned within the residential MDiv, MTS, and ThD degree programs.

Requirements for MDivR & MTS Students

- **1 core prison course**, PARISH 809 or PARISH 719.
- **Project TURN course**, taught on-site in a local prison.

- **1 additional course** approved by the director that addresses questions relevant to prison studies (for example, treating approaches to justice, atonement, race, gender, conflict, or contextual ministry). A comprehensive list of elective courses is available to students in the degree audit system. An appropriate directed study approved by the certificate director may be substituted for this requirement.
- **MDivR only: Suitable field education placement.**
- **MDivR only: Designated prison-oriented spiritual formation group**, or, on petition, completing an approved research project.
- **MTS only: Thesis that focuses on some aspect of prison studies** that (1) takes the voices of incarcerated people (past or present) seriously and (2) views the prison as a site of significant learning and investigation.

Requirements for THD Students

- **2 courses related to carceral studies.** These courses can be in any department and may be directed studies. Options include any course that the student believes will advance their knowledge in the fields of prisons, pathways to prisons, criminal or restorative justice, alternatives to addressing social harm, or the race, class, gender, and sexuality biases in and impacts on policing and incarceration. Creative learning around theologies that acknowledge Jesus as a policed, sentenced, and executed person, carceral themes in the Bible, the Christian history of complicity with and resistance to incarceration, etc, are encouraged. Demonstrate relevance to the certificate director for pre-approval.
- **Service as teaching assistant for 1 Project TURN class**, taught inside of a local NC prison comprising half Duke students and half students incarcerated at the facility under the leadership of a Duke professor. Alternatives include attendance in a TURN course or the approved equivalent.
- **Significant research project related to carceral studies.** This might be an article-length final project for a class, a presentation at an academic conference, a published journal article, a dedicated exam in carceral studies with attendant reading list, or significant inclusion of carceral themes in the dissertation.

Certificate in Reflective and Faithful Teaching

Program Code: D-CRAFT-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/certificate-reflective-and-faithful-teaching

Program Summary

The Certificate in Reflective and Faithful Teaching (CRAFT) fosters the ongoing development of ThD students as theological educators. The objectives of the certificate include helping ThD students:

1. reflect theologically about the craft and vocation of teaching;
2. hone practical teaching skills with an eye toward different contexts of teaching, including online instruction;
3. develop a thoughtful, theologically grounded philosophy of teaching; and
4. improve their teaching in response to oral and written feedback from peers and professors.

CRAFT requires participation in the THD seminar, as well as co-curricular programming focused on teaching and learning and related deliverables. Responsibility for administering the CRAFT program rests with the director of the ThD program or that individual's designee.

Academic Requirements

This certificate is only available for ThD students.

- **1 Required Course**
 - XTIANTHE 950
- **Learning Sessions Attendance**
- **Teaching Portfolio**
- **Teaching Evaluation**

Theology and Health Care Certificate

Program Code: D-THC-R-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificate-theology-and-health-care

Program Summary

This certificate is available to students who are not enrolled in a degree program at the Divinity School. Students enrolled in the MDiv (residential or hybrid), MTS, MA, or ThM degree programs may alternatively pursue the Certificate in Theology, Medicine, and Culture.

The Certificate in Theology and Health Care prepares students for robust theological and practical engagement with contemporary practices in medicine and health care. The certificate will be of special interest to those with vocations in health care (e.g., trainees or practitioners of medicine, nursing, and other health care professions) who seek theological formation and further confidence engaging questions of suffering, illness, and the place of health care in a faithful life. There are two pathways for certificate completion: residential or hybrid.

The **residential certificate** is typically completed in one year of full-time residential study and formation at Duke Divinity School. Six classes must be completed to earn the certificate, though many students will choose to enroll in additional courses. One elective course may be taken as P/F with approval of the instructor.

Dual Programs with the Duke School of Medicine

The residential certificate is available to students in the Occupational Therapy program (OTD) at Duke with amended requirements integrated into the OTD degree. Students must apply and be accepted into each program separately. For OTD students, the program requires 5 units for completion and other integrative components. The residential certificate is also available to Doctor of Medicine students during their third/research year in the MD degree program. For MD students, the certificate requires 6 units for completion.

Pathways for C-THC to Divinity School Degree Programs

A C-THC student may apply for matriculation in Fall to MTS, MA, MDiv (residential or hybrid) degree programs. While most do this for the academic year post the C-THC, students are eligible to come back to the Divinity School within the parameters of the Transfer Credit Policy, namely that a possible return is initiated within five years of the C-THC. The student can transfer no more than 10 units of C-THC courses to the degree program, thus more than allowed in the Transfer Credit Policy. Students who took Cultivating Christian Imagination courses may apply for advanced placement with one or both of the CCI courses for Church History, Theology, or Ethics core courses. Some C-THC courses may count as Limited Electives for the residential MDiv and hybrid MDiv programs. Students must complete the degree requirements for each program. C-THC students who wish to apply for a degree program should start by contacting the Office of Admissions. A streamlined application process will be available, and C-THC applicants will need to follow stated admission deadlines.

Academic Requirements

Requirements for Residential Divinity Students and Dual Program with Doctor of Medicine

- **2 core courses** focused on scripture, Christian theology, and/or church history. A comprehensive list of courses is available to students in the degree audit system.
- **XTIANETH 761 and 763** (Health Care in Theological Context I & II), a two-semester course focused on the intersection of theology and medicine. Students may also elect to take XTIANSTU 705 and 706 (Cultivating Christian Imagination), a two-semester course that combines scripture, history, and theology in a sweeping tour of Christian tradition and the practices of Christian communities.
- **XTIANSTU 707** (Spiritual Formation and Community Engagement for Theology, Medicine and Culture), a two-semester course that combines best practices of scripture reflection, Christian spiritual formation and disciplines, and mentoring as students discern what faithful practices look like in their contexts (TMC Fellows participate together in a dedicated section of this course).
- Optional completion of 2 (or more) elective courses offered within the Divinity School.

Requirements for Occupational Therapy Students

- **XTIANETH 761 and 763** (Health Care in Theological Context I & II), a two-semester course focused on the intersection of theology and medicine. Students may also elect to take XTIANSTU 705 and 706 (Cultivating Christian Imagination), a two-semester course that combines scripture, history, and theology in a sweeping tour of Christian tradition and the practices of Christian communities.
- **XTIANSTU 705 and 706** (Cultivating Christian Imagination I & II)
- **1 elective course** from Divinity Theology, Medicine, Culture (TMC) or OTD designed for this program.
- **Requirements Fulfilled in the OTD Program**
 - OTD Formation for Service Courses I – V and OTD Capstone Courses I and II
 - OTD Capstone Experience with at least one learning objective clearly connected to the C-THC
 - Presentation of Capstone project and experience at the OTD Scholarship Week

Theology and Health Care Certificate (Hybrid)

Program Code: D-THC-H-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificate-theology-and-health-care

Program Summary

This certificate is available to students who are not enrolled in a degree program at the Divinity School. Students enrolled in the MDiv (residential or hybrid), MTS, MA, or ThM degree programs may alternatively pursue the Certificate in Theology, Medicine, and Culture.

The Certificate in Theology and Health Care prepares Duke Divinity School students for robust theological and practical engagement with contemporary practices in medicine and health care. This certificate will be of special interest to those with vocations in health care (e.g., trainees or practitioners of medicine, nursing, and other health care professions) who seek theological formation and further confidence engaging questions of suffering, illness, and the place of health care in a faithful life. There are two pathways for certificate completion: residential or hybrid.

The **hybrid certificate** is completed in one year of study at the Divinity School, consisting of both residential and online components.

The **Health Care Track** is designed for those who are working in general medical contexts (e.g., trainees or practitioners of medicine, nursing, occupational and physical therapy, and other health care professions).

The **Mental Health Track** is designed for those working in mental health contexts (e.g., trainees or practitioners in social work, clinical psychology, marriage & family therapy, psychiatric nursing, counseling, psychiatry, and licensed addiction counseling).

One elective course in each track may be taken as P/F with approval of the instructor.

Pathways for C-THC to Divinity Degree Programs

A C-THC student may apply for matriculation in the Fall to MTS, MA, or MDiv (residential or hybrid) degree programs. While most do this for the academic year post the C-THC, students are eligible to come back to the Divinity School within the parameters of the Transfer Credit Policy, namely within five years of initiating the C-THC. The student can transfer no more than 10 units of C-THC courses to the degree program, thus more than allowed in the Transfer Credit Policy. Students who took Cultivating Christian Imagination courses may apply for advanced placement with one or both of the CCI courses for the Church History, Theology, or Ethics core courses. Some C-THC courses may count as Limited Electives for the residential MDiv and hybrid MDiv programs. Students must complete the degree requirements for each program. C-THC students who wish to apply for a degree program should start by contacting the Office of Admissions. A streamlined application process will be available, and C-THC applicants will need to follow stated admission deadlines.

Academic Requirements

- **XTIANSTU 705 and 706** (Cultivating Christian Imagination I & II), a two-semester course that combines scripture, history, and theology in a sweeping tour of Christian tradition and the practices of Christian communities;
- **XTIANETH 761** (Health Care in Theological Context I), a fall course that engages suffering, illness, disability, and contemporary practices of health care in the light of Christian history, theology, and practice.
- **XTIANSTU 708** (Spiritual Formation and Vocation in Health Care), a two-semester course that combines best practices of scripture reflection, Christian spirituality, and Christian spiritual formation and disciplines, and mentoring as students discern what faithful practices look like in their contexts.
 - Health Care Track students will meet in a separate section (XTIANSTU 708, taken again) in the spring.
 - Mental Health Track students will meet in a separate section (XTIANSTU 709, Spiritual Formation and Vocation in Mental Health Care) in the spring.
- **Health Care Track Only: XTIANETH 763** (Health Care in Theological Context II), a spring course that engages contemporary bioethical topics in the light of Christian history, theology, and practice.
- **Mental Health Track Only: PASTCARE 779** (Christian Approaches to Mental Health Care), a course focusing on theological engagement with mental health challenges and the practices of mental health care.
- Optional completion of two (or more) elective courses offered within the Divinity School.

Certificate in Theology and the Arts

Program Code: D-TA-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/certificate-theology-and-arts

Program Summary

The Certificate in Theology and the Arts aims to provide Duke Divinity School students a firm grounding in the biblical resources, key theological loci, and practices of art making and reception relevant to a lifetime's engagement with the arts in the church, the university, and beyond.

Academic Requirements

This certificate is open to students in the MDiv (hybrid and residential), MTS, MA, and ThM degree programs. Courses may be taken in any order.

THM, MTS, and MDVR Requirements

- **3 Courses**
 - Must include either XTIANTHE 773 or XTIANTHE 972
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Project:** Completion of a research or service-learning project in theology and the arts. The project may be conducted in one of the following ways:
 - within a course (but not within any of the three courses that fulfill the previous requirement)

- within a directed study
- as an internship with a director of music or arts pastor at a church
- as an independent community-building project
- within the context of a field education placement
- **Participation in Events**
 - Regular participation in bimonthly certificate colloquies and events sponsored by Duke Initiatives in Theology and the Arts

MDVH Requirements

- **3 Courses**
 - Must include XTIANTHE 773
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Project:** Completion of a research or service-learning project in theology and the arts. The project may be conducted in one of the following ways:
 - within a course (but not within any of the three courses that fulfill the previous requirement)
 - within a directed study
 - as an internship with a director of music or arts pastor at a church
 - as an independent community-building project
 - within the context of a field education placement within Formation for Ministry
- **Participation in Events**
 - Regular participation in bimonthly certificate colloquies and events sponsored by Duke Initiatives in Theology and the Arts

MACP Requirements

- **2 Courses**
 - Must include XTIANTHE 773
 - A comprehensive list of elective courses is available to students in the degree audit system.
- **Arts Assignment in a Non-Arts class**
 - Completion of one assignment related to theology and the arts for a non-theology and the arts course, with permission from the instructor.
- **Participation in Events**
 - Regular participation, if feasible, in bimonthly CTA colloquies and DITA-sponsored events.
- **Vocational Integration Essay**
 - Completion of a 500-word summary of how coursework integrates with current vocation, with specific reference to the certificate in theology and the arts.

Theology, Medicine, and Culture Certificate

Program Code: D-TMC-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/medicine

Program Summary

The Certificate in Theology, Medicine, and Culture will prepare Divinity School students for robust theological and practical engagement with contemporary practices in medicine and health care. The certificate can be pursued by students in the MDiv (residential and hybrid), MTS, ThM, or MA degree programs.

The certificate will be of special interest to students who will be working in parish-based settings and who wish to develop further competence and confidence engaging questions of suffering, illness, and the role of medicine; who are interested in serving as chaplains in a health care setting; who are trained or are pursuing training in the clinical disciplines (e.g., medicine, psychology, nursing, and social work); and/or who intend further study in bioethics or pastoral theology.

Academic Requirements

- **1 course of the TMC Two-Course Sequence:** XTIANETH 761 or 763 (Health Care in Theological Context I & II)
- **1 or 2 elective courses** that explore the intersections of theology, medicine, and culture. A comprehensive list of elective courses is available to students in the degree audit system.
 - MDiv, MTS, and ThM students will complete 2 elective courses.
 - MA students will complete 1 elective course.
- **Participation in a program, elective, or professional service** that offers practical ministry-related experience in a health care setting.
- **Research paper** that directly engages the intersection of theology, medicine, and culture. This paper may be done as part of a class and will ordinarily be presented publicly near the conclusion of the student's degree program.

- **Regular participation in the semi-monthly TMC seminar.** The schedule of these informal seminars is available from the TMC website and on the school's calendar of events. Candidates for the certificate are expected to attend as many of these events as possible.

Worship Certificate

Program Code: D-WORSH-P-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/worship

Program Summary

The certificate in worship prepares Duke Divinity students (hybrid MDiv, residential MDiv, and MA) to engage in practical formation and theoretical reflection on the worship of God in Christian congregations. The certificate serves a variety of students who carry the responsibility of weekly worship planning and leadership for their congregations (as church musicians, worship leaders, pastors, or in other roles) and students interested in the interdisciplinary academic study of worship. Through the courses offered within the certificate program, students will broaden their perspective on the history and theology of Christian worship, enhance their capacities to plan and lead worship, and reflect on the connection between worship and the broader life of the church. The approach in teaching is inclusive, not exclusive, and thus consideration is given to worship across a variety of styles, denominations, and liturgical traditions.

Academic Requirements

This certificate can be earned as part of the residential and hybrid MDiv, MTS, and MA in Christian Practice degrees.

- **3 LTS Courses**
 - 1 LTS course numbered 700-729 or 800-829
 - 1 LTS course numbered 730-759 or 830-859
 - 1 LTS elective course 700-level and above, or an approved non-LTS elective course
- **Worship Visitations: A Pilgrimage of Adoration**
 - Eight in-person worship visitations after certificate declaration to be completed by graduation; plan approved by the certificate director
- **Accountability Meetings**
 - 2 meetings with director per year
- **For MDivR & MDivH Students**
 - A field education component or contextual engagement project with an emphasis in worship
- **For MTS Students**
 - A thesis on a topic related to the certificate

All Courses

AMXTIAN701 - Everything Happens: Themes in American Religion

Course Description

This course is designed to explore cultural scripts which shape American popular religion and to better understand and constructively engage with their history and theology.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

AMXTIAN756 - American Christianity

Course Description

A consideration of the nature of Christianity in America and the history of its development

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

AMXTIAN790 - Topics in American Christianity

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

AMXTIAN800 - Studies in American Methodism

Course Description

Research seminar devoted to selected topics in the Wesleyan and Methodist traditions in America

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

AMXTIAN801 - Donald Trump, TV Preachers, and the American Prosperity Gospel

Course Description

This course introduces students to the major figures and features of the twentieth-century American prosperity gospel. It traces its late-nineteenth-century metaphysical roots through Black and white Pentecostalism to post-war revivals where it took shape. We consider its effect on megachurches, televangelism, and uplift traditions as it spread across racial and economic divides. New Thought, New Age, self-help, Pentecostalism, and pop religion will be considered throughout

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

AMXTIAN807 - The Social Organization of American Religion

Course Description

Focuses on social and institutional aspects of American religion. Topics include trends in American religion, social sources of religious variation, sociological knowledge about congregations and clergy, and religion's place in American society.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

AMXTIAN809 - Evangelical Traditions in America

Course Description

The first is to gain clarity about the meaning of the elusive and strangely elastic label evangelical, especially in the American context. The second objective is to evaluate the significance of historical context. The third objective is to assess the meaning of change over time. Obviously an evangelical in the year 1730 was different from an evangelical today. And finally, beside those substantive objectives stands a methodological one. How do we deal with a living religious tradition in a manner that is critical yet empathetically sensitive to the humanity of its adherents?

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

AMXTIAN810 - Jonathan Edwards and the Puritan Tradition

Course Description

This course's primary goal is to examine the interaction between Jonathan Edwards and his age. Though we will pay attention both to the man and to the age, the focus will fall on the interaction between them and how Edwards drew on the intellectual and cultural resources of the times and how the times made his work possible. A closely related secondary goal is to sharpen our ability to read primary and secondary texts, both appreciatively and critically. What did the authors intend to convey? What did they leave out? What did their audiences hear then, over the years, and now? What difference does any or all of this make?

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

AMXTIAN811 - Pentecostalism

Course Description

This course will study the history, theology, and practices of Pentecostalism—the fastest growing Christian movement in the world, encompassing perhaps one in every four Christians—from its origins among poor whites and recently freed African Americans to its phenomenal expansion in places like South America, Asia, and Africa. The course will explore Pentecostalism's theological and historical relationship to the Methodist, Holiness, Apostolic, and Charismatic movements, as well as Pentecostal belief in phenomena like speaking in tongues, healing, miracles, and prophecy. Finally, the course will use race, class, and gender analysis to evaluate the cultural influences of Pentecostalism

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

AMXTIAN812 - Women and Power in Modern American Churches

Course Description

This course examines the history of ordaining women for Christian ministry in the United States. The class explores a wide range of Christian responses to the changing social, cultural, economic, and political expectations for women in religious leadership. We will examine the ideas and experiences of a wide variety of women in ministry. We will grapple with questions of race and sexual orientation for women in the pulpit. We will draw examples from seasoned denominations like the Methodists and the Episcopalians to nondenominational churches, outsider traditions like the Seventh Day Adventists to modern televangelism

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

AMXTIAN813 - American Theodicy

Course Description

This course introduces students to major themes in American religious history that address the foundational question of pain and suffering. By drawing on major figures and features of American religious history from the Puritans to the present, it takes up various answers and the communities created around them. Is the problem of suffering simply one shrouded in mystery? Can it be conquered with special supplications and rituals? What is God never intended people to suffer at all, and it can be remedied? We consider its effect on congregations as it spread across racial and economic divides. We will also examine how expectations of preachers and pastoral care changed as a result

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

AMXTIAN814 - Christianity and Politics in American History

Course Description

This course explores some of the key ways that Christian and political leaders have interacted in the long sweep of American history, running from the colonial period to the present. Prerequisite: any course in Christian or religious or US history at the master's or graduate level. If an individual student does not have a required course in Christian or religious or US history, instructor will consider them on a case-by-case basis during registration by email of student to instructor for permission. Instructor consent required

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

AMXTIAN815 - Faith, Policing, Protest

Course Description

This course explores the historical and contemporary relationship of Christians to law enforcement (with a particular focus on the modern United States). It considers how Christians have engaged law enforcement and public safety issues throughout history; how chaplains have practiced ministry to members of law enforcement; how American Christian activist and reform movements have contested and challenged police and worked to change or even abolish policing; and how American Christian communities have developed their own public safety efforts as alternatives to standard law enforcement approaches.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

AMXTIAN890 - Selected Topics in American Christianity

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

AMXTIAN950 - American Religious Biography

Course Description

A study of the leading biographers of American religious figures and of the qualities of a successful biography

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

AMXTIAN951 - Interpretations of American Religion

Course Description

An opportunity for advanced students in North American religious studies to deepen their understanding of some of the major questions in the field. Examination of how religious history is actually written, with special attention to the imaginative and moral motivations that enter into that process. Consent of instructor required

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

BCS760 - Theology in the Black Church Traditions

Course Description

An introduction to Black theology emphasizing classical expressions, critical developments and implications for liberating ministries and public witness

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

BCS761 - The Black Church in America

Course Description

A consideration of the historical and theological development of the separate Black Christian denominations in America with attention to some of the major leaders, Black worship, and Black preaching

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

BCS762 - Christian Identity and the Formation of the Racial World

Course Description

This course seeks to establish a theological paradigm that addresses issues of racial identity and racism. This will be done centrally by examining the formation of growth of the modern racial world. Central to this examination will be the formation of Black Christian existence inside the rise of modern white Christianity

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

BCS763 - MLK: Theology/influence on Ministry

Course Description

An examination of the life of Martin Luther King, Jr., his theology, and his continuing influence on the church's ministry

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

BCS765 - African-American Spirituality

Course Description

Spirituality has figured prominently in the shaping of African American identity. As such, traces of the religious can be discerned in nearly every aspect of African American social and cultural life. Primarily focusing on the Black Church in North America, through the lenses of mysticism, materiality, musicality, mourning and embodied ritual practices, this course seeks to unearth indigenous religious meanings that shed light on a distinctively, African American spiritual tradition. Special attention will be given to a variety of Black religious forms, such as prayers, sermons, spiritual writings, testimonies, autobiographies, call narratives, letters, poetry and other artistic expressions. The African religious past and the question of African retentions in New World, African spiritual practices will also be considered.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

BCS766 - Deep River: Howard Thurman, Spirituality, and the Prophetic Life

Course Description

This seminar course will examine the writings, sermons, meditations, and prayers of Howard Thurman as means to exploring the nature and content of the spiritual life in his thought. In particular, this seminar will probe how the spiritual life, as presented in Thurman's writings, funds the prophetic life to reveal the integration of the contemplative and active life. Salient themes to be explored include the inner life, outer life, prayer, silence, community, struggle, suffering, love, and Jesus

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units**Min Units:**

1

Max Units:

1

BCS767 - Christianity, Race, and the American Nation

Course Description

Religion is diffused throughout American life and culture; it is lived and practiced in complex—and sometimes contradictory—ways across the nation's many miles and demographics. Race as a concept is a constantly shifting chimera which nevertheless bestows or denies historic, economic, and social benefits to those it defines. Christianity, Race, and the American Nation will explore the major themes of African American religious history as people of African descent battled slavery, survived Jim Crow segregation, pushed for equality in the Civil Rights Movement, and eventually came to see a man of African elected President of the United States.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units**Min Units:**

1

Max Units:

1

BCS768 - Religion, Race, & Relationship in Film

Course Description

This course will explore themes of religion, race, gender, and relationship to the religious or racial 'other' in films from the silent era to the present and serve as an introduction to the interpretation of film, and to critical race studies for emerging ministers, scholars, and consumers of popular culture. It will consider film as a medium and engage students in analysis and discussion of cinematic images, themes, and tropes, with the goal of developing hermeneutic lenses through which these can be interpreted. The films selected all deal with issues of race, religion, gender, and/or relationship, and ask the ultimate question, 'How should we treat one another?'

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units**Min Units:**

1

Max Units:

1

BCS769 - Popular Apocalypse: Religion, Race, Popular Culture, and the Eschatological Imagination

Course Description

As the world confronts political gridlock, newly-energized movements promoting Christian nationalism, white supremacy, and the alt-right in the US, expanding authoritarianism abroad, bloody terrorism, warfare, and economic and political uncertainty elsewhere in the world, human beings have also had to reckon with the dangers of global climate change, epidemic disease, famine, and overpopulation. These political, environmental, and epidemiological anxieties have found expression in a popular fascination with the end of the world. Movies, books, and television shows have given wide expression to these concerns. In this course, we will examine recent popular culture's fixation on the end of time in order to draw some conclusions about the ways that underlying religious convictions and racial anxieties play out in the cataclysms that we, as humans, have imagined. If we were to extrapolate the history of our epoch from the monsters—and the cataclysms—we have imagined, what could we learn about this contemporary moment?

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

BCS790 - Selected Topics in Black Church History

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

BCS800 - Black Women, Womanist Thought and the Church

Course Description

Black women have historically been and remain the bedrock of the African American church. And while this is the case, due to the perduring patriarchy within the Black Church, Black women's experiences of congregational life, the imposed delimitations encountered in their quests for ordained ministry, congregational and denominational leadership remain exceedingly problematic. Drawing upon the insights of womanist theologians, this course will explore how womanist thought, given its penetrative critique of Black religious patriarchy, challenges, and critiques the oppression of Black women and their disenfranchisement in the quest for full equality. Womanist thought is offered here as an alternative context, model and vision for the flourishing of Black women in every aspect of Black church life.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

BCS802 - Race, Modernity, and Theology

Course Description

Investigates how modern ways of life and thought compete with Christian life and thought, paying close attention to the fundamental role of each in sustaining modernity. The course outlines a Christian theology of Israel as part of a response to the problem of race and modernity. Recommended prerequisite: Christian Theology 755 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

BCS805 - African Americans and the Bible

Course Description

In this course, we will look at the ways African American scholars, clergy, laity, men, women, the free, and the enslaved, have read, interpreted, preached, and taught scripture. In examining these hermeneutics, we will also seek to sketch out a broader theology, history, and sociology of Black people as they used the tool at hand, the Bible, to argue for their own humanity, create their own cultures, and establish their own societies. We will also undertake the interpretive enterprise, seeking to find common ground for understanding the meaning of the biblical text in our own, and others' communities.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

BCS806 - Segregated Sundays: Church, Race, Class, and Caste

Course Description

The Christian church remains the most segregated institution in America. It has been nearly sixty years since the historic 1954 Supreme Court decision in Brown vs. the Board of Education that began public school integration. And it has been almost fifty years since Martin Luther King's I Have a Dream speech in 1963. Yet, most Protestant congregations still reflect the racial makeup of their pre-Civil Rights era counterparts. This course explores why this is so and asks how we can move forward toward a religious life that better reflects the diversity of the nation.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

BCS807 - Religion, Race and Politics in American Life

Course Description

This course will examine the role of religion and race in politics in the US with an emphasis on presidential elections from the 1960s to 2020.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

BCS808 - Worship in African American Church Tradition

Course Description

Clear styles of worship can be recognized among African American Christians. Despite the tremendous amount of interpenetration that has taken place between cultures, distinguishable features remain. This course has as its purpose exploring the morphology and distinctives of worship among African American Christians to probe critically theological interests, cultural sources, and existential factors taken up in liturgical production. The aim of the course is to 'expose' this rich tradition, and to equip those who will plan and lead Christian worship among African Americans with discipline, critical facility, and theological integrity

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS802 WORSHIP AFR AMER CHURCH TRADIT

BCS825 - Religion and the Civil Rights Movement

Course Description

In this course, we will explore the religious dimensions of the Civil Rights Movement beginning in the Inter-War period through the rise of Black Power. By examining the interracial, interdenominational, and interfaith aspects of the movement we shall seek a better understanding of how religious cultures and creeds reformed the American social landscape. After examining the Civil Rights Movement in its historical context, we will turn our attention to contemporary American society to see to what extent the movement's goals were achieved, and whether or not religion's influence on American social movements has endured or outlived its usefulness

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

CHURHST825 RELIGION & CIVIL RIGHTS MVMNT

BCS863 - The Ethical and Political Thought of Martin Luther King, Jr.

Course Description

This course is a study in the ethical and political thought of the Rev. Dr. Martin Luther King Jr. as a representative of the Black Social Gospel tradition. Emphasis is placed on the ecclesial tradition that shaped and formed how King reimagined and reframed intellectual resources he engaged as movement thought leader and preacher.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANETH863 ETHICAL/POLITIC THOUGHT MLK JR

BCS770-1 - Black Church Studies and the Proctor Conference

Course Description

This course will include mandatory travel to the Samuel DeWitt Proctor Conference.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

CHURHST701 - Latin Reading

Course Description

Focus on reading Latin texts with some consideration of grammar, syntax, and prose style of various classical texts

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0

Max Units:

0

CHURHST708 - Introduction to Church History

Course Description

This course will introduce students to the church's major historical 'turning points,' significant moments that marked an event that has had a lasting impact on the history of Christianity. These events will include the Council of Nicaea, the Council of Chalcedon, the rise of monasticism, the rise of the Holy Roman Empire, the Great Schism, the Reformation, the Counter Reformation, Pietism, the missionary movement, and the rise of World Christianity. This class will be centered on a theme in examining such a wide swath of history, a theme perhaps better described as a tension. The tension is between the 'pilgrim principle' and the 'indigenization principle'

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

CHURHST750 - Early and Medieval Christianity

Course Description

A survey of the history of Christianity from the end of the first century to the late Middle Ages.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

CHURHST751 - Early Modern and Modern Christianity

Course Description

A survey of the history of Christianity from the early modern into the modern period.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

1

CHURHST760 - Introduction to Ecclesiastical Latin

Course Description

The class is an introduction to basic Latin grammar and the vocabulary, classical and theological, necessary for the reading of Patristic and Medieval Latin texts and non-Christian Latin sources of influence upon Christian thought.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURHST761 - Introduction to Ecclesiastical Latin

Course Description

Continuation of Church History 760

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURHST762 - The English Reformation

Course Description

The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURHST763 - History of the Crusades

Course Description

This course will thoroughly examine the historical record of the Crusades and grapple with their legacy for Western Christians today

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

CHURHST764 - Becoming Divine: A History of Eastern Orthodoxy

Course Description

This course traces the development of the eastern Christian doctrine of Divinization or Theosis from its embryonic form in Clement of Alexandria, Origen, and the desert mothers and fathers to later voices including Gregory of Nazianzus, Gregory of Nyssa, and Maximus whom it will compare with western figures, like Augustine, and Syriac figures, like Ephrem.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

CHURHST765 - Greek Patristic Texts

Course Description

In this course we will study the Greek syntax and style of key patristic texts, e.g., Martyrdom of Polycarp, Letters of Ignatius of Antioch, Acts of Paul and Thecia, Origen's Preface to On First Principles, Nyssen's Life of Marina, and Nazianzen's Third Theological Oration. Class will include a review of Attic grammar not common in Koine Greek

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

CHURHST790 - Topics in Church History

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURHST803 - The History of Biblical Interpretation: From Medieval to Modern Times

Course Description

This course aims to give an account of some of the key shifts in the history of biblical interpretation by tracing the collapse of the medieval fourfold sense and the changing understandings of the 'literal sense' analyzing the Protestant reformers contribution to biblical exegesis, tracing the deconstruction of scripture and its authority, and suggesting some ways of reconstructing authority of scripture and the practices of reading scripture for Christian readers today

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURHST810 - Death, Grief, and Consolation, Ancient and Modern

Course Description

This class will examine the theology of hope and the church's rhetoric of consolation expressed in treatises and funeral orations in early Christianity. The course is designed to function as a PTM Limited Elective that challenges students to consider how the church articulates a message of consolation to those who are grieving that is grounded in a distinctive Christian anthropology and Christology. In practical terms, how does Jesus' passion and resurrection make any difference in the way of ministering to people who are in the midst of suffering or have lost a loved one

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURHST819 - The Body in Early Christian Thought and Practice

Course Description

The field of Early Christianity is frequently treated as the study of spiritual things. Yet early Christians, no less so than contemporary Americans, were convinced that their bodies mattered, and spent a great deal of time and text on them. Bodies were the locus for sin and salvation, required special treatment and training, and could become the signifiers of holiness as well as depravity. This course will explore the ways in which Christians from the second through sixth century C.E. thought about and treated their bodies: their own, those of saints and martyrs, and even that of Christ. Recommended prerequisite: Church History 750 or equivalent.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

CHURHST821 - Worship History for Worship Renewal

Course Description

Using in-depth case studies of selected historical churches, this course explores different practices in and understandings of Christian worship over the past two millennia. The course is designed to come to grips with basic issues in worship as represented by different traditions and with options for approaching worship renewal today, with an eye to using Trinitarian theology as the evaluative key. How might we borrow with integrity from our Christian past to renew worship today? Doctoral students taking the course will focus, in addition, on developing facility with researching historic, liturgical primary material

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS801 WORSHIP HISTORY & RENEWAL

CHURHST822 - Heresies and Heretics

Course Description

In this course, we will trace the church's attempts to enforce orthodoxy from the days of Constantine to the modern church's lingering conflicts. We will investigate how heresy is defined by historical context, specifically the ecumenical church councils, and how this definition has been refined and challenged throughout Christian history

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

CHURHST823 - Theological Assessment of Worship Song Lyrics

Course Description

One of the most fundamental, recurring tasks of pastoral activity is the vetting of congregational worship songs, including considering their theological content. To better equip future ministers for this task, this course seeks to increase the capacity of students to assess theologically various lyrical expressions of the Christian faith, ancient and modern. By weekly review of small bodies of worship songs, assessed by both the student's theology as well as the assumed perspective of a historical theologian, students will gain facility to address the potential and limitations of poetic articulations of theology

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS837 THEO ASSESSMENT WORSHIP SONGS

CHURHST824 - Biblical Interpretation in Early Christianity

Course Description

This course will examine Christian discourse surrounding scripture and the ways in which it spoke and could be made to speak to the church throughout the period from, roughly, the second through the sixth centuries C.E. We will address, inter alia, questions of what texts came to be regarded as scripture and by what processes this occurred; the formation and 'closing' of the canon; the development of different schools and strategies for biblical interpretation; Christians' interactions with other interpretive communities, including particularly their Jewish neighbors, whose readings shaped Christian understandings of scripture; as well as regional, individual, and genre-specific differences

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

CHURHST825 - Religion and the Civil Rights Movement

Course Description

In this course, we will explore the religious dimensions of the Civil Rights Movement beginning in the Inter-War period through the rise of Black Power. By examining the interracial, interdenominational, and interfaith aspects of the movement we shall seek a better understanding of how religious cultures and creeds reformed the American social landscape. After examining the Civil Rights Movement in its historical context, we will turn our attention to contemporary American society to see to what extent the movement's goals were achieved, and whether or not religion's influence on American social movements has endured or outlived its usefulness

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

BCS825 RELIGION & CIVIL RIGHTS MVMNT

CHURHST826 - Carceral Saints

Course Description

This course introduces students to the carceral components of the lives of ~12 saints (the term 'saints' here used in the broad, not technical, sense). We will consider chiefly people that were imprisoned, but also, in few cases, those with other kinds of involvement with their local carceral system (e.g., John Wesley in Savannah).

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

CHURHST882 - English Reformation II: Confessions in Conflicts in the Seventeenth Century

Course Description

The religious and political history of England in the seventeenth century explored through the crisis of conscience and moral authority in the tumult of war and revolution with a focus on Hobbes, Milton, and Locke.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

CHURHST890 - Topics in Church History

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURHST891 - History of Biblical Interpretation in Modernity

Course Description

A historical investigation into the roots and varieties of modern critical approaches to the Bible. Special attention will be given to the rise of historical criticism and its entanglements with secularism, nationalism, colonialism, racism, antisemitism, and sexism. Course readings will prioritize primary sources ranging from the seventeenth through the twenty-first centuries. The main goal of the course is to illuminate why the Bible is read as it is today, in both academic and non-academic contexts, and how current debates about biblical interpretation have assumed their contemporary framing.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST891 HISTORY BIBL INTERP IN MODERNT, OLDTEST891 HISTORY BIBL INTERP IN MODERNT

CHURHST903 - Ecclesial Leadership: An Historical Perspective

Course Description

This class is the history component of the DMin curriculum. As the title suggests, the course is designed to give an historical perspective on the work of ecclesial leaders. Although the category of leader or dux is ancient, 'leadership' is a relative recent label for the study of the work of deacons, pastors, and bishops

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

CHURHST950 - Readings in Latin Ecclesiastical Literature: Four Carolingian Debates

Course Description

Readings in Latin of pastoral, theological, and church-disciplinary literature from the late patristic and medieval period. Prerequisite: Church History 806 or equivalent, plus a fair reading knowledge of Latin

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURHST952 - Jewish/Christian Encounter with Late Antiquity

Course Description

Over the course of the past few decades, scholars of Early Christianity have widely recognized and affirmed not only Jesus' own Jewish identity but the New Testament's witness to the new religion's Jewish origins. Such recognition nevertheless raises further questions for students of Christianity's historical development: how, when, and for what reasons did the movements separate? What accounts for the virulent anti-Jewish tenor of many ancient Christian writings? What alternative models, if any, presented themselves as adherents of both traditions? This seminar will seek to explore these and related questions on the basis of primary source material

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

CHURHST953 - Asceticism and Monasticism in Early Christianity

Course Description

The impulse towards asceticism - towards distinguishing oneself as a 'spiritual athlete' - has been part of Christianity's DNA since its very beginnings. Both the gospels and the Pauline epistles emphasize the benefits of self-denial, and the heavenly treasures that such self-denial would lay up for believers. By the fourth century, these ascetic beginnings flowered into a widespread, locally and regionally diverse set of monastic and ascetic practices, varying in kind as well as in degree, but all designed to draw Christians closer to God and, on occasion, to draw down the heavenly Jerusalem to the temporal plane

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURHST954 - Death and Dying in Late Antiquity

Course Description

Death, in antiquity as in the present era, sat at the intersection of a wide range of discourses. Medical doctors, for example, sought to avert it, jurists to mitigate its impact upon family relations and the flow of capital, philosophers and theologians to prescribe approaches to it, and bishops and other religious professionals to create rituals by which to assist the departed's transition into the afterlife and to channel the grief of surviving loved ones. This seminar aims to locate death at the intersection of material and literary culture, liturgical practice and economic impact upon ancient Christian communities

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

CHURHST990 - Topics in Church History

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURMIN700 - Spiritual Formation Groups

Course Description

1: fall; 2: spring. Instructor consent required to drop course

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN701 - Spiritual Formation Groups

Course Description

1: fall; 2: spring

Grading Basis

No Unit - No Credit Courses

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN704 - Anglican Spiritual Formation

Course Description

A program offered through the Anglican Episcopal House of Studies. It represents a commitment (more than a course), for those working to bring together the different aspects of life under God in a context of mutual accountability; personal and professional, academic and practical, devotional and ecclesial. The aim is to help one another establish habits and develop character to underpin a lifetime of service (ordained or lay) within an Anglican/Episcopal setting. This is an on-going core program for those pursuing the Certificate in Anglican Studies. Some meetings will be open to welcome those not formally registered in the program

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall and/or Spring

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN705 - Advanced Spiritual Formation

Course Description

Advanced spiritual formation groups. Optional opportunity for 2nd and 3rd year students to participate in spiritual formation groups. Consent of instructor is required

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall and/or Spring

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN706 - Wesleyan Discipleship Groups

Course Description

Spiritual Formation Group of Wesleyan interest. Course fulfills Methodist/Wesleyan Studies certificate.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN707 - Caminantes

Course Description

Meeting of the Caminantes group.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN708 - Center for Reconciliation: Berean Cohort

Course Description

Center for Reconciliation Berean Cohort.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN709 - Sustaining Practices: Ministry at the Margins

Course Description

Spiritual Formation group.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN710 - Writing as Spiritual Discipline

Course Description

Spiritual formation group.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN711 - Orthodox Spirituality

Course Description

Spiritual Formation.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN712 - Reformed Spiritual Formation

Course Description

Reformed spiritual formation.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN713 - TMC Spiritual Formation MTS Second Years

Course Description

Continuation of Spiritual Formation program for TMC after year 1.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN714 - Lost In Wonder, Love, and Praise

Course Description

Spiritual Formation that counts for Worship certificate.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

CHURMIN715 - Latinx Certificate Discipleship Group

Course Description

The Latinx Certificate Discipleship Group is a community of fellow sojourners seeking to encounter Christ on the roads that connect Duke Divinity School to the wider world, while practicing and honing skills for ministry within Hispanic/Latinx communities. The group will gather during Immersion Week for a 60-minute session and a 60-minute lunch with other students connected to the Hispanic House of Studies. During the academic year, the group will meet monthly from August through June in an online format. The day and time of the monthly sessions will be determined collaboratively by the students and the facilitator. Together, participants will engage Scripture, explore texts emerging from the Latinx community, and dialogue with Latinx leaders both within and beyond Duke Divinity. New students will be welcomed only at the start of the academic year (fall semester).

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0

Max Units:

0

CHURMIN760 - Introduction to the Ministry of Preaching

Course Description

This course is open to student pastors only and fulfills their required limited elective in Church Ministry

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURMIN761 - Introduction to Christian Ministry: Ordained Leadership

Course Description

A general introduction to critical reflection on the history, theology, and practice of ordained ministry in Christian communities

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURMIN762 - The Love of God and Neighbor

Course Description

This course will survey a sample of primary sources, beginning with the biblical canon, within the Christian tradition demonstrating the relationship of personal and evangelical piety with activities of justice and service to neighbors. Students will reflect critically on historical and theological sources, integrating these reflections with their vocational journeys

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

CHURMIN800 - Shaping Christian Institutions: Vocation, Community, and Innovation

Course Description

This course will explore the broad landscape of Christian institutions and the geography of their mutual relationships. Drawing on multiple disciplinary lenses, it will explore: what institutions are; their importance for Christian life and the wider society; ways they shape our lives for both good and ill; conditions under which they are most likely to thrive and achieve their purposes; and how they can be created, sustained and appropriately re-shaped through innovation (particularly in contexts of significant social and cultural change)

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

CIF503A - Choir

Course Description

A noncredit course for those participating in choir and desiring that involvement to show on the transcript

Grading Basis

No Unit - No Credit Courses

Units

Min Units:

0

Max Units:

0

CIF503B - Choir

Course Description

Continuation of Colloquia/Interfield/Field Education 503A

Grading Basis

No Unit - No Credit Courses

Units

Min Units:

0

Max Units:

0

CPE500 - Parish-Based CPE - Duke Hospital

Course Description

Parish-Based CPE - Duke Hospital

Grading Basis

Pass/Fail Grading

Units

Min Units:

1

Max Units:

2

CPE502 - CPE Summer Registration for Residential Students

Course Description

Placeholder to announce Summer registration in a Clinical Pastoral Education (CPE) program for residential students continuing at Duke Divinity the next academic year. Unit carries no academic credit but can be used as a Field Education milestone. Supervisor evaluation required for Pass. Instructor permission is required.

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

0

Max Units:

0

CPE510 - Level One Clinical Pastoral Education

Course Description

Units of basic CPE offered in the summer, fall, and spring in programs accredited by ACPE. Two course units each, maximum credit

Grading Basis

Pass/Fail Grading

Units

Min Units:

2

Max Units:

2

CPE5100 - Level One CPE

Course Description

Semester or year-long units of CPE offered in non-Duke programs accredited by ACPE

Grading Basis

Pass/Fail Grading

Units

Min Units:

1

Max Units:

2

CPE520 - Level One CPE Extended Unit

Course Description

Basic CPE offered over two terms, typically fall and spring, in programs accredited by ACPE.

Grading Basis

Pass/Fail Grading

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

CPE550 - Level One Clinical Pastoral Education, Transferred

Course Description

An enrollment category for students who have completed a basic unit of Clinical Pastoral Education and who are transferring the credit toward a degree at Duke Divinity School. Two course credit maximum

Grading Basis

Transfer Grading Basis

Units

Min Units:

2

Max Units:

2

CPE575 - Level Two Clinical Pastoral Education in Pastoral Care and Counseling

Course Description

Pastoral care with inpatients and pastoral counseling of individuals, couples, families, and groups in a pastoral counseling center. (Two course units each.) ThM students may pursue advanced standing in the hospital-based CPE program through the established policy and procedures for that status. The conditions for level two CPE resemble those of the level one: 30 hours per week; limit six; pass/fail option. Prerequisite: interview

Grading Basis

Pass/Fail Grading

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

2

CPE580 - Level Two Clinical Pastoral Education, Transferred

Course Description

An enrollment category for students who have completed Level Two Clinical Pastoral Education and who are transferring the credit towards a degree at Duke Divinity School. Three course credits maximum

Grading Basis

Pass/Fail Grading

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

3

DIVINITY575 - Introduction to Catholic Thought

Course Description

This course provides an introduction to the style and substance of the Catholic intellectual tradition. Students will be expected to read some of the classics of the tradition closely, to become familiar with the tradition's technical vocabulary, to gain a preliminary understanding of the main topics of interest to it, and to engage some of its main conclusions critically

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

DIVINITY778 - Death, Dying and Bereavement

Course Description

This course is intended to equip those in pastoral or lay ministry with an understanding of the theological and psychological responses to death, dying, loss, and grief while also building skills in caregiving in these contexts. In particular we will explore the physical process of dying, human responses to various types of loss, the grief process, and pastoral care strategies for care with the dying and bereaved. We will pay special attention to pastoral care to the dying and bereaved in this time of Covid and the challenges it presents. This course will embrace a perspective that embraces ways of living creatively in response to these very human experiences and seeks to locate the sacred in the journey of death and grief and embraces the concept of hope, particularly the transition of hope. This course will include lectures, student presentations, role plays, and discussion of assigned readings.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

DIVINITY799 - Readings in the Free Church

Course Description

Readings in the Free Church

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

DMNISTRY900 - Spiritual Formation

Course Description

Required spiritual formation component for DMin students

Grading Basis

Pass/Fail Grading

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

DMNISTRY901 - Introduction to Christian Leadership

Course Description

This foundational course will explore leadership as a Christian practice, focusing on how individuals are formed to lead and how they might offer leadership in a theologically astute and sophisticated way. Students will be asked to reflect on the responsibilities of leaders in both sound management and in missional service. At the same time, they will be equipped to critique approaches to leadership that are inconsonant with authentic Christian practice

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

DMNISTRY902 - Preaching: Understanding and Interpreting Context

Course Description

Christian preaching relates the biblical text to the congregational context. This class engages in sociological and theological analysis of the context of preaching, enables students to grow in their preaching abilities through self-critique, reflection on preaching, and conversation with current homiletical literature.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

DMNISTRY903 - Strategy: Forming and Implementing Vision

Course Description

The ability to think strategically is an essential leadership skill. Getting from 'A' to 'S' requires a vision of 'S' and a plan to move toward it. This class will examine how leaders conceptualize change and then work to implement it. This process involves both imagining desirable goals and managing concrete realities, both creating dreams and constructing budgets. This course will include consideration of a range of topics, such as the following: traditioned innovation, social entrepreneurship, institutional renewal, leading for change, complex planning strategies, institutional vision, and sustainability planning

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

DMNISTRY904 - Communication: Inspiring and Guiding Change

Course Description

In this course we will look at what is required to see well and to speak well and to create well as a Christian leader. One of the key roles of a leader of any organization is to define reality. What is going on? Where is God in this? Who are we called to be in response to God? The course will deal with both theologies of writing and actual practices of communicating in a variety of genres. By the end students should feel competent to evaluate publications to which they would like to submit written work for publication. They should be able also to produce their own media through their own outlets (church website, Facebook, blogs etc.) to a fruitful leadership end.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

DMNISTRY905 - Integration: Sustaining and Strengthening Mission

Course Description

To be a faithful Christian leader is to commit oneself to 'a long obedience in the same direction,' to borrow Nietzsche's phrase. The practice of faithful Christian leadership is thus more like running a marathon than competing in a sprint. Often Christian leaders or institutions are able to experience short periods of intense activity and heroic achievement, only to then watch the artificial bubble burst as leadership burns out or bows out. Far fewer are the examples of Christian leaders and institutions who stay the course and who 'finish well': who, by God's grace, grow steadily in faithfulness and fruitfulness in a way that is sustainable and lasting

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

DMNISTRY906 - Doctor of Ministry Thesis Seminar

Course Description

This course will prepare students to select a research topic for their DMin thesis that is credible, manageable, and significant. It equips students to undertake the program of research and writing required to complete their thesis successfully. Students will be introduced to the classic research model presented in Booth and Colomb's *The Craft of Research*, learn ethical research practices from Duke University's Institutional Review Board (IRB), and glean research insights from recent graduates. Writing groups and course assignments are designed to prepare students for independent research and include crafting an annotated bibliography, writing a literature review, and developing a critical portion of students' theses.

Grading Basis

Pass/Fail Grading

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

DMNISTRY907 - Thesis Project Writing Phase

Course Description

After completing all coursework, Doctor of Ministry (DMin) students' primary focus is completing the thesis project. The thesis project formally begins with the sixth term. The sixth term includes the final tuition charge for the program, which contributes to the ongoing use of library resources, advisor time, writing tutors, and so on. After DMNISTRY 907 students will pay the minimal continuation fee as they work toward completion of the degree requirements by enrolling in CONTDIV 503. They must register for CONTDIV 503 each Fall and Spring term until they finish their thesis.

Grading Basis

No Grade Associated

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

3

Max Units:

3

DMNISTRY998 - Doctor of Ministry Elective

Course Description

Doctor of Ministry Elective

Grading Basis

Transfer Grading Basis

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

FIELDU500 - Student Pastor Appointment/Call

Course Description

Student pastor mentoring groups. Student pastors are required to take these pastoral formation, noncredit, courses. Register for section by year: .01 first; .02 second; .03 third; and .04 fourth. Pass/fail grading only

Grading Basis

No Unit - No Credit Courses

Units

Min Units:

0.25

Max Units:

0.25

FIELDDEDU510 - Pre-Enrollment Ministry Discernment Program

Course Description

Program provides, through The Duke Endowment, a small number of opportunities (up to 20) for incoming residential M.Div. students to serve supervised internships in United Methodist settings during the summer immediately prior to enrollment. Students serving in these placements do not receive Field Education credit but in addition to the invaluable contextual learning that they gain, they are compensated financially through The Duke Endowment. Quarter course

Grading Basis

No Unit - No Credit Courses

Units

Min Units:

0.25

Max Units:

0.25

FIELDDEDU520 - First Field Education/MDVR

Course Description

Field Education. First unit of field education in the MDiv-R program or a second placement period or continuing placement in the same field education context.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

FIELDDEDU521 - Second Field Education/MDVR

Course Description

Second unit of field education in the MDiv-R program or a second placement period or continuing placement in the same field education context.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

FIELDDEDU522 - Additional Field Education/MDVR

Course Description

Additional (not required) unit of field education in the MDiv-R program. Used to denote additional units of field education beyond degree requirements.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

FIELDDEDU525 - Field Education Full Unit/MDVH

Course Description

Full unit. 400 hours of field education in the MDiv-H program.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

FIELDDEDU526 - Hybrid MDiv Field Education 300 hours

Course Description

Field Education for Hybrid MDiv students - 300 hour placement

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

FIELDDEDU527 - Hybrid MDiv Field Education 200 hours

Course Description

Field Education for Hybrid MDiv students - 200 hour placement

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

FIELDDEDU529 - Hybrid MDiv Field Education 100 hours

Course Description

Field Education for Hybrid MDiv students - 100 hour placement

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

FIELDDEDU530 - International Field Education/MDVR

Course Description

Full unit of field education in an international context the MDiv-R program.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Summer Only

Units

Min Units:	Max Units:
0.25	0.25

FIELDDEDU500-1 - Student Pastor Appointment/Call

Course Description

Student pastor mentoring groups. Student pastors are required to take this pastoral formation, noncredit, course. This section is for Residential (DIVR) students.

Grading Basis	Course Typically Offered
No Unit - No Credit Courses	Fall and/or Spring

Units

Min Units:	Max Units:
0.25	0.25

FIELDDEDU500-2 - Student Pastor Appointment/Call

Course Description

Student pastor mentoring groups. Student pastors are required to take this pastoral formation, noncredit, course. This section is for Hybrid (DIVH) students.

Grading Basis	Course Typically Offered
No Unit - No Credit Courses	Fall and/or Spring

Units

Min Units:	Max Units:
0.25	0.25

HISTREL710 - Gandhi's Modernity: Insights & Ironies

Course Description

How did Gandhi define modernity, reject it, or embody it? This course discusses Gandhi's modernity as a two-sided paradox—passionate critic of civilizational modernity while also radically modern. Through discourses of development, secularism, and capitalism that underlie notions of modernity, study how Gandhian praxis reformulates the modern through self-transformation and a program for collective good. Do traditional concepts of the ashram, the ascetic, and homespun fabric express Gandhi's vision of a modern utopia, or an actualizable political future? What ironies surface as Gandhi navigates the terrain of the modern? What challenges? What insights? Mandatory, time-sensitive training and approval process—see synopsis.

Grading Basis	Course Typically Offered
Graded	Occasionally

Units

Min Units:	Max Units:
1	1

HISTREL760 - Engaging with Islam and Muslims as Faithful Christians

Course Description

This course will be an introductory level examination of the major theologies, geographies, demography, and cultures of Muslim peoples. It will analyze the historical development of Islam as a religion and the civilizational achievements of Muslim societies. Participants will gain basic knowledge of Islamic theology and doctrines, various religious practices, Islamic history, and the many ways in which Islam is practiced as a living faith in different parts of the world, including the U.S. Divinity School students will find this course helpful in developing skills to engage in meaningful Christian-Muslim relations conversations

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTREL763 - Blessings: Introduction to Jewish Prayer

Course Description

A project to examine the forms, vocabulary, and uses of Jewish liturgy from ancient times through the present

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

HISTREL764 - Introduction to Midrash: The Rabbinic Art of Interpreting Scripture

Course Description

How does the single voice of scripture contain the chorus of rabbinic interpretations? What is the nature of the dialogue between text and interpreter? What is the authority of exegesis? These are some of the questions that we will explore through selected Midrash texts. The texts themselves will represent a variety of literary forms, styles, and topics

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTREL765 - The Wisdom of Ancient Rabbinic Stories

Course Description

This course is a project to study many short stories of the Talmud and Midrash in order to build a description of the 'personality' of rabbinic Judaism in the early centuries of the common era

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTREL767 - Introduction to Judaism: Investigations into the Jewish Life Cycle: A Time to be Born; A Time to Die

Course Description

This course will give particular attention to the liturgical and ritual responses to life and death. The studies of rite and liturgy will lead to investigations of the underlying Jewish theological and philosophical claims, as well as the psychological attitudes that inform rejoicing and grieving

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTREL790 - Topics in History of Religion

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTREL889 - Religion, Restrictions, and Violence

Course Description

An examination of the historical roots and current manifestations of religiously-justified violence and disenfranchisement, with a focus on the Abrahamic traditions (Judaism, Christianity, and Islam). The violence treated will include the expressly physical as well as the more insidiously existential, including political and cultural marginalization. Major loci of exploration will include gender and sexuality; Israel-Palestine, and the intersection of contemporary identities. Topics include the nature of extremisms within each tradition, the challenges of assimilation and 'modernity,' and the role and nature of citizenship and territory. This graduate version of the course will be distinguished by the length of readings, length of writing assignments, and nature of final paper.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

1

HISTREL890 - Topics in History of Religion

Course Description

Topics vary. May be repeated for credit.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

HISTTHEO760 - Images of God

Course Description

This course will introduce students to the Bible's figurative language for God. The aim is to expand our imagination about who God is (and who we, as bearers of God's image, and friends and disciples of God). We will ask: How do people's images of God—and their resulting images of themselves (sheep? vassals?)—invite them to become (or interfere with their becoming) the people God means us to be? How do images of God help readers of the Bible greet one another as bearers of the image of God? How do we pray to the God who is clothing or fire? Or dog? How does the God who is clothing or fire pray in us?

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

HISTTHEO790 - Topics in Historical Theology

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTTHEO800 - The Theology of the Alexandrian School

Course Description

This course will focus on the writings of four of Alexandria's most influential thinkers: Philo, Clement, Athanasius, and Cyril. Recommended prerequisite: Church History 750 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTTHEO801 - Augustine

Course Description

The religion of the Bishop of Hippo in the setting of late antiquity

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTTHEO803 - Luther and the Reformation in Germany

Course Description

The theology of Martin Luther in the context of competing visions of reform

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

HISTTHEO806 - Virtue and Theology in Early Christian Ethics

Course Description

In this course, we will examine the classical concept of virtue (Homer, Plato, and Aristotle) and the way that Christian theology (Christology, anthropology, eschatology, and hamartiology) causes early Christian theologians to modify the classical concept of virtue. After a survey of key Christian views of theology and discipleship (Clement, Nyssen, Ambrose, and Augustine) we will examine key ethical issues. Recommended prerequisite: Church History 750 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTTHEO809 - Eros and Epectasy: From Plato to Ps-Dionysius

Course Description

One of the major subjects of debate among theologians, ancient and modern, has been how to think about the nature of Christian love. In his famous *Agape and Eros*, Anders Nygren argued that the incorporation of a Classical and Hellenistic notion of eros into Christian theology marked a corruption of the Biblical concept of agape. The purpose of this class is not to rebut Nygren's analysis 'that has been done by other scholars' rather it is to examine how theologians appropriated the Classical eros tradition. The class will also pay close attention to the question of how the theological commitments of these Christian theologians caused them to change the Classical ideal of eros

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

HISTTHEO810 - Christology before Nicaea

Course Description

Beginning with an overview of the New Testament and Jewish Christian texts among the so-called Apostolic writings, the class will trace the ways in which Jesus is discussed in the first formative centuries of the church. The term 'Christology' is used broadly to include, not only ways the fathers narrated the relationship of Jesus' humanity and divinity, but also Jesus' relationship with the Father and Spirit in his salvific works. This is the first of two classes to be taught (in order) on patristic Christology

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

HISTTHEO811 - History of Hell

Course Description

This course will survey development of the doctrine of hell and the afterlife from the biblical context to the modern day, examining various creedal formulations and artistic representations from literature, art and poetry

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

HISTTHEO812 - Christian Theology and the Enlightenment: From Descartes to Schleiermacher

Course Description

This class is the first of a two part sequence that traces the rise of Protestant Liberalism in the late 18th and 19th c. and the responses of Neo-Orthodoxy and Post-Liberalism in the 20th century. The thesis of the first of the sequence is that Liberalism grew out of the Enlightenment's critique supernatural elements of Christianity and the need for a universal foundation for religion. The class argues that the heart of the objection to Christianity raised by its critics during the Enlightenment and the challenge faced by its defenders was how the criterion for eternal life could be dependent upon accidental truths of history rather than necessary truths of reason. It traces the rise of Continental (Spinoza, Rousseau) and English Deism with its development of natural religion and the defense of Orthodox Christianity as a revealed religion on rational grounds (Locke, Paschal) as well as critics (Hume, Voltaire, Diderot) of both. The class ends with the seeds of Protestant Liberalism in Kant, Hegel, and Schleiermacher who, with miracles no longer sufficient evidence for the truth claims of orthodoxy, sought to establish an alternative warrant for Christianity – one in ethics, one in history, and the third in religious experience. Prerequisites: CHURHST 751

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

HISTTHEO813 - Christianity in Crisis: Protestant Theology from Schleiermacher to Post-Liberalism

Course Description

This class is the second of a two part sequence that traces the rise of Protestant Liberalism in the late 18th and 19th c. and the responses of Neo-Orthodoxy and Post-Liberalism in the 20th century. This second course has two parts. The first part traces the rise of Protestant Liberalism in the 19th c. as extensions of Kant for whom religion after the end of metaphysics was chiefly the foundation for ethics, Hegel for whom religion should be understood within the dialectical movements of Geist in history, and Schleiermacher for whom the foundation of religion was the emotional experience of God-consciousness. Yet Hegel's concern for history led to the historical arguments in defense of Christianity (Baur and Schweitzer's Quest for the Historical Jesus, and von Harnack) but also critiques of idealism and religion in the writings of Marx, Feuerbach, and then Nietzsche. The second part, from which the title of the course gets its name, examines the reaction of 20th century theologians (Tillich, Bultmann, Bonhoeffer, and Barth) to what they took to be crisis for Christianity created by the failure of Liberalism, with its confidence in human progress, to speak to the upheaval of the 20th century. The class then culminates in rise of the Yale School (Frei, Lindbeck, and Childs) as heirs of the Barthian tradition. Prerequisite: CURHST 751

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

HISTTHEO819 - Faith and Folly: Christian Humanism in the Renaissance

Course Description

This seminar will examine Christian Humanism in Renaissance Europe. It will do so through close analysis of texts by important Humanists, including Dante, Pico, Petrarch, Christine de Pizan, Cassandra Fedele, Erasmus, Thomas More, Luther, Bartolomé de Las Casas, Montaigne, and Galileo.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

HISTTHEO856 - The Theology of the Cappadocians

Course Description

The Cappadocians, e.g. Macrina the Younger, Basil of Caesarea, Gregory of Nazianzus, and Gregory of Nyssa, played a central role in the development and ultimate triumph of Nicene Trinitarianism in the decades of the 370's and 380's. Their influence upon the Eastern Church extended far beyond Trinitarian theology narrowly construed. This course focuses largely on three areas: Theology (theological method, Trinity, Christology, Pneumatology, soteriology), ethics (anthropology, eschatology, asceticism, ministry to the poor), and Spirituality (mystical participation in God).

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
1

HISTTHEO890 - Topics in Historical Theology

Course Description

Topics vary. May be repeated for credit

Grading Basis
Graded

Units

Min Units:
1

Max Units:
1

HISTTHEO908 - Patristic Readings of Romans 5-8

Course Description

Romans 5-8 is one of the most important set of chapters in the history of the church's understanding of Paul's anthropology, Christology, salvation history, and Pneumatology. This seminar will examine the exegesis and dogmatic deployment of these chapters by Origen, Ambrose, Ambrosiaster, Pelagius, Augustine, and John Cassian

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
1

HISTTHEO951 - Freedom and Religion: Roger Williams Life and Thought

Course Description

The historic importance of Roger Williams cannot be limited to that of a sectarian firebrand who challenged Puritan authorities, befriended Indian neighbors, founded the colony of Rhode Island, and established the First Baptist Church in America. Roger Williams may well deserve the title 'America's Theologian' because he was the trailblazer for the liberty of conscience, the freedom of religion, and the separation of church and state which became established as a distinctively American ideal in history, culture, and law. This course will examine the life and thought of Roger Williams through a careful reading of his writings with attention to both their historical context and contemporary relevance

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
1

Crosslisted Courses

XTIANTHE951 FREEDOM/RELIGION: ROGER WILMS

HISTTHEO954 - Greco-Roman Intellectual Traditions of Patristic Thought

Course Description

The course examines various intellectual traditions (philosophical schools, schools of rhetoric, and literature) that provided the high cultural background for early Christian authors, from the writers of the New Testament to Patristic theologians such as Justin, Clement, Origen, Gregory of Nyssa, and Augustine

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTTHEO959 - Calvin and the Reformed Tradition

Course Description

The theological development of John Calvin. A comprehensive examination of his mature position with constant reference to the theology of the other reformers

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HISTTHEO990 - Topics in Historical Theology

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

HSP690 - Topics in Hispanic Scholars Program

Course Description

Topics in Hispanic Scholars Program

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

HSP990 - Topics in Hispanic Summer Program

Course Description

Topics in Hispanic Summer Program

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

HSP998 - Elective

Course Description

Duke Elective Used for Transfer Credit - Hispanic Summer Program

Grading Basis

Transfer Grading Basis

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

LTS530 - Music Skills for the Parish

Course Description

A noncredit course designed to develop fundamental skills for reading musical notation and rhythmic patterns, using examples from the United Methodist Hymnal. Sight-singing and single-note keyboard playing not a prerequisite but will be encouraged throughout the course. Not intended for persons with prior knowledge of music skills

Grading Basis

Graded

Units

Min Units:

0

Max Units:

0

LTS710 - 100,000 Sundays: The History of Christian Worship and Its Ongoing Relevance for Today

Course Description

For 2,000 years (approximately 100,000 Sundays) Christians have been worshipping. Over the course of this time, the forms, perspectives, and practices of Christian worship have varied greatly even as certain issues perennially recur as ongoing questions. The course seeks to provide an orientation to the large periods and sweeps of Christian worship history even as it highlights some recurring issues still relevant to the worship of churches today

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

LTS711 - Twentieth Century Worship Revolutions

Course Description

Incredible—even revolutionary—change has characterized the history of worship in the Western Church since the mid-twentieth century. Yet some Christians might think that the current state of worship is the way it always has been. This history course will dispel that notion by exploring two main impulses for liturgical change in the twentieth century: the rise of Contemporary Praise and Worship and the Liturgical Movement. In the first, a drive toward popular forms of music making has brought global change to Pentecostalism, evangelicalism, and even some mainline denominations. Through the second impulse, a patristic-based vision of liturgy and sacraments has brought about nothing less than an overhaul of worship in Roman Catholicism and mainline Protestant Christianity. Through a historical examination of these developments students can gain better perspective on the presumptions current-day worshipers have about what they consider normal and standard.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

LTS713 - Christian Nationalism and Worship

Course Description

From time to time in the history of Christianity, some Christians have fused a strong political or social identity with their sense of what it means to be faithful as Christian disciples and as the church. Indeed, for these groups, the two spheres become inseparable. The current tumultuous times in the United States have seen the rise of another example of this fusion, often expressed in how worship services are constructed and led. This course seeks to scrutinize Christian nationalism in both prior and current forms, especially as these have found liturgical expression. Robust Christologically- and eschatologically-based theologies of worship will be brought to bear to question liturgically-expressed Christian nationalism today.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

LTS729 - To Ponder the Mystery: Surveying Christian Theologies of Worship

Course Description

Almost as diverse as Christian expressions of the worship of God has been theological explanations of that worship. This course surveys a range of recent theological articulations of what worship is, what it means, and how it relates to the God of Jesus Christ. The goal is furthering our appreciation for the God revealed in Jesus Christ and for worship itself as a privileged locus for that manifestation.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

LTS730 - Introduction to Christian Worship

Course Description

This course aims for instilling in students a theologically informed, pastorally sensitive confidence in planning and leading the worship of Christian congregations. 'Traditional,' 'Contemporary,' and other recent developments in worship will be considered respectfully. With respect to topics, this course introduces students to the history, theology, and practice of Christian worship from an ecumenical perspective. It surveys major aspects of worship, including the Lord's Day, the Christian calendar, Word and sacraments/ordinances, daily and occasional services, music, space, and the arts.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

LTS731 - The Church Year

Course Description

An examination of the historical, theological, and pastoral dimensions of the Christian calendar and lectionary. Recommended prerequisite: previous coursework in worship studies.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

LTS733 - Planning Contemporary Worship

Course Description

This course explores what it would be like for the historically rooted order of worship found in recent denominational liturgical resources to be done in a way that authentically felt like contemporary worship with its ethos of drive, flow, energy, passion, and encounter with the divine. Working in small ensembles of musicians and computer graphics technicians, students will develop and conduct services that fulfill an ancient order of worship in a contemporary way. Instructor consent required

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

LTS734 - Cosmic Child's Play for Real: Practicing the Art of Leading Worship Well

Course Description

To learn the art of leading corporate Christian worship playfully serious is the goal of this course. Through exercises, memorization, readings, and practice, this workshop-type course seeks to equip leaders of worship with the perspective and capacities to assist worshipers in discerning the wonders of God's realm even now on earth as experienced in worship. The course starts with an emphasis upon a student's formation as a worship leader and then transitions to opportunities to practice leading worship well, playfully, and seriously. One focus in the course will be upon the administration of the sacraments.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

LTS742 - The Art and Craft of Public Proclamation

Course Description

A workshop style course exploring and expanding one's own best authentic proclamation through voice, expression, and body. The class includes collaborative creation and performance of the current lectionary scripture as story, choric readings, and drama in worship. Prerequisite: Preaching 758 or Church Ministry 760

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PREACHNG742 ART & CRAFT: PUB PROCLAMATION

LTS754 - The Book of Common Prayer

Course Description

This course means to present and review the worship practices of the Book of Common Prayer in the context of the established and developing principles of Anglican liturgical theology. The student will be asked to develop familiarity with the historical antecedents of present rites, their pastoral application, and their context within the family of worldwide Anglicanism. Care will be taken to balance historical survey with contemporary practice and the ministry of the local parish.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PARISH784 THE BOOK OF COMMON PRAYER

LTS755 - Adult Faith Formation and Baptismal Covenant

Course Description

This course offers a vision and strategies for the holistic formation of adult disciples with vocations to serve church and world. In the early church, this process took shape as the 'catechumenate,' an intentional web of relationships, practices, and ritual symbols culminating in the Baptismal Rites of Initiation. Its approach to disciple-making was at once communal, sensual, deeply affecting and aesthetically-tuned while also speaking to the intellect. The catechumenate also was supported by a robustly imaginative theology of baptism whose playful and allusive use of symbols, figures and metaphors deepened its doxological character. Present day pastoral leaders should consider this way of formation not only for its lovely (and revelatory!) insights into the redemptive mission of God but also for its wise intuitions about human beings and their motivations.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANEDU770 ADULT FAITH FORM/BAPT COV

LTS764 - Contemplating Ordination

Course Description

The course seeks to gain clarity about what it means to be ordained to a particular order of ministry by looking at the historical development of these orders. To seek that end this class will have a special two-fold focus: the history of ordination rites themselves and the commonplace liturgical roles and responsibilities of different orders across time and traditions.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

LTS766 - Worship and Christian Formation

Course Description

Theological tradition suggests that human life is expressed and claimed most fully in and through the praise and worship of God. Such a claim, often overlooked by educators and pastors, suggests that Christian liturgy is a critical context for considering issues of education and formation in communities of faith. This course explores how the patterned 'holy things' of worship (book, bath, table and calendar) may enact persons into storied identity. It considers how worship offers a curriculum and embodied pedagogy for Christian life. It also examines why the aesthetic 'language' of liturgy—symbol, metaphor, ritual action and music—remains an especially effective medium for connecting human beings with grace-filled mystery and or accomplishing transformation in human lives.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANEDU766 WORSHIP & CHRISTIAN FORMATION

LTS790 - Topics in Liturgical Studies

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

LTS801 - Worship History for Worship Renewal

Course Description

Using in-depth case studies of selected historical churches, this course explores different practices in and understandings of Christian worship over the past two millennia. The course is designed to come to grips with basic issues in worship as represented by different traditions and with options for approaching worship renewal today, with an eye to using Trinitarian theology as the evaluative key. How might we borrow with integrity from our Christian past to renew worship today? Doctoral students taking the course will focus, in addition, on developing facility with researching historic, liturgical primary material

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

CHURHST821 WORSHIP HISTORY & RENEWAL

LTS802 - Worship in African American Church Tradition

Course Description

Clear styles of worship can be recognized among African American Christians. Despite the tremendous amount of interpenetration that has taken place between cultures, distinguishable features remain. This course has as its purpose exploring the morphology and distinctives of worship among African American Christians to probe critically theological interests, cultural sources, and existential factors taken up in liturgical production. The aim of the course is to 'expose' this rich tradition, and to equip those who will plan and lead Christian worship among African Americans with discipline, critical facility, and theological integrity

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

BCS808 WORSHIP AFR AMER CHURCH TRADIT

LTS830 - Survey of Christian Hymnody

Course Description

This course studies the significance and evolution of Christian hymnody. Attention will be given to both the textual and musical aspects of hymns, and how the relationship between text and music influences theological content and faith formation. Various repertoires of hymnody will be studied, from a variety of historical periods and global cultures. Working collaboratively and guided by the instructor, students will employ their developing knowledge of hymnic structure to craft new hymns—either texts, tunes, or both.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

LTS831 - Songwriting and Theology

Course Description

This course is an exploration of using theological training to develop songs for worship. This seminar-type course will explore various collections of classic, historical worship materials, including Wesleyan hymnody, to uncover profound theological themes and motifs and their expression in lyrical form. Students will be expected to show theological enrichment by composing lyrics for new worship songs to be shared with the class. Students will only be required to write lyrics, not compose music

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

LTS834 - The Role and Function of Music in Corporate Worship

Course Description

This course is both a historical study of music in Christian liturgy, and an exploration of the contemporary issues—theological, communal, and pastoral—pertaining to music in worship and congregational life. Topics for discussion will include genres of church music (e.g. psalmody, chant, hymnody, praise-and-worship, gospel); the role of choirs, cantors, and instruments; clergy/musician relationships; and resources for music and worship planning.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

LTS836 - Preaching on the Sacraments: Patristic Imitation

Course Description

This course explores patristic examples of using typology and allegory, especially in the 4th century form of preaching known as mystagogy, to name what is experienced in Christian worship. The course will emphasize appropriation of this patristic technique for the creation of sermons, prayers, song texts, and catechesis for the church today

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PREACHNG809 PREACHING ON SACRAMENTS

LTS837 - Theological Assessment of Worship Song Lyrics

Course Description

One of the most fundamental, recurring tasks of pastoral activity is the vetting of congregational worship songs, including considering their theological content. To better equip future ministers for this task, this course seeks to increase the capacity of students to assess theologically various lyrical expressions of the Christian faith, ancient and modern. By weekly review of small bodies of worship songs, assessed by both the student's theology as well as the assumed perspective of a historical theologian, students will gain facility to address the potential and limitations of poetic articulations of theology

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

CHURHST823 THEO ASSESSMENT WORSHIP SONGS

LTS838 - Teaching Worship

Course Description

This course aims to explore the intersection of pedagogical reflection generally, worship-related pedagogical reflection specifically, and approaches currently being used to teach about the subject of worship. The goal is to equip participants in the class with sound methods and materials for developing strong worship-related classes in higher education or for increasing the participation of worshipers on Sunday morning

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

LTS853 - Isaiah and the Church Year

Course Description

Hebrew exegesis of Isaiah texts used in the Christian lectionary during the church year, engaging the broader historical and theological questions raised by Christian interpretation of the Old Testament's prophetic books, and exploring the foundational but perennially challenging task of Old Testament preaching

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST873 ISAIAH AND THE CHURCH YEAR

LTS875 - Theology and Music

Course Description

A course exploring the interaction of theology and music. It aims to help students gain a working knowledge of what it is to think theologically about music and think musically about theology

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANTHE815 THEOLOGY AND MUSIC

LTS877 - Spirit, Worship, and Mission

Course Description

A course exploring the doctrine of the Holy Spirit through the church's twin practices of worship and mission. It involves extensive engagement with the arts as media of theological discovery and articulation

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANTHE817 SPIRIT, WORSHIP, AND MISSION

LTS890 - Selected Topics

Course Description

May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

LTS891 - Advanced Seminar in Liturgical Studies

Course Description

Reading and research in a selected area of liturgical study to be announced

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

LTS901 - The History of Contemporary Worship

Course Description

This course will research the origins and development of the various strands of alternative worship, known collectively as 'contemporary worship,' in English-speaking Protestantism. The focus of investigation will be on the latter half of the 20th century and the beginning of the 21st. Master level students are permitted by permission of the professor

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST701 - New Testament Greek Reading

Course Description

Focus on reading New Testament texts with some consideration of grammar, syntax, and prose style of various biblical texts. Prerequisite: New Testament 760 and 761 or equivalents

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

NEWTEST702 - New Testament Greek Reading

Course Description

Continuation of New Testament 701. Prerequisite: New Testament 760 and 761 or equivalents

Grading Basis

No Unit - No Credit Courses

Units

Min Units:

0

Max Units:

0

NEWTEST707 - Introduction to the New Testament

Course Description

This one-semester introduction to the New Testament as Christian Scripture surveys the contents and contexts of the New Testament writings. Students practice a variety of interpretive methods as they engage the texts in conversation with a diverse array of fellow readers, both past and present.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

NEWTEST717 - The Old Testament in the New

Course Description

English. An investigation of the variety of ways in which New Testament writings receive and repeat, reconfigure and transform Israel's sacred traditions. Recommended prerequisite: Old Testament 752, 753, New Testament 754.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST717 OLD TESTAMENT IN THE NEW TEST

NEWTEST754 - New Testament Interpretation

Course Description

This one-semester introduction to the New Testament as Christian Scripture surveys the contents and contexts of the New Testament writings. Students practice a variety of interpretive methods as they engage the texts in conversation with a diverse array of fellow readers, both past and present.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

1

NEWTEST760 - Hellenistic Greek

Course Description

Designed for beginners to enable them to read the Greek New Testament. Students with at least one full year of college Greek may be permitted to enroll in 761.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST761 - Hellenistic Greek

Course Description

Continuation of New Testament 760. Students with at least one full year of college Greek may be permitted to enroll in 761

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST767 - Preaching from the New Testament

Course Description

A course focusing on preaching from biblical texts. Prerequisite: Preaching 758 or CHURMIN 760.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PREACHNG776 PREACHING FROM NEW TESTAMENT

NEWTEST770A - Acts

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770C - I Corinthians

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770D - 1 Peter

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770G - Galatians

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770H - Hebrews

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770I - James

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770J - The Gospel and Epistles of John

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770K - Mark

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770L - Luke

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770M - Matthew

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770PP - Philipians/Philemon

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770R - Romans

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770T - The Pastoral Epistles

Course Description

Prerequisite: New Testament 754

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770TT - Thessalonians

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770V - Revelation

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST770Z - Colossians

Course Description

Prerequisite: New Testament 754 or 707

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST771 - New Testament Bodies

Course Description

This course examines treatments of the body in the New Testament with an eye toward their exegetical, theological, and ministerial import, focusing on a select number of passages in conversation with ancient constructions of the body and recent body theory.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST773 - Sex, Gender, and the Body: New Testament Conceptions

Course Description

To better understand the New Testament's witness, this course will survey conceptions of sex, gender, and the body in the New Testament and the wider Greco-Roman world by focusing on selected passages.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST774 - Proclaiming the Parables

Course Description

Approaches to the interpretation and proclamation of the parables of Jesus. Readings in nonbiblical narrative and parable. In-class storytelling and preaching. Prerequisite: Preaching 758

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PREACHNG762 PROCLAIMING THE PARABLES

NEWTEST778 - Global Readings of Scripture for Christian Ministry

Course Description

In this course, students explore how to read the Bible with others—global Christian communities in Asia and the Pacific, Latin America and the Caribbean, Africa, and the Middle East. This course facilitates reading the Bible with various communities who read the Bible as the Holy Scripture and the Word of God, especially communities whose voices are often relegated to the margins. By honoring various minoritized hermeneutics in biblical studies, students will learn to develop ministerial strategies for approaching biblical texts about various theological questions with humility and openness.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

WXTIAN778 GBL READNG/SCRIPT XTIAN MINSTY, 0287793

NEWTEST783 - Hope for Creation?: An Exilic Perspective

Course Description

This course explores strategies for careful exegesis and preaching in view of climate crisis. Prerequisite: Preaching 758 or Church Ministry 760, Old Testament 752, Old Testament 753, and New Testament 754

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PREACHNG783 HOPE FR CREATION? EXILIC PRSPC, OLDTEST783 HOPE FR CREATION? EXILIC PRSPC

NEWTEST790 - Topics in New Testament

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST800 - Bible Study Programs for the Local Church

Course Description

This course designed as a practicum in Bible study programs for the local church. Its purpose is to equip students to put their seminary biblical education to use in service to churches, through adult Bible studies. There are two foci to the course: the development of evaluative tools for assessing the theological, methodological, and pedagogical presuppositions of Bible study curricula, and practice in developing and implementing Bible studies appropriate to diverse and specific settings

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANEDU800 BIBLE STDY PROG LOCAL CHURCH

NEWTEST801 - Church and Ministry in the New Testament

Course Description

This seminar examines the subject of ecclesiology through the lens of the New Testament writings. This course seeks to understand what sort of vision(s) of the Church the New Testament documents encourage and what kinds of ordered ministries (apostle, evangelist, prophet, bishop, teacher, etc.) they describe. The approach taken is historical, theological, exegetical, and missional—how did the New Testament writers envision the character, structure, and purpose of the early Christian community? How, in the context of the long history of diverse Christian understandings of the Church, should the New Testament writings inform current approaches to conceiving and shaping the corporate existence of ecclesial communities and their ordered ministries? This course will help orient questions of the church's missional identity today through close reading of the New Testament, both in foundational texts like the Book of Acts as well as in reference to NT epistles and Revelation.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST802 - Judaism and Christianity: Ancient Roots and Modern Perspectives

Course Description

Prerequisite: Old Testament 752, 753 and New Testament 754

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST803 - The Passion Narratives

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST804 - New Testament Theology

Course Description

Critical examination of major problems and issues in New Testament theology. Prerequisite: New Testament 754.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST805 - New Testament Ethics

Course Description

This course examines the distinctive patterns of ethical teaching in the various New Testament writings and considers various ways in which the New Testament might inform contemporary ethical reflection.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST808 - The Paul Program: Mission, Community & Inclusion according to the Apostle Paul

Course Description

Prerequisite: New Testament 754

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

NEWTEST810 - Justification by Faith in Paul

Course Description

This course examines several aspects of the doctrine of justification by faith in relation to Paul. Recommended prerequisite: New Testament 754, New Testament 760, and one exegesis course.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST811 - Race and Gender in Paul

Course Description

An investigation of 'problem texts' in Paul, especially concerning slavery and gender.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST812 - The Historical Jesus

Course Description

An introduction to historical method as applied to the life of Jesus of Nazareth.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST814 - The Bible & Domestic Violence

Course Description

This course combines scriptural exegesis with the study of literature on pastoral care relating to domestic violence (DV).

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST808 THE BIBLE & DOMESTIC VIOLENCE

NEWTEST816 - Exegesis of the Infancy Narratives (English)

Course Description

A study of the canonical infancy narratives in Matthew and Luke with attention to how historical memory, theological conviction, and faithful imagination has shaped these texts. Important non-canonical texts will also be examined. Recommended prerequisite: Old Testament 752 and Old Testament 753 or equivalents. Prerequisite: New Testament 754.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST817 - The Old Testament in the New

Course Description

An investigation of the variety of ways in which New Testament writings receive and repeat, reconfigure and transform Israel's sacred traditions. Recommended prerequisite: Old Testament 752, 753, New Testament 754, 761 or equivalents.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST817 OLD TESTAMENT IN THE NEW TEST

NEWTEST818 - Jesus and the Land: People, Places, Politics

Course Description

Instruction takes place on location at archaeological, religious, and cultural sites throughout Israel and the West Bank. In addition to completing pre-course reading, each student will research and prepare a brief lecture on a selected place, monument, historical event, or contemporary issue and deliver it on location during the course. Instruction by the professor will be supplemented by lectures and conversations with a wide variety of men and women—Israelis and Palestinians; Muslims, Christians, and Jews; refugees and settlers; students and religious leaders; peacemakers, activists, and entrepreneurs. With guidance from the professor, students will develop a plan to share what they learn with their own communities of faith through the written word, photography, film, art, or other medium.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

NEWTEST819 - New Testament Christology

Course Description

This course will explore the various ways in which the New Testament portrays Christ. Although it will begin with the historical development of early Christology, the course will focus primarily on the different portrayals of Christ in specific New Testament texts, ranging from the Gospels to Revelation. Recommended pre-requisites include the NEWTEST core course and Greek coursework.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

NEWTEST865 - Biblical Theology

Course Description

An 800-level residential weekly seminar for advanced master's and doctoral students, pursuing a theological understanding of the Christian Bible as a whole. The core courses in Old Testament and New Testament will be prerequisites. One shorter paper (perhaps along with an in-class presentation) and one longer paper will be assigned.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST865 BIBLICAL THEOLOGY

NEWTEST870A - Acts

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870C - I Corinthians

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870D - 1 Peter

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870E - Ephesians

Course Description

Prerequisite: (New Testament 754 or 707) and New Testament 760 and 761. Consent of instructor required.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870G - Galatians

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870H - Exegesis of the Greek New Testament II: Hebrews

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870J - The Gospel and Epistles of John

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870K - Mark

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870L - Luke

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870M - Matthew

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870P - Epistles of Peter and James

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870PP - Philippians and Philemon

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST870R - Romans

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870S - The Resurrection Narratives

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870T - The Pastoral Epistles

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870TT - Thessalonians

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST870Y - The Synoptic Gospels

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST870Z - Colossians

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST871 - Dead Sea Scrolls

Course Description

An overview of the literature preserved among the Dead Sea Scrolls, the archaeology of Qumran and the identity and self-understanding of those who lived there, and the state of the field in studies of the Dead Sea Scrolls.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST871 DEAD SEA SCROLLS

NEWTEST884 - Figural Interpretation of Christian Scripture

Course Description

The Christian Bible was traditionally read in multiple senses. In modernity, the Bible became understood as properly having only one sense, the plain or literal sense. Moreover, this literal sense was increasingly conflated with its historical referent(s). In recent years, however, figural reading of the Bible has made a comeback, both in theory and practice. This course will explore the classical tradition of figural interpretation and its contemporary revival. The Tabernacle Narrative in Exodus 25–31; 35–40 will serve as an extended example. The primary goal is to equip ministerial students with greater understanding and skill in using the Bible in their teaching and preaching. The course also seeks to widen the hermeneutical and methodological range of doctoral students preparing to engage in academic research and scholarship.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST884 FIGURAL INTERP/XTIAN SCRIPTURE

NEWTEST890 - New Testament Topics

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST891 - History of Biblical Interpretation in Modernity

Course Description

A historical investigation into the roots and varieties of modern critical approaches to the Bible. Special attention will be given to the rise of historical criticism and its entanglements with secularism, nationalism, colonialism, racism, antisemitism, and sexism. Course readings will prioritize primary sources ranging from the seventeenth through the twenty-first centuries. The main goal of the course is to illuminate why the Bible is read as it is today, in both academic and non-academic contexts, and how current debates about biblical interpretation have assumed their contemporary framing.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

CHURHST891 HISTORY BIBL INTERP IN MODERNIT, OLDTEST891 HISTORY BIBL INTERP IN MODERNIT

NEWTEST901 - New Testament and Christian Leadership

Course Description

This D.Min. course will examine several key points at which the study of the New Testament intersects with, informs or critiques contemporary understandings of Christian leadership.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

NEWTEST904 - New Testament Theology

Course Description

This course examines the distinctive patterns of ethical teaching in the various New Testament writings and considers various ways in which the New Testament might inform contemporary ethical reflection. Prerequisite: New Testament 754, Christian Theology 755, or Christian Ethics 757

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST950 - The New Testament and Ancient Graeco-Roman Philosophy

Course Description

This course explores the basic issues that are embedded in the interaction between ancient philosophy and early Christianity and how these issues can be thought about today.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST951 - Studies in the Apocrypha and Pseudepigrapha

Course Description

Selected documents of the Apocrypha and Pseudepigrapha will be examined exegetically and theologically in their relation to postexilic Judaism.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST950 APOCRYPHA AND PSEUDEPIGRAPHA

NEWTEST952 - The Old Testament in the New: New Testament Writers as Interpreters of Scripture

Course Description

This seminar examines the ways in which New Testament authors read and interpreted scripture. Prerequisite: New Testament 754, 760, and 761.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST963 OLD TESTAMENT IN THE NEW

NEWTEST953 - Questions in the Study of Ancient Judaism

Course Description

The course examines the current state of research on some of the most significant topics in contemporary study of Second Temple Judaism and the Judaism of the early rabbinic period.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST954 - Studies in Pauline Theology

Course Description

Studies of key loci within Paul's theological interpretation in the light of recent scholarship.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST955 - The Theology of Paul

Course Description

A comprehensive account of the theology of Paul, emphasizing apocalyptic over against 'Lutheran' and/or salvation-historical approaches.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST956 - The Gospels and Historiography

Course Description

A seminar investigating the approach of the Gospels towards history by comparing them with the approach to history of other ancient texts.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST957 - Judaism & Christianity: The Parting of the Ways

Course Description

This course will engage some of the most important documents from the first four centuries CE that shed light on the relations between Christians and Jews and between Christianity and Judaism.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST958 - Pauline Biography

Course Description

This course addresses the complex matter of Paul's biography, focusing on questions of integrity/partition, authorship/authenticity, relative sequence, absolute sequence, and dating, as well the notoriously difficult matter of Paul's chronology.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

NEWTEST959 - Advanced Greek Grammar and Reading

Course Description

Grammatical and syntactical analysis and reading of more difficult religious and philosophical texts from the Classical and Hellenistic periods. Enrollment is open to PhD/ThD students; master's students may enroll with permission of the instructor

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

NEWTEST962 - The Theological Interpretation of Scripture

Course Description

An investigation of how scripture may be read theologically within the contemporary intellectual and cultural context.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST962 THEO INTERPRETATION OF SCRIPT, XTIANTHE969 THEO INTERPRETATION OF SCRIPT

NEWTEST971 - Dead Sea Scrolls: Doctoral Seminar

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST971 DEAD SEA SCROLLS: DOCTORAL SEM

NEWTEST973 - Divine Embodiment: Biblical Portrayals and Beyond

Course Description

This course will explore the various ways in which biblical texts depict divine embodiment. It will address topics such as theophanies, divine images (or 'idols'), divine anthropomorphism, monotheism, and christological conceptions. The course will primarily address portrayals of the divine within the Hebrew Bible/Old Testament and New Testament, but it will also look at the wider historical context and reception history of these portrayals.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST973 DIVINE EMBODIMENT

NEWTEST990 - Topics in the New Testament

Course Description

Topics vary, may be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST701 - Hebrew Reading

Course Description

A noncredit course for 'reading maintenance' in Hebrew texts and to improve language skills. Recommended prerequisite: Old Testament 760 and 761 or equivalent

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

0.25

Max Units:

0.25

OLDTEST702 - Hebrew Reading

Course Description

Continuation of Old Testament 701. Recommended prerequisite: Old Testament 760 and 761 or equivalent

Grading Basis

No Unit - No Credit Courses

Units

Min Units:

0

Max Units:

0

OLDTEST706 - Introduction to the Old Testament

Course Description

This one-semester introduction to the Old Testament as Christian Scripture surveys the contents and contexts of the New Testament writings. Students practice a variety of interpretive methods as they engage the texts in conversation with a diverse array of fellow readers, both past and present.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

OLDTEST716 - Theology from the Inside: Reading Psalms as Prayer of the Heart

Course Description

Members of this seminar will explore the psalms as prayers of the heart, which still speak to us and for us today, guiding us in bringing the fullness of our experience and our emotions before God. We will consider how musicians, poets, preachers, translators, theologians and visual artists – including ourselves – may use the arts to give fresh expressions to the psalms.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PARISH716 THEOL INSIDE/PSALMS/PRAYER

OLDTEST717 - The Old Testament in the New

Course Description

English. An investigation of the variety of ways in which New Testament writings receive and repeat, reconfigure and transform Israel's sacred traditions. Recommended prerequisite: Old Testament 752, 753, New Testament 754.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTTEST717 OLD TESTAMENT IN THE NEW TEST

OLDTEST752 - Old Testament Interpretation I

Course Description

The first half of a two-semester course that serves as an introduction to the literature, history, and theology of the Old Testament.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

1

OLDTEST753 - Old Testament Interpretation II

Course Description

The second half of a two-semester course that serves as an introduction to the literature, history, and theology of the Old Testament.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

1

OLDTEST760 - Introduction to Biblical Hebrew I

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST761 - Introduction to Biblical Hebrew II

Course Description

Continuation of Old Testament 760

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST762 - The Bible and Land

Course Description

A course exploring ancient Israel's theological understandings of land and how land is a crucial element in the relationship between God, humanity, and other creatures. Recommended prerequisite: Old Testament 752 and 753 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST764 - Old Testament and Missional Theology

Course Description

This course explores the relationship between Christianity and other world religions via the balance between election and responsibility within the overarching Old Testament drama involving God, Israel, and the nations. Prerequisite: Old Testament 752 and 753, and New Testament 754.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

OLDTEST765 - Biblical Law

Course Description

An exploration of biblical law in its literary, historical, and ancient Near Eastern contexts. Recommended prerequisite: Old Testament 752 and 753 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST766 - Biblical Prayer

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST767 - Preaching from the Old Testament

Course Description

A course focusing on preaching from biblical texts. Prerequisite: Preaching 758 or Church Ministry 760.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PREACHNG772 PREACHING FROM OLD TESTAMENT

OLDTEST768 - Old Testament Wisdom

Course Description

A study of the 'wisdom literature' of the Old Testament, focusing on the books of Proverbs, Job, and Ecclesiastes.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST769 - Prophecy in the Body

Course Description

This course explores diverse aspects of embodiment in Old Testament prophetic literature, with attention to prophets' bodily experiences, actions, and interactions

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST770 - Exegesis of the English Old Testament

Course Description

Register for course by designated suffix, A-Z. Topics vary. One course each. Recommended prerequisite: Old Testament 752 and/or 753 (or equivalent) depending on focus

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST770A - Amos

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST770G - Genesis

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST770I - Isaiah

Course Description

Explores the rich tradition attributed to the prophet Isaiah and searches for a unifying theme for a variety of understandings of God's continuing activity among humans

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST770J - Judges

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
1

Max Units:
1

OLDTEST770L - Daniel

Grading Basis
Graded

Units

Min Units:
1

Max Units:
1

OLDTEST770O - Jonah

Grading Basis
Graded

Units

Min Units:
1

Max Units:
1

OLDTEST770P - Old Testament Psalms

Grading Basis
Graded

Units

Min Units:
1

Max Units:
1

OLDTEST770Q - Ecclesiastes

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1

Max Units:
1

OLDTEST770R - Jeremiah

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1

Max Units:
1

OLDTEST770Z - Ezekiel

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST783 - Hope for Creation?: An Exilic Perspective

Course Description

This course explores strategies for careful exegesis and preaching in view of climate crisis. Prerequisite: Preaching 758 or Church Ministry 760, Old Testament 752, Old Testament 753, and New Testament 754

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST783 HOPE FR CREATION? EXILIC PRSPC, PREACHNG783 HOPE FR CREATION? EXILIC PRSPC

OLDTEST790 - Topics in the Old Testament

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST800 - Preaching the Old Testament

Course Description

Prerequisite: Old Testament 752 and 753, Preaching 758, and Christian Theology 755

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PREACHNG800 PREACHING THE O T

OLDTEST801 - Old Testament Theology

Course Description

A study of method and themes in Old Testament theology. Recommended prerequisite: Old Testament 752 and 753 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST803 - A Garden Locked: The Song of Songs

Course Description

This seminar will explore traditional readings of the Song, both Christian and Jewish, as well as a variety of contemporary interpretations. The aim will be to deepen our understanding of biblical hermeneutics, the nature of biblical language, and ways in which the Bible may properly be used for theological reflection. Recommended prerequisite: Old Testament 752 and 753 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST804 - Biblical Perspectives on Prophecy

Course Description

An examination of a wide range of biblical representations of prophecy in its social, historical, and canonical contexts. Recommended prerequisite: Old Testament 752 and 753 or equivalent.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST806 - Biblical Bodies

Course Description

This course will survey bodies within the biblical tradition and in the wider ancient Near Eastern world within which the biblical traditions took shape.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST807 - Reading(s) for Our Lives: Contemporary African Biblical Interpretations

Course Description

This course investigates interpretations among North American Christians and East African Christians, both of whom engage scripture seriously in their own contexts, often with keen interest in its contemporary significance.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST808 - The Bible & Domestic Violence

Course Description

This course combines scriptural exegesis with the study of literature on pastoral care relating to domestic violence (DV).

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST814 THE BIBLE & DOMESTIC VIOLENCE

OLDTEST809 - Approaches to Biblical Violence

Course Description

The course identifies the texts at the center of the discussion of biblical violence and surveys the many approaches by scholars and theologians that acknowledge the problematic nature of these texts yet attempt to still find some value in them for the community of faith.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

OLDTEST817 - The Old Testament in the New

Course Description

An investigation of the variety of ways in which New Testament writings receive and repeat, reconfigure and transform Israel's sacred traditions. Recommended prerequisite: Old Testament 752, 753, New Testament 754, 761 or equivalents.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST817 OLD TESTAMENT IN THE NEW TEST

OLDTEST820 - Queering the Old Testament

Course Description

This course will engage with recent scholarship that 'queers' the Old Testament and explore ways to interpret the Old Testament that acknowledge the diversity of gender expressions and honor the experiences and hermeneutical perspectives of sexual minorities and gender-nonconforming individuals. Prerequisite: Old Testament 752 and 753.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST860 - Intermediate Hebrew Prose

Course Description

A class focusing on the grammar, syntax, and prose style of classical Hebrew narrative. Text focus varies. May be repeated. One year of classical Hebrew required. Consent of instructor required for undergraduates.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

General Education Curriculum Codes

FL - (FL) Foreign Language

OLDTEST861 - Classical Hebrew Poetry

Course Description

A course focusing on the grammar, syntax, and style of classical Hebrew poetry, including some examination of the problem of defining 'poetic' in biblical Hebrew. Text focus varies. May be repeated. One year of classical Hebrew required. Consent of instructor required for undergraduates.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

General Education Curriculum Codes

FL - (FL) Foreign Language

OLDTEST862 - The Kingdom of God

Course Description

A course focusing on politics and/in the Old Testament. Prerequisite: Old Testament 752 and 753

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST863 - Scripture and Tradition: Theory and Practice of Reception History

Course Description

This course will afford an opportunity to think through the rationale and purpose of reception history from its philosophical foundations upwards, surveying a range of interpretive material, while also equipping students with the practical methodological tools and competence to undertake their own reception history projects.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST864 - Barth and the Old Testament

Course Description

This course explores Barth's Old Testament exegesis in order to gain a clearer understanding of his approach. Prerequisite: Old Testament 752 and 753 and Christian Theology 755.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST865 - Biblical Theology

Course Description

An 800-level residential weekly seminar for advanced master's and doctoral students, pursuing a theological understanding of the Christian Bible as a whole. The core courses in Old Testament and New Testament will be prerequisites. One shorter paper (perhaps along with an in-class presentation) and one longer paper will be assigned.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTTEST865 BIBLICAL THEOLOGY

OLDTEST869 - Prophecy in the Body

Course Description

This course explores diverse aspects of embodiment in Old Testament prophetic literature, with attention to prophets' bodily experiences, actions, and interactions.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

OLDTEST870 - Exegesis of the Hebrew Old Testament

Course Description

Register for course by designated suffix, A-Z. Topics and text focus vary. May be repeated. One course each. Recommended prerequisite: Old Testament 760 and 761 or equivalent.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST870E - Pentateuch

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST870G - Genesis

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST870H - Historical Books

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST870I - Isaiah

Grading Basis

Graded

Units

Min Units:

1

Course Typically Offered

Fall and/or Spring

Max Units:

1

OLDTEST870J - Judges

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST870P - Major Prophets

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST870PS - Psalms

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

OLDTEST870Q - Ecclesiastes

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST870R - Jeremiah

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST870W - Writings

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST870Z - Ezekiel

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST871 - Dead Sea Scrolls

Course Description

An overview of the literature preserved among the Dead Sea Scrolls, the archaeology of Qumran and the identity and self-understanding of those who lived there, and the state of the field in studies of the Dead Sea Scrolls.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST871 DEAD SEA SCROLLS

OLDTEST872 - Characters in the Old Testament, the New, and the Qur'an

Course Description

This course focuses on characters shared among Jewish, Christian, and Islamic traditions in their scriptural variations and post-scriptural 'afterlives.'

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST873 - Isaiah and the Church Year

Course Description

Hebrew exegesis of Isaiah texts used in the Christian lectionary during the church year, engaging the broader historical and theological questions raised by Christian interpretation of the Old Testament's prophetic books, and exploring the foundational but perennially challenging task of Old Testament preaching

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS853 ISAIAH AND THE CHURCH YEAR

OLDTEST884 - Figural Interpretation of Christian Scripture

Course Description

The Christian Bible was traditionally read in multiple senses. In modernity, the Bible became understood as properly having only one sense, the plain or literal sense. Moreover, this literal sense was increasingly conflated with its historical referent(s). In recent years, however, figural reading of the Bible has made a comeback, both in theory and practice. This course will explore the classical tradition of figural interpretation and its contemporary revival. The Tabernacle Narrative in Exodus 25–31; 35–40 will serve as an extended example. The primary goal is to equip ministerial students with greater understanding and skill in using the Bible in their teaching and preaching. The course also seeks to widen the hermeneutical and methodological range of doctoral students preparing to engage in academic research and scholarship.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST884 FIGURAL INTERP/XTIAN SCRIPTURE

OLDTEST890 - Topics in the Old Testament

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST891 - History of Biblical Interpretation in Modernity

Course Description

A historical investigation into the roots and varieties of modern critical approaches to the Bible. Special attention will be given to the rise of historical criticism and its entanglements with secularism, nationalism, colonialism, racism, antisemitism, and sexism. Course readings will prioritize primary sources ranging from the seventeenth through the twenty-first centuries. The main goal of the course is to illuminate why the Bible is read as it is today, in both academic and non-academic contexts, and how current debates about biblical interpretation have assumed their contemporary framing.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

CHURHST891 HISTORY BIBL INTERP IN MODERNT, NEWTEST891 HISTORY BIBL INTERP IN MODERNT

OLDTEST901 - Old Testament and Christian Leadership

Course Description

This D.Min. course explores various biblical 'profiles of leadership,' with a view to articulating a biblically grounded theology of Christian leadership.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

OLDTEST950 - Studies in the Apocrypha and Pseudepigrapha

Course Description

Selected documents of the Apocrypha and Pseudepigrapha will be examined exegetically and theologically in their relation to postexilic Judaism.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST951 APOCRYPHA AND PSEUDEPIGRAPHA

OLDTEST952 - The Deuteronomistic History

Course Description

This course will investigate the current state of the question of a complex running from Joshua-Kings and will also explore more broadly the nature of historiography in ancient Israel, including a comparison with ancient Greek historiography.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST953 - History of Ancient Israel

Course Description

This course explores current debates about the history of ancient Israel and acquaints students with classic works in the history of critical biblical scholarship.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST956 - Hebrew Narrative Art

Course Description

Analysis of the literary craft of selected biblical narratives, and critique of various approaches to studying the art of Hebrew narrative. Recommended prerequisite: Old Testament 752 and 753, knowledge of Hebrew and consent of instructor.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST957 - Seminar in Old Testament

Course Description

Research and discussion on selected problems in the Old Testament and related fields. Topics vary. May be repeated.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST958 - Textual Criticism

Course Description

Emphasis on transmission, versions, apparatus, and method. Recommended prerequisite: New Testament 760, 761 and Old Testament 752, 753 and 760, 761 or equivalents.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST959 - Modern Study of the Prophets

Course Description

By tracing the trajectory of modern critical study of the Bible's prophetic literature, contemporary interpretive debates and theories are contextualized and illuminated.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

OLDTEST962 - The Theological Interpretation of Scripture

Course Description

An investigation of how scripture may be read theologically within the contemporary intellectual and cultural context.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANTHE969 THEO INTERPRETATION OF SCRIPT, NEWTEST962 THEO INTERPRETATION OF SCRIPT

OLDTEST963 - The Old Testament in the New: New Testament Writers as Interpreters of Scripture

Course Description

This seminar examines the ways in which New Testament authors read and interpreted scripture. Prerequisite: New Testament 754, 760, and 761.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST952 OLD TESTAMENT IN THE NEW

OLDTEST971 - Dead Sea Scrolls: Doctoral Seminar

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST971 DEAD SEA SCROLLS: DOCTORAL SEM

OLDTEST972 - The Psalms, Theology, and the Arts in Jewish and Christian Traditions

Course Description

At the heart of the course is a series of conversations with artists and scholars, including the instructors for the course, who give attention to the Psalms in their professional work. After initial sessions with the instructors, we will have discussions (not lectures) with invited guests most weeks. Students will work with the instructors to prepare questions and help to guide the discussion, which, we anticipate, will be about an hour in duration. The remaining class time each week will be devoted to discussions among the regular seminar participants, focusing on assigned readings/viewings/listenings.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

OLDTEST973 - Divine Embodiment: Biblical Portrayals and Beyond

Course Description

This course will explore the various ways in which biblical texts depict divine embodiment. It will address topics such as theophanies, divine images (or 'idols'), divine anthropomorphism, monotheism, and christological conceptions. The course will primarily address portrayals of the divine within the Hebrew Bible/Old Testament and New Testament, but it will also look at the wider historical context and reception history of these portrayals.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST973 DIVINE EMBODIMENT

OLDTEST990 - Topics in the Old Testament

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH705 - Introduction to Mission and Ministry

Course Description

As a cornerstone to the Master of Arts (in Christian Practice) degree, this course seeks to develop in students the scriptural and theological imagination that inspires the practices of ministry that constitute our participation in God's creative and redemptive mission (missio Dei) in Church and world. Lectures and readings will offer introduction to the vocabulary and grammar of the scriptural, historical, and theological traditions considering mission and ministry

with particular focus on Christian practices. Class discussions, written assignments, and other engagements will offer opportunity for reflection on the practices of mission and ministry in diverse contexts. A particular goal will be shaping student's capacities as reflective practitioners, able to see and describe, to question and critique, to form and lead faithful practices in Church and world.

Grading Basis

Graded

Course Typically Offered

Fall and Summer

Units

Min Units:

1

Max Units:

1

PARISH707 - Wesleyan Foundations for Mission, Practice, Belief

Course Description

A study of early Methodist life and witness, including the transition to North America, with particular attention to the theological convictions of John and Charles Wesley that undergirded the movement

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH708 - United Methodism: Mission, Practice, and Belief

Course Description

A study of developments in the United Methodist Church and its predecessor traditions, from the mid-nineteenth century to the present, highlighting the interconnection of belief, practice, and mission; with particular attention to present UMC polity as reflected in the Book of Discipline

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH716 - Theology from the Inside: Reading Psalms as Prayer of the Heart

Course Description

Members of this seminar will explore the psalms as prayers of the heart, which still speak to us and for us today, guiding us in bringing the fullness of our experience and our emotions before God. We will consider how musicians, poets, preachers, translators, theologians and visual artists – including ourselves – may use the arts to give fresh expressions to the psalms.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST716 THEOL INSIDE/PSALMS/PRAYER

PARISH719 - Restorative Justice, Prison Ministry, and the Church

Course Description

This course describes and critiques realities and issues in the American criminal justice system and the underlying ideology of retribution in light of the theology of restorative justice and the church's mission as an agent of reconciliation. Models of restorative justice, prison ministry, and the pastoral role in forming such ministries are considered.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH720 - The Incarcerated God: A History, Theology, and Ethics of Prisons

Course Description

The only incarnate God was an incarcerated one. Christians confess that the salvation of the cosmos happens in the arrest, trial, conviction, and death sentence of Jesus Christ alongside the revelation of life-in-death that occurs when God releases Jesus from prison, state-sponsored execution, and the grave by the power of the Holy Spirit in the resurrection and ascension. This course offers an introduction to carceral history and theory and teaches students to engage with carceral themes as they show up in the biblical texts, Christian theology, and practical ministry in and around prisons today.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH721 - Community Engagement & Missional Impact Through Nonprofit Organizations (NPM 1)

Course Description

This is part one of a two-course course sequence designed for Divinity students preparing for leadership in a variety of non-profit settings, including churches, nongovernmental organizations, and educational contexts. The sequence provides a theological framework for nonprofit management in tandem with expert instruction from established practitioners and scholars from a variety of disciplines within the nonprofit sector. This part one course will equip students to better understand the nonprofit organization as a vehicle for community engagement and impact. The course provides tools for students to understand the community and context where they serve, design effective and impactful programs, empower staff and volunteers to implement programs in healthy, person-centered ways, and to understand the types of leadership required in different contexts.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH722 - Fundamentals of Nonprofit Organizational Management (NPM2)

Course Description

This is part two of a two-course course sequence is designed for Divinity students preparing for leadership in a variety of non-profit settings, including churches, nongovernmental organizations, and educational contexts. The sequence provides a theological framework for nonprofit management in tandem with expert instruction from established practitioners and scholars from a variety of disciplines within the nonprofit sector. This part one course will equip students to serve as leaders and managers in nonprofit organizations. The course provides tools for understanding the role of the board in organizational governance, effective financial management, growing and sustaining adequate resources; and utilizing marketing and communication tools to share the organization's impact with a variety of audiences.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH723 - Evangelism and Contemporary Theodical Concerns

Course Description

One of the most prevalent resistances to Christian belief in our society has to do with theodical concerns, ones that struggle to reconcile how a good and all-powerful God can exist alongside evil and suffering. However, the particular framing of these popular theodical matters have not emerged in a vacuum; they are reflective of long-standing intellectual and cultural traditions in the West. This course analyses these trends from a robust theological perspective in order to allow students to understand them and respond to them in ways that show how the gospel is capable of being 'good news' within these specific assumptions and conditions.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH750A - The Anglican Tradition

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH759 - Missio Ecclesiae: God's Mission of Evangelism

Course Description

The course is an introductory reflection on God's Mission for the church in the world. This course argues for understanding the church's mission in relationship to the Triune God, practiced in empowering and sustainable relationships with neighbors and creation. The goal is not only to equip students to think theologically about the mission of the church but also to form practices. Readings will include texts from the modern period with complementary materials from Scripture that explore and constructively critique components of faithful practices of missio ecclesia. This course may fulfill either the UM ordination requirement in evangelism or mission

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH760 - Food, Eating, and the Life of Faith

Course Description

This course will be an examination of food systems and eating practices in the light of Christian teaching. Our aim will be to develop a theological framework and set of practices for faithful eating that honors God and contributes to a peaceable creation and a just society

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH762 - Christianity and Contemporary Literature

Course Description

This course will interpret recent literature (both fictive and nonfictive) from a theological perspective, employing a variety of interpretive lenses

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH764 - The Poetic Imagination

Course Description

This course will examine poetry written out of the Western Christian tradition. Although the readings will provide something of a historical overview, the emphasis will be on twentieth-century works. By concentrating on literary art of a non-narrative nature, we should be able to focus more keenly on the power of language and the relation between art and theology, truth, and beauty. How do the particular qualities of verse lend themselves to spiritual, theological and philosophical exploration. Does telling the truth by telling it slant (to paraphrase Emily Dickinson) gain us different truths than those found through prose?

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANTHE788 THE POETIC IMAGINATION

PARISH766 - The Practice of Writing and the Spiritual Life

Course Description

The history of Christian spiritual practice is intimately bound up with the history of Christian writing. This course is about both understanding and practicing writing as a spiritual discipline. Recommended prerequisite: Christian Theology 755 and Christian Ethics 757 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH768 - Philanthropy and the Church

Course Description

The course examines the relationship of philanthropy and the church with the intent of discovering how each can be critical of the other. It will introduce the history of philanthropy and look at contemporary philanthropic practices. Students will gain insight into the workings of philanthropy and look at how churches can create philanthropic partnerships

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH769 - The Pastoral Responsibility for Leadership and Administration

Course Description

The major responsibilities of the pastor in the leadership and effective administration of the local church are explored within the context of vision, missions, history, culture, team and integrity. This course seeks to build a bridge between the seminary and the local church: rural, suburban, or urban and is intentional in focus on parish ministry

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH770 - Forming Disciples in Wesleyan Tradition

Course Description

This course explores the ministry of making disciples of Jesus Christ from the perspective of the Wesleyan tradition and its holistic spirituality, combining works of piety and works of mercy. By examining the way in which the early Methodists discovered, learned, and practiced the Christian faith and how the Methodists Societies functioned as disciple-making communities, students will learn and apply these principles of accountable discipleship to their own ministry and the church's mission today. With an emphasis on both evangelism and faith formation, this course fulfills the Church's Ministry Limited Elective, and may also fulfill the United Methodist requirement for evangelism

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH771 - Leading the Small Membership, Rural Church

Course Description

The small church, the circuit church, circuit administration, larger parish and group ministry, and the town and country movement

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH772 - Stewardship and Church Finance

Course Description

An introduction to basic biblical and theological principles of stewardship and church finance. The course seeks to enable pastors to discover practical methods for developing a church budget, leading a finance campaign, and challenging laity to respond to a congregational missional outreach

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH773 - Presbyterian Polity, Worship and Sacraments

Course Description

Register for course by designated suffix, B-U

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH774 - Local Polity, Global Vision: Anglican Identity and the Anglican Communion

Course Description

This course will survey historic ecclesiological structures and systems, including the legacy of the colonial period, that contribute to Anglican identity and have proved foundational for ecumenical dialogue in the 20th and 21st centuries. How the Prayer-minded order the life of the church; how they have come to discuss and live with difference; and how they provide for discipline will be at the heart of this class. Additionally, an able consideration of Anglican communities from the Global South, means to deepen the understanding and practice of 'communion.' The course is open to all with a interest in ecclesiology and ecumenism, not just Anglicans and Episcopalians.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH775 - The Canterbury Course

Course Description

An international summer graduate course on Anglican identity and spirituality, foundational theological issues in Anglicanism, and the Communion's ecumenical promise. Held at Canterbury Cathedral, the course features the life, history, and personalities of Canterbury and its centuries of spiritual hospitality. The course is open to Divinity School students, persons matriculated at other ATS accredited seminaries and holders of the MDiv

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH776 - Local Church in Mission to God's World

Course Description

Recommended prerequisite: Christian Theology 755 or equivalent

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH777 - Wesleyan Foundations for Mission, Practice, and Belief

Course Description

A study of early Methodist life and witness, including the transition to North America, with particular attention to the theological convictions of John and Charles Wesley that undergirded the movement

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH778 - United Methodism: Mission, Practice, Belief

Course Description

A study of developments in the United Methodist Church and its predecessor traditions, from the mid-nineteenth century to the present, highlighting the interconnection of belief, practice, and mission; with particular attention to present UMC polity as reflected in the Book of Discipline

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH779 - Women and Evangelism

Course Description

An exploration of women's leadership and participation in evangelistic ministries focusing particularly on the previous three centuries. Based on this historical study, the course will also provide opportunity for critical reflection upon contemporary practices and theologies of evangelism.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH780 - The Missional Church and Evangelism

Course Description

The church as both missional and missionary in its essence is foundational to explicating evangelism, and this course explores both of these dimensions, with special emphasis on how local congregations are at the heart of this ecclesial identity. This course meets the UMC ordination requirement for either evangelism or missions

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH783 - Theology of Pentecostalism

Course Description

An exploration of this tradition with examination of its distinctive emphases and interpretations of Christian faith

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH784 - The Book of Common Prayer

Course Description

This course means to present and review the worship practices of the Book of Common Prayer in the context of the established and developing principles of Anglican liturgical theology. The student will be asked to develop familiarity with the historical antecedents of present rites, their pastoral application, and their context within the family of worldwide Anglicanism. Care will be taken to balance historical survey with contemporary practice and the ministry of the local parish.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS754 THE BOOK OF COMMON PRAYER

PARISH785 - Anglican Spiritual Thought

Course Description

This course will offer students both a broad overview of Anglican spirituality, and an immersion in the works of several key figures, and in several key spiritual practices. The class will be especially interested in certain characteristics of Anglican spirituality, including the trope of participation in divine life and practical piety. Throughout the course, students will also consider how the tradition of Anglican spirituality can be made manifest in parish life

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH786 - Organized Compassion: History and Ethics of Humanitarianism

Course Description

This course will introduce students to this institutional organization of compassion, while at the same time exploring the 'revolution of moral sentiments' that brought these institutions into being and continues to sustain them. On this latter note, the course will explore the theological terrain of humanitarianism

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH787 - Power, Inequality, and Reconciliation

Course Description

This course introduces students to the theology, psychology, and practices of reconciliation. By examining the nonconscious forces (both individual and social/structural) that perpetuate inequality between cultural groups, this course addresses the ways in which power discrepancies impede reconciliation. This course equips students to assess their own passive and active contributions to discord, evaluate the individual and social/structural factors that impede reconciliation in their own ministry context, and develop a theological and practical strategy to begin to dismantle these factors

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH788 - Ethics and Native America: American Indian Literature and Liturgy

Course Description

This course serves as an introduction to American Indian literature, with three aims: (1) to explore the history and legacy of the nineteenth and twentieth-century devastation of Indian cultures, especially in the Western United States, in the face of 'manifest destiny'; (2) to frame this history and legacy in liturgical terms, that is, in the terms of the loss and/or survival of the 'rituals of ultimate concern' or 'thick practices' that are constitutive of cultural identity; and (3) to use this liturgical lens as a way of confronting the ethical stakes, both past and present, of the relationship between the United States of America and Native America

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH790 - Topics in Care of the Parish

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH791 - Principles and Methods of Intercultural Leadership

Course Description

This course provides an overview of the intersection of culture and leadership. Drawing from theology, communication studies, and cultural psychology, it offers a theoretical foundation for cultural differences in leadership and practically equips students to lead and collaborate across cultures in churches and other organizational contexts

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH792 - Cultivating Thriving Communities

Course Description

What are the conditions that enable a community to thrive? What roles can and should congregations play as catalysts, conveners, and curators in cultivating thriving communities? How can you better understand your own community context, discern roles you might be able to play, and mobilize for more effective action and engagement? In this course we will explore ideas and issues from several disciplinary perspectives, using a theological lens throughout. We will draw on literature from the social sciences that point to the significant role that 'local' and 'regional' contexts can play in addressing challenges and offering constructive solutions. We will pay specific attention to (historical as well as contemporary) stories of thriving

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH800 - Women and Spiritual Memoir

Course Description

This seminar explores the themes of faith, community and pastoral vocation by means of religious autobiographies and pastoral memoirs ranging from Augustine to Merton to the present. The autobiographical genre will be supplemented by works of fiction critically interpreted by reflection on theology and ministry

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH801 - Evangelism and Leadership

Course Description

The course identifies aspects of Wesleyan tradition to shape richly textured practices of evangelism and leadership for the contemporary church. Prerequisite: Care of Parish 707 and Care of Parish 708.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH802 - Prophetic Ministry: Shaping Communities of Justice

Course Description

This course focuses on the Biblical, theological, and sociological vision of the church's prophetic ministry in calling forth and shaping communities that embody God's compassion and justice. Students will explore the biblical foundations and theological understandings of justice and the reign of God and the implications for contemporary ecclesiological, sociological, economic, and political realities

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH806 - Caring for Creation

Course Description

This course will consider the various ways churches can address the leading environmental crisis of our time: global warming, species and biodiversity loss, food and water, habitat loss, pollution, etc. Various models of care (stewardship, priesthood, and virtue) and church practice (education, liturgy, and mission) will be considered and developed

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH807 - The Theology and Spirituality of Place

Course Description

This course will develop the significance of 'place' for theological reflection and Christian living. It will show how spiritual life is deepened and made more practical when spatial, ecological, architectural, and aesthetic dimensions of everyday, embodied life together are given more attention

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH808 - Agrarian Theology for an Urban World

Course Description

An examination of the agrarian context in which scripture was written and the significance of agrarian traditions for today's theological reflection and the church's ministries

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH809 - Restorative Justice, Prison Ministry, and the Church

Course Description

The course describes and critiques realities and issues in the American criminal justice system and the underlying ideology of retribution in light of the theology of restorative justice and the church's mission as an agent of reconciliation. Models of restorative justice, prison ministry, and the pastoral role in forming such ministries are considered

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH812 - Listening Together: Christians and Muslims Reading Scriptures

Course Description

The chief aim of the course is to help students begin to map out their own journey through the still largely uncharted territory of Muslim-Christian religious conversation

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH813 - Introduction to Islam and Christian-Muslim Relations

Course Description

This course offers students both an introduction to Islam and also the opportunity to reflect on the relationship between the core beliefs and practices of Islam and Christianity and on issues in the practice of Christian-Muslim relations

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH814 - Modern Voices from the Anglican Tradition

Course Description

This course offers an introduction to a selection of significant Anglican writers from the first half of the twentieth century through to the present. Although most of the writers are from the Church of England, Anglicans from elsewhere in the Communion will also be included. A range of types of writing and of theological traditions will be included

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH815 - Women in Ministry

Course Description

In this course, we will pursue a theologically informed and theologically imaginative investigation of the challenges and opportunities that women in ministry encounter. The course centrally investigates women working in ordained ministry in a congregational setting, but readings and discussion will be capacious enough to include, inter alia, chaplaincy, lay ministry, and so forth

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH816 - The Qur'an: An Introduction in the Context of Christian-Muslim Encounter

Course Description

This course offers an introduction to the scripture at the heart of Islam. As well as considering the Qur'an in its original context, the course will also pay attention to Islamic approaches to Qur'anic interpretation, classical and contemporary, and the Qur'an in the encounter between Muslims and Christians

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH817 - Theology and Social Science

Course Description

Drawing on both the history and the contemporary state of the social or human sciences, this course puts theology in conversation with these disciplines (e.g., sociology, cultural anthropology, psychology, political science, and public policy) by considering both the sources of methodological conflicts and possibilities for methodological collaboration

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH818 - Ministry with Millennials

Course Description

The 'Millennials' (those born after 1980 or so) are often described in faith communities as the 'missing demographic.' This is likely true if we are looking for them in the pews at 11:00am on Sunday morning. They are not, however, missing from places of substance and engagement, often the very places where communities of faith take a stand for truth and justice. It is incumbent on faith communities both to reach into the places where millennials are 'living, moving, and having being,' and to reclaim our rich heritage of standing with the lost and forgotten of this world

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH819 - Disunity in Christ: Difference, Conflict, and Resolution in the Church

Course Description

From aesthetic conflict over the color of the sanctuary carpet to deeper theological conflicts, this course introduces students to the theology, psychology, and practices of conflict resolution in church-based settings. By examining the ways in which individual and cultural differences impact both the self and group, this course explores theological and psychological pathways to conflict resolution. Drawing from the field of reconciliation studies, this course equips students to assess the impact of difference on interpersonal and intergroup conflict, understand the theories and practices of conflict resolution, and develop a theological and practical model for conflict resolution

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PARISH820 - U.S. Food Policy

Course Description

The U.S. food supply is a series of intersecting actors: farmers, food processors, food retailers, and consumers. However, these actors are in a complex system of policies such as the U.S. Farm Bill, which includes agricultural support programs, nutrition policies, and environmental regulations. Beyond the policy realm, for-profit (agribusiness and food manufacturers) and non-profit (food banks and faith-based organizations) actors engage and respond to this food system. Informed by systems thinking, the goal of the course is to provide learners tools to understand and engage the U.S. food system

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH821 - Global Food Policy

Course Description

Globalization continuously shapes and reshapes our food systems. We benefit from international trade, yet we critique the system in which sustains us. Global value chains connect some of the world's poorest farmers to the wealthiest consumers through products like cacao (chocolate), fish, and rice. This course will serve as an interdisciplinary approach to international trade of agriculture and food. Drawing from economics, sociology, and business and informed by ethics, this course will explore the reasons nations exchange goods and services, particularly food and agricultural products. The course will assess the implications of these exchanges on people and the planet, given the underlying profit motives. Learners will engage the private and public policy frames that support and shape globalized food systems

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH822 - Charitable Foods

Course Description

Churches have been the center of U.S. emergency food assistance since its creation. Fundamentally, nutrition support has roots in biblical mandates. This course will explore how people of faith provide support to individuals in need. This course will draw upon field experiences with local food assistance programs and international non-profits. Learners will also engage individuals who benefit from these programs. We will assess the challenges of these efforts and develop constructive, alternative approaches to providing food for people in need

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PARISH823 - Food, Faith, and Health

Course Description

This course considers the role that congregations can play in fostering food economies —ranging from food production, distribution, and consumption —that promote the health of persons, communities, and the places in which they live.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANETH823 FOOD, FAITH, AND HEALTH

PARISH890 - Seminar in Contemporary Ministries (TOP)

Course Description

A seminar in patterns and issues of contemporary ministries, content to be designated by the Ministerial Division. Topics vary. May be repeated for credit.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PARISH990 - Topics in Care of the Parish

Course Description

Topics vary. May be repeated for credit.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PASTCARE760 - Introduction to Pastoral Theology and Care

Course Description

This course involves theological, psychological and sociological reflections on typical and actual cases in pastoral ministry. Readings, lectures, and discussions will focus on the congregation's role in pastoral care, the art of theological interpretation in pastoral situations, and self-care in the context of ministry's demands. Various topics include: bereavement and loss, suffering addiction, sexual abuse, domestic violence and care of families

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PASTCARE761 - Introduction to the Ministry of Social Work

Course Description

This course will review the historical origins of care for marginalized persons, and explore theological foundations for the practices of social work. We will examine the ways ministers and Christian social workers have historically and conceptually understood their identities and the convergences/divergences of Christian ministry and social work. We will also consider ways that a Christian spirituality might inform both the practices and the identity of a social worker. The city of Durham and its renaissance, limitations, and change agents will serve as a case study to illustrate the main principles of this class

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1

Max Units:

1

PASTCARE762 - Introduction to Issues in Cross-Cultural Pastoral Care and Counseling

Course Description

This class provides an opportunity to critically examine psycho-theological theoretical frameworks for viewing marginalized racial, ethnic and cultural groups in society, to examine personal values as they relate to the above groups, to develop skills in working effectively with these groups, and to understand social policies as they relate to them

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PASTCARE765 - Pastoral Care through Anxiety and Depression

Course Description

This course will examine the psychological, theological, and cultural aspects of anxiety and depression and ask the question of how to understand hope in the midst of such suffering. Students will grapple with the range of difficult sometimes paralyzing feelings brought on by anxiety and depression and begin to explore how to frame the equally powerful notion of hope, theological and otherwise. How does a pastor offer practical and spiritual support in times of crisis as well as over the long-term course of this illness?

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PASTCARE777 - The Care of Souls and the Ethics of War

Course Description

War is a political and moral activity. While the experiences of going to war and returning home are often framed in psychological language, the phenomenon of 'moral injury' makes clear that war must be considered in moral and political context if these experiences are to be understood. This course aims to bring together the moral and pastoral dimensions of going to war and coming home. We will engage participation in war, including moral injury, within the context of Christian traditions around war, moral and political theological accounts of American war, and the moral agency of soldiers. We will also examine the pastoral and prophetic roles of military chaplains

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANETH783 CARE OF SOULS, ETHICS OF WAR

PASTCARE779 - Christian Approaches to Mental Health Care

Course Description

Christians often experience mental health problems, seek mental health care, counsel others about pursuing mental health care, and participating in the work of mental health care. But how might Christian thought and practice inform the ideas, structures, and practices of mental health care? This course will explore mental health care in a theological context, engaging the meanings of mental health and mental illness, historical milestones in Christian innovation and engagement with mental health care, contemporary forms of Christian engagement with mental health problems, and cultural and theological dimensions of common mental health challenges such as depression, anxiety, psychosis, and problematic substance use.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PASTCARE790 - Topics in Pastoral Care

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PASTCARE804 - Theology and Trauma

Course Description

Trauma and its aftermath is an all-too-present reality in our culture and within Christian congregations. 'Trauma' and its clinical correlate, post-traumatic stress disorder, have also become increasingly common modes of description within pastoral theology, cultural studies, and mental health practice. In this course we will focus on how congregations (and pastors in particular) can helpfully and faithfully care for survivors of trauma, not only through close attention to the lived reality of traumatic disruption but also through critical consideration of the way that 'trauma' functions as an interpretive category which can both aid and hinder theological narration

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PASTCARE805 - Suffering and Dying in Cross-cultural Contexts

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PASTCARE806 - Naming the Powers: Pastoral Care and the Spiritual World

Course Description

This course will move from an examination of the treatment of the spiritual world in modern and post-modern thought to a theological paradigm for pastoral care that takes seriously cultural and theological contexts where the spiritual world characterizes common life

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PASTCARE807 - Marriage and Family

Course Description

The psychodynamics of marital conflict and family problems; principles and procedures in marriage and family counseling. (For seniors and Master of Theology candidates.) Recommended prerequisite: Pastoral Care 760 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PASTCARE808 - Theology and Health in Therapeutic Culture

Course Description

Recommended prerequisite: Christian Theology 755 and Pastoral Care 760 or equivalents.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PASTCARE809 - DIV/UNC MSW Capstone Seminar: Moving the Church Toward Social Action

Course Description

Capstone course for Divinity dual degrees with UNC Social Work program. Course location may vary.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PASTCARE810 - Theology, Mental Health and Human Flourishing

Course Description

By the end of the semester, students will be able a) to articulate and to locate themselves within a distinctively Christian contextual account of health and human flourishing and b) to engage practical, pastoral issues of mental health and mental illness within this contextual account

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PASTCARE811 - Perspectives of Psychology of Religion for Ministry

Course Description

This course involves a study of the development of religious attitudes and the psychological factors involved in religious formation. While we will explore religion from a psychological, not a theological perspective, the embedded theological dimensions will become obvious as we examine religious cognition and its development across the lifespan and the psychological factors involved in a number of religious issues as we investigate, critique, and evaluate them and their implications for pastoral ministry. Prerequisite: Old Testament 752, Old Testament 753, New Testament 754, and Christian Theology 755 or equivalent

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PASTCARE812 - Discipleship and Disability

Course Description

Questions of human limitation, impairment, and disability animate both historical and contemporary theological thought. Contemporary movements of disability rights, disability pride, and the field of disability studies all provide critical conversation partners for Christian disciples. This course will explore material from disabled and non-disabled authors in Christian theology and ethics, disability studies, and popular media. This course emphasizes critical and interdisciplinary reflection on the implications of the human experience of disability for Christian ethical praxis and pastoral care. Key course themes include access, care, healing, and disability justice.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANETH809 DISCIPLESHIP AND DISABILITY

PASTCARE813 - The Disabled Church

Course Description

This course explores how the human experience of disability comes to bear upon ecclesiologies, ecclesial practices, pastoral care, and ecclesial leadership among both disabled and non-disabled lay persons and clergy. Drawing upon the work of scholars, practitioners, and pastors across the ecumenical spectrum, the course will aid students in exploring key questions at the intersections of disability, theology, and access. Specific course emphases include Christian practices and theologies of prayer, biblical interpretation, preaching, baptism, communion, and formation

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANTHE853 THE DISABLED CHURCH

PASTCARE860 - Advanced Pastoral Care for Chaplaincy

Course Description

This course is intended for students interested in the ministry of chaplaincy and is a requirement for the Chaplaincy Certificate. Students will be introduced to various contexts of chaplaincy primarily including healthcare, prisons, university, and military settings. The class format will include lectures, small group conversations, and practical engagement of topics through case studies and verbatim reviews.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PASTCARE866 - Ministry and Care in the Contexts of Displacement and Loss

Course Description

This course will prepare pastors for caregiving encounters with persons and communities facing the loss of one's 'home place.' Contexts for care include the elderly who can no longer live in their homes, situations of poverty (eviction or foreclosure), natural disasters such as hurricanes or fire, persons facing incarceration as well as first generation immigrants and refugees. Students will learn about the physical, psychological, spiritual challenges that face the unexpected crisis accompanying the loss of home as well as the ways unjust social and political systems often perpetuate this crisis. Throughout this course students will work to develop a theology of suffering relevant to the context of human displacement and begin to envision what hope might look like, practically and theologically, in each context

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PASTCARE878 - Death, Dying, and Bereavement

Course Description

This course is intended to equip those in pastoral or lay ministry with an understanding of the theological and psychological responses to death, dying, loss, and grief while also building skills in caregiving in these contexts. In particular we will explore the physical process of dying, human responses to various types of loss, the grief process, and pastoral care strategies for care with the dying and bereaved. We will pay special attention to pastoral care to the dying and bereaved in this time of Covid and the challenges it presents. This course will embrace a perspective that embraces ways of living creatively in response to these very human experiences and seeks to locate the sacred in the journey of death and grief and embraces the concept of hope, particularly the transition of hope.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PASTCARE890 - Seminar in Pastoral Theology

Course Description

Topics vary for seminar course.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PREACHNG742 - The Art and Craft of Public Proclamation

Course Description

A workshop style course exploring and expanding one's own best authentic proclamation through voice, expression, and body. The class includes collaborative creation and performance of the current lectionary scripture as story, choric readings, and drama in worship. Prerequisite: Preaching 758 or Church Ministry 760

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS742 ART & CRAFT: PUB PROCLAMATION

PREACHNG758 - Introduction to Christian Preaching

Course Description

The development of a theology of preaching and methods of sermon construction, including preaching in class, critique, private conference, and local church evaluation. Prerequisite: New Testament 754 or 707 or Old Testament 752 or 706 or consent of instructor.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PREACHNG760 - Preaching and the Church Year

Course Description

Preaching the lectionary texts in the context of the church's worship and calendar. The appropriate cycle of the lectionary will be followed. In-class preaching and evaluation. Prerequisite: Preaching 758 or Church Ministry 760.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PREACHNG762 - Proclaiming the Parables

Course Description

Approaches to the interpretation and proclamation of the parables of Jesus. Readings in nonbiblical narrative and parable. In-class storytelling and preaching. Prerequisite: Preaching 758

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTST774 PROCLAIMING THE PARABLES

PREACHNG767 - Preaching in the Black Community

Course Description

A study of the style and content of Black preaching with attention to the particular roles of Black preachers in society. An analysis of the essentially theological character of preaching in the Black Church. Prerequisite: Preaching 758 or Church Ministry 760.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PREACHNG769 - Variety in Preaching: Theory and Practice

Course Description

Through critical engagement with a variety of recent homiletical theories and related sermons, students will explore diverse approaches to preaching and develop their theology and practice of preaching. Participants will read and discuss several homiletics texts, analyze written and recorded sermons, and preach two sermons in class

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG770 - Theology in Preaching

Course Description

Prerequisite: Preaching 758 or Church Ministry 760

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PREACHNG771 - Preaching in the Parish

Course Description

A consideration of preaching in relationship to pastoral duties and the total task of ministry with attention to week-by-week preaching in the parish setting. Some attention will be given to funerals and crisis situations. Prerequisite: Preaching 758 or Church Ministry 760

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG772 - Preaching from the Old Testament

Course Description

A course focusing on preaching from biblical texts. Prerequisite: Preaching 758 or Church Ministry 760.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST767 PREACHING FROM OLD TESTAMENT

PREACHNG774 - Women Preaching

Course Description

The course will explore the historical contributions and contemporary challenges of preaching women. The course will also encourage the students to see themselves as participants in a long tradition and empower them to develop their pulpit voices in diverse contexts. Prerequisite: Preaching 758 or Church Ministry 760

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG775 - Preaching Place: The Challenge and Promise of a Global Gospel

Course Description

This course focuses on the insights and challenges that the global church is bringing to homiletics through its attentiveness to place. Global case studies will highlight the impact of land, cultural identity and displacement on proclamation, reflecting on competing claims of globalization and contextual particularity in formulating the gospel. In response, the class will provide strategies to de-center privileged preaching practices in local contexts and discern the gospel across borders of difference. Taking a practical turn, students will craft sermons that attend to the places they serve as sites of connection and transformational change. Prerequisite: Preaching 758 or Church Ministry 760

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG776 - Preaching from the New Testament

Course Description

A course focusing on preaching from biblical texts. Prerequisite: Preaching 758 or CHURMIN 760.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST767 PREACHING FROM NEW TESTAMENT

PREACHNG781 - The Overshadowed Preacher: Body and Spirit in Sermon Performance

Course Description

Using the nativity texts and sermons of Luke-Acts as a foundation, this course will work toward a theo-biblical description of Spirit-filled performance that is sacramentally grounded, contextually diverse, and ethically cruciform. The course will ask how the body of the preacher, the bodies of other persons and the body of Christ matter to the sermon, particularly noting ways that theologies of sermon performance have been coopted in homiletic history to marginalize oppressed communities. Using the experiences of Mary and the preachers of Acts as guides, the course will invite students to stand in the shadow of the Spirit, using rhetorical practices of 'conceiving,' 'bearing' and 'naming' to testify to the fully-human, Spirit-empowered encounter that is preaching. Prerequisite: Preaching 758 or Church Ministry 760

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG782 - Cross Cultural Preaching

Course Description

Considering diverse contexts within preaching has proven to be a particularly difficult task for theological educators. Within introductory preaching classes, it is often confined to a single class session in which various contextual differences are named (racial, ethnic, socioeconomic, urban/rural, denominational) in much the same way that Augustine listed them in The First Catechetical Instruction. The naming of all these points of divergence often leaves the instructor with little time to explore how preaching might be affected by these contextual differences. We simply assert, as Augustine did, that it is so: 'For it cannot fail to be the case that different persons should affect in different ways the one who intends to instruct orally and likewise the one who intends to give a formal discourse.' Prerequisite: Preaching 758 or Church Ministry 760

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG783 - Hope for Creation?: An Exilic Perspective

Course Description

This course explores strategies for careful exegesis and preaching in view of climate crisis. Prerequisite: Preaching 758 or Church Ministry 760, Old Testament 752, Old Testament 753, and New Testament 754

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST783 HOPE FR CREATION? EXILIC PRSPC, OLDTEST783 HOPE FR CREATION? EXILIC PRSPC

PREACHNG790 - Topics in Preaching

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PREACHNG800 - Preaching the Old Testament

Course Description

Prerequisite: Old Testament 752 and 753, Preaching 758, and Christian Theology 755

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST800 PREACHING THE O T

PREACHNG801 - Preaching at the End of the World: Proclaiming Paul's Apocalyptic Gospel

Course Description

At a time when narrative is often the genre of choice for preaching, this course seeks to reclaim the Pauline epistles for proclamation and to address the difficulties students often experience when trying to preach from the epistles. Through this course we hope preaching from the Pauline epistles will become exciting, rather than burdensome

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG802 - Principalities, Powers, and Preaching

Course Description

This course will examine Biblical texts, liturgical materials, theological literature, films, and the newspaper as resources for exploring the nature of what the New Testament calls the 'Principalities and Powers,' as well as their significance for preaching

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PREACHNG804 - History of Preaching

Course Description

A study of theological trends and significant personalities in homiletics in various periods from the Apostolic Age to the present. Prerequisite: Preaching 758 or Church Ministry 760.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PREACHNG806 - Preaching with Barth

Course Description

In this course students will have the opportunity to reflect upon the task of Christian proclamation using Karl Barth as theological guide and interlocutor. After a review of the major contours of Barth's theological discoveries, we shall examine examples of Barth's preaching from his earliest sermons as a young pastor to his last sermons in the Basel prison. Students will then design, preach, and evaluate sermons that exemplify the results of their conversation with Barth on preaching. They will also have an opportunity to put Barth in conversation with one contemporary homiletician in order to show his significance for contemporary preachers

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG807 - Balm in Gilead: The Spirituals as a Homiletical Resource

Course Description

This course will explore the African American spirituals as a theological resource for the theory and practice of preaching. Special attention will be given to such issues as the importance of memory, the experience of death, perspectives on hope, the relationship between singing and preaching, a theology of preaching biblical interpretation for preaching, and sermon form and language

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG808 - Preaching the Resurrection

Course Description

The resurrection of Jesus Christ is central to the confession that Jesus is Lord, the eternal Son of the Father. On this confession Christian faith hinges; from it Christian preaching proceeds; without it preaching is in vain. The purpose of this course is to examine this centerpiece of the gospel for the purpose of proclaiming it as an effective manner, and to explore the relevance of the resurrection for preaching in its broadest dimensions

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG809 - Preaching on the Sacraments: Patristic Imitation

Course Description

This course explores patristic examples of using typology and allegory, especially in the 4th century form of preaching known as mystagogy, to name what is experienced in Christian worship. The course will emphasize appropriation of this patristic technique for the creation of sermons, prayers, song texts, and catechesis for the church today

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS836 PREACHING ON SACRAMENTS

PREACHNG811 - Latin American Preaching Traditions

Course Description

This course focuses on the various preaching traditions that have shaped and emerged from Latin American Christianity. Students will explore different eras and movements within Latin American Christian religious history along with representative sermons as a way to understand this rich homiletical diversity. Students will also incorporate some of the homiletical approaches and wisdom they have studied into sermons crafted for a contemporary audience. Prerequisite: Preaching 758 or Church Ministry 760

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG812 - History of Homiletics: The Early Church Through the 19th Century

Course Description

This course will study representative texts from the Greco-Roman rhetorical tradition, their impact on Christian preaching histories, and theologies formative for the development of white, mainline homiletical theory in the United States. Among the thinkers, preachers, or movements examined are Aristotle and Cicero, Origen and Chrysostom, Augustine, scholasticism and the preaching orders, Luther and Calvin, and Puritanism and 'metaphysical' Anglicanism. Alongside this lineage, attention will be paid to preaching traditions excluded from this homiletical stream, including the preaching of medieval mystics, prophesying traditions, preaching in colonized and enslaved communities, and 19th century African-American preaching. Through this juxtaposition, the course will explore how early homiletic debates and exclusions continue to inform contemporary, U.S. homiletic conversations.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PREACHNG813 - Lectionary Preaching

Course Description

Many clergy serve in denominations that follow the Revised Common Lectionary. In this course, we will examine the Sunday texts for the upcoming lectionary year, craft and preach sermons responsive to some of those texts, and explore the opportunities and challenges of lectionary preaching.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PREACHNG820 - Approaches to Anti-Racist Proclamation: Theologies and Practices

Course Description

Anti-racist proclamation attends to the particularity of the congregational setting. It is not 'one-size-fits-all.' This course examines various ethical and homiletic approaches to anti-racist preaching in multiple white and non-white contexts. It then asks students to construct two anti-racist sermons – one for their seminary peers and one for a local congregation in which they participate. The congregational sermon will culminate in a feedback reflection focus-group. Students will participate their own anti-racist formation through a weekly reflection journal that engages the readings and assesses their preaching through the lens of one of the ethical homiletic models discussed in class.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANETH820 ANTI-RACIST PROCL: THEOL/PAC

PREACHNG890 - Selected Topics

Course Description

Topics vary. May be repeated for credit. Prerequisite: Preaching 758 or Church Ministry 760.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

PREACHNG910 - Interpretation and Performance in Christian Preaching

Course Description

This course explores the role that embodied performance plays in sermon preparation and analysis. It sketches the broad outlines of Christianity's long conversation around the relationship between rhetoric and revelation, drawing on that conversation to evaluate contemporary models of performative theory and practice. Students will engage texts, audio-visual sermon recordings, their own oral interpretations of scripture, and live sermon events as theological resources. For preachers, the course will provide a variety of performative approaches to the work of textual interpretation in a living community. For budding homileticians, the class supplies strategies for analyzing sermon performances and asks that these future teachers of preaching to construct their own working theologies of the sermon event to guide their pedagogical practice. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG912 - History of Homiletics: The Early Church Through the 19th Century

Course Description

This course will study representative texts from the Greco-Roman rhetorical tradition, their impact on Christian preaching histories, and theologies formative for the development of white, mainline homiletical theory in the United States. Among the thinkers, preachers, or movements examined are Aristotle and Cicero, Origen and Chrysostom, Augustine, scholasticism and the preaching orders, Luther and Calvin, and Puritanism and 'metaphysical' Anglicanism. Alongside this lineage, attention will be paid to preaching traditions excluded from this homiletical stream, including the preaching of medieval mystics, prophesying traditions, preaching in colonized and enslaved communities, and 19th century African-American preaching. Through this juxtaposition, the course will explore how early homiletic debates and exclusions continue to inform contemporary, U.S. homiletic conversations.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

PREACHNG972 - Theologies of Preaching

Course Description

Instructor consent required

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

PREACHNG990 - Special Topics in Preaching

Course Description

Topics vary. May be repeated for credit.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

SPIRIT701 - Continuation of SPIRIT 760

Course Description

Students that take SPIRIT 760 in Fall must continue in a group in the Spring in order to receive full credit for first-year MDV spiritual formation. Students use this course to register for that group

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Spring Only

Units

Min Units:

0.25

Max Units:

0.25

SPIRIT760 - Introduction to Christian Spirituality

Course Description

An introduction to spirituality, spiritual formation, and the development of a personal spiritual discipline

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

SPIRIT790 - Topics in Spirituality

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

SPIRIT800 - The Spirituality of the Eastern Church

Course Description

Throughout its long history the Eastern Church has developed highly liturgical forms with which to express its corporate life. At the same time, developing almost concurrently, there have been strong movements of individual piety. This course will explore the relationship between these two streams of growth by examining the life and works of the church's spiritual masters

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

SPIRIT802 - Spiritual Writing Workshop

Course Description

In this class, we will work toward mastering technique, from dialogue to pacing, always keeping an eye on the larger questions of the genre—what is spiritual writing, what are its ethics and mores, what literary forms are best suited to telling spiritual tales, how does doing spiritual writing do work on our spiritual lives? Workshopping each other's pieces is the center of this class, so the central texts will be one another's writing. Working on the theory that one learns to write by reading, we will also study carefully examples of excellent spiritual writing

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN760 - World Christianity in America

Course Description

Once a missionary outpost, the United States transformed into a strong exporter of the Christian gospel. Yet the explosion of World Christianity has challenged American Christians to respond to immigration, diversity, and pluralism once more. This course examines the global parameters of the American gospel from its colonial beginnings, its formation of an American identity, and its contemporary struggle to engage its diverse expressions

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN764 - God's Ministry of Reconciliation: Explorations in Missiology and Ecclesiology

Course Description

At the heart of the gospel is the offer of the gift of reconciliation. Unfortunately, the biblical vision of the church as a reconciled community and ambassador of peace has not always been prominent in the church's history, a history too often marred by sin, division, and hostility. In this course students will explore biblical, theological, and ecclesial resources leading to a renewed commitment to the church as both a sign and foretaste of God's eschatological vision of the new humanity in Christ

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN765 - World Christianity, Contemporary Politics, and Responses to Poverty

Course Description

The course aims to identify and develop critical frameworks for assessing the theology and practice of church affiliated NGOs such as Christian charities, social welfare services (whether local, national, or global in reach) and Christian political initiatives and social movements within the context of a globalized and post-secular world

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN766 - Being the Church

Course Description

Using an Eastern Church perspective, this course will develop an ontology of ecclesial being, examine the four characteristics essential to the being and the growth of the church (oneness, goodness, beauty, integrity), and consider the ways in which growth into these four areas can and cannot be measured

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN767 - Introduction to Latin American Theology

Course Description

This course examines a theology that takes as its starting point the everyday, communal, and liberating experience of faith of the diverse peoples of Latin America. We will explore the contributions made by Latin American Christian theologians (mainline Protestant, Catholic, Pentecostal) to all the major theological loci (God, Christology, Ecclesiology, etc.) and also the dialogues with feminism, North American public theology, Afro-Caribbean and Afro-Brazilian thought, and indigenous and other non-Christian perspectives.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
1

WXTIAN778 - Global Readings of Scripture for Christian Ministry

Course Description

In this course, students explore how to read the Bible with others—global Christian communities in Asia and the Pacific, Latin America and the Caribbean, Africa, and the Middle East. This course facilitates reading the Bible with various communities who read the Bible as the Holy Scripture and the Word of God, especially communities whose voices are often relegated to the margins. By honoring various minoritized hermeneutics in biblical studies, students will learn to develop ministerial strategies for approaching biblical texts about various theological questions with humility and openness.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
1

Crosslisted Courses

NEWTEST778 GBL READNG/SCRIPT XTIAN MINSTY, 0287793

WXTIAN784 - Introduction to Asian American Theology

Course Description

This introductory course, which fulfills World Christianity Limited Elective, will critically engage Asian American theology as theologies constructed in and addressing Asian American contexts. More specifically, the class will explore major Asian American contextual themes of existential negotiations – racialization of Asian American identity; im/migration, citizenship, and empire; gender and sexuality; marginality/liminality and racial melancholy, etc. – through works of Asian American theologians in dialogue with other resources (Asian American studies, Asian American psychology, postcolonial studies, black theology, etc). This course is designed not just for Asian American students: the topics and approaches covered are important to all for understanding identity, context, theology, and ministry.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
1

Crosslisted Courses

XTIANTHE784 INTRO ASIAN AMER THEOL

WXTIAN785 - Theology of Gustavo Gutierrez

Course Description

Latin American liberation theology is one of the enduring contributions to theological discourse from the Southern Hemisphere, and one of its pioneers has been Father Gustavo Gutiérrez. This class will offer some historical, sociological, and theological context to the Peruvian priest's work, engage some of his works available in English translation, and consider some matters of reception of this work.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIAN785 THEOL GUSTAVO GUTIERREZ

WXTIAN790 - Topics in World Christianity

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

WXTIAN803 - Beyond Borders: Latin American, Latino, and Hispanic Theologies

Course Description

This course will theorize Crossing Borders and the shared space of Latin American, Latino/a, and Hispanic religious voices. The course will have a historical component, beginning with a look at the encounter between European religious traditions and the indigenous religious map of the Americas. We will then study the emergence of Latin American liberation theology and trace the development of this theological flow through to the present day. The last part of the course will concentrate on Latino/a and Hispanic religious voices in the United States and interpret their specific discourse within the larger shared space mapped in the first part of the course

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

WXTIAN806 - Contextualization of the Gospel: An Orthodox Perspective

Course Description

This course will develop Eastern Orthodox perspectives on the idea of the Gospel-as-Person, the possibilities of its contextualization within the tradition of the church, its relationship to the Holy Sacraments, and its use in the field of cyberspace

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN807 - The Nation State and Theology in Africa

Course Description

This course will focus on the problematic status of the nation state in Africa in relation to church, economic development, and violence. Prerequisite: Christian Theology 755 or 705.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

WXTIAN811 - Journeys of Reconciliation

Course Description

This course not only seeks to highlight why reconciliation matters for Christians (it is at the heart of the Gospel), but also display how and in what ways it matters by exploring the key convictions that sustain a Christian understanding and practice of reconciliation. The course approaches reconciliations as a journey—a set of journeys—through which the Christian is invited to become part of God's new creation

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

WXTIAN812 - Schools of Perfection: Explorations in Christian Vocation

Course Description

The fundamental Christian vocation is the call to holiness. This call has been heeded in the most diverse social locations, even in contexts that are hostile to human well-being. Students in this course will consider how this most basic of baptismal vocations can be nurtured through the formations of schools of perfection: intentional communities dedicated to the pursuit of holiness

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN813 - American Foreign Missions and Chinese Christianity

Course Description

This course examines American Protestant foreign missions and their prime field in modern times. On the American side, we consider Protestant thoughts and culture that shaped the foreign missionary movement. On the Chinese side, we explore both the missionary origins of the Chinese church and subsequent historical developments that turned Christianity into a vibrant Chinese faith.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN814 - Protestantism and the Making of Modern China

Course Description

The evangelistic, educational, medical, and social work of Protestant missions and Christian churches since the nineteenth century has been central to the emergence of modern China. This course is a search for historical understanding of the varied and vital contributions of Protestantism to Chinese modernity. The stories explored in this course will shed light on the transformative power of (primarily American) Protestant work overseas and on the various ways in which fundamental changes in modern China—from education reform to the intro of Western medicine and journalism to women's rights and the general search for civil society—were connected to the development of Protestant Christianity.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN815 - Modern Christianity Outside The West

Course Description

In 1900, 80 percent of the world's Christians were in Europe and North America. One hundred years later, 60 percent of them live in the global south and east. This course will not survey the institutional growth of Christianity throughout the non-Western world. It focuses instead on some of the central themes and patterns in the rise of global Christianity, including its tendency toward charismatic exuberance, its appeal as a modernizing force, and its capacity to inspire political reform and to mobilize the masses for social change.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN816 - Christianity's Encounter with Other Religions and Cultures: The Case of East Asia

Course Description

The modern encounter between Christianity and other religions and cultures occurred primarily in the context of a vigorous and sustained global missionary movement launched in the West. The results of that encounter have been far more complex—more inspiring for some and less satisfying for others—than the simple reproduction of Christian bodies in the denominational image of Western churches. This course explores some of the key dynamics in that encounter is a search for historical answers to those questions within the limits of modern East Asia but also with basic concerns that go beyond those boundaries, concerns that would be shared by those who contemplate the future of a globalized Christianity.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN817 - The Missions Theology of the Orthodox Church

Course Description

This course will briefly review the ancient and contemporary insights of the Eastern Church in order to re-articulate a theological rationale and foundation for the ongoing mission of the church

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN818 - Pioneers in World Christianity

Course Description

This course focuses on extraordinary individuals who blazed trails in the making of World Christianity in modern times. We will examine the lives and the work of both Western missionaries and local Christian leaders. The following are some of the key issues we shall explore: What did those pioneers have in common? What recurring challenges did they encounter in communicating the Christian message, overcoming oppositions, and finding acceptance? How did they strike the balance between faithfulness to the core of the Christian faith and adapting the Gospel to the languages, sensibilities, and the needs of the societies and cultures they encountered? How did the pioneers relate to local communities and structures of power? What role did power relationships play in their work? How did their work facilitate (or impede) the subsequent emergence of local forms of Christianity? We will consider these in the context of—and in response to—post-colonial critiques of missionaries' involvement in Western imperialism. Some terms this course will offer travel component.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN819 - Readings in Lesslie Newbigin's Theology

Course Description

This course studies works of theology produced in deep and sustained engagement with ecclesial practice in the contexts of both India and the modern west. Newbigin is viewed as pastor, ecumenist, missiologist, social thinker, and Christian apologist. The principal writings are *The Household of God*, *The Open Secret*, and *The Gospel in a Pluralist Society*.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANTHE819 RDGS NEWBIGIN'S THEOLOGY

WXTIAN820 - History and Theology of Integral Mission

Course Description

This course introduces students to the rich trajectory of the Integral Mission movement within and beyond Latin America, focusing on the history of its contextual development, its central theological commitments, its main proponents, and its generative offering to the global church.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

WXTIAN844 - Equipped for Witness: Spirituality and Evangelism in the Eastern Church

Course Description

Equipped for Witness will introduce the student to the need for re-defining the content of, the preparation for, and the practice of contemporary evangelism. To do this, the course will: a) examine the challenges to evangelism posed by the contemporary post-truth social context in which the idea of absolute truth is widely rejected and in which there is little or no correspondence between empirical facts and the so-called personal truths expressed by individuals; b) Establish a Gospel-as-Person framework, based on the personal nature of God and a truth-based understanding of human being, identity, and the self, centered on the person of Christ; c) Shift the focus of evangelism away from the mere communication of information to the introduction of the person of Christ; d) Demonstrate that the most effective witnesses are the spiritually mature believers who, enlivened by the Holy Spirit, make the presence of Christ perceptively known to those around them; e) Build on the unique characteristics of Orthodox spirituality to show how spiritual maturity can empower our witness.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

WXTIAN845 - Foundations of Conflict Transformation: Theology, Theory and Practice

Course Description

An introduction to the theological foundations of shalom, justice and restoration, and the theory and practice of conflict transformation in contrast with other approaches in conflict management. The course aims at equipping students in discovering how conflict offers opportunities for positive change, inviting them to explore and expand their own theological approach, methods, and tools for engaging conflict constructively in their own context

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

WXTIAN849 - Pneumatology: Global Perspectives on the Holy Spirit

Course Description

The course will focus on the theology of the Holy Spirit in the Scriptures and in the Christian theological tradition. Special emphasis will be placed on Latino/a perspectives, ecumenism, the challenges of witnessing to the Spirit in the global South, the relationship between the finite spirit and the Spirit of God, the spirit of the liturgy, the spirit of Truth, and the spirit of Creation

Grading Basis

Graded

Course Typically Offered

Fall and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANTHE849 PNEUMATOL: GLOBL PERSPECTIVES

WXTIAN874 - Asian American Identity, Community, and Christian Discipleship

Course Description

This class, which fulfills World Christianity Limited Elective, will explore in-depth the themes of Asian American identity, community, and Christian discipleship by engaging with works of Asian American studies and Asian American theology, but also drawing on postcolonial and critical theory and other theological resources. This course is designed not just for Asian American students: the topics and approaches covered are important to all for theologically engaging the issues of identity, community, and discipleship.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

XTIANTHE874 ASIAN AMER IDENT/COMMT/DISCIPL

WXTIAN990 - Topics in World Christianity

Course Description

Topics vary. May be repeated for credit.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

WXTIAN818-1 - Pioneers in World Christianity

Course Description

This course focuses on extraordinary individuals who blazed trails in the making of World Christianity in modern times. We will examine the lives and the work of both Western missionaries and local Christian leaders. The following are some of the key issues we shall explore: What did those pioneers have in common? What recurring challenges did they encounter in communicating the Christian message, overcoming oppositions, and finding acceptance? How did they strike the balance between faithfulness to the core of the Christian faith and adapting the Gospel to the languages, sensibilities, and the needs of the societies and cultures they encountered? How did the pioneers relate to local communities and structures of power? What role did power relationships play in their work? How did their work facilitate (or impede) the subsequent emergence of local forms of Christianity? We will consider these in the context of—and in response to—post-colonial critiques of missionaries' involvement in Western imperialism. Some terms this course will offer travel component and the travel is required.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANEDU760 - Introduction to the Education of Christians

Course Description

This course, designed as a foundational one for future educators and pastors, considers the theological implications of such traditional educational concepts as curriculum, pedagogy, epistemology, teaching and learning. In addition, it explores the overlapping relationship between Christian education and the formation of personal and corporate Christian character. Various approaches to Christian education are explored, from models oriented to liberatory justice to others informed by more classical practices of the imitation of Christ. The importance of and means to exemplary teaching in faith communities are also stressed.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANEDU761 - Introduction to the Praxis of Youth Ministry

Course Description

This course considers zones of formation for youth (middle school through early college) including family, school, church, and extracurricular participation as well as the impact of mass social and cultural forces. It fashions ministry responses that attend to young people's gifts and vulnerabilities including both the provision of safe, inclusive community and cultivating their agency. The course also attends to perennial concerns for the formation of Christian identity and vocation, ministry practices for and with youth, to the place of youth ministry within family, church, and (if appropriate) school, and the role of adults in youth ministry.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANEDU763 - Curriculum and Pedagogy in the Church

Course Description

This course assists teachers, pastors, and other educational leaders in understanding the rationale, scope, and sequence of adult curriculums for the purpose of using these resources adaptively in their settings or creating their own. It attends to these foundational questions: What is being taught? (Curriculum); How? (Pedagogy); Where and When? (Context); Who are the students? (Identities); Why are we teaching? (Goals informed by Vision). In addition, it invites students to do theological interpretation of these educational considerations and workshops proven Christian educational approaches. Prior Christian education coursework or ministry experience is recommended but not required.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANEDU765 - Education for Creation Care

Course Description

This practical theological course explores how practices of caring for God's creation may become integral to forming disciples of Jesus Christ. It includes assessment of current ecological decline and remedial responses at global and local levels, an excavation of the surprisingly 'green' character of our scriptural, theological, and worshipping traditions, plus use of curricular and pedagogical approaches that call attention to God's creative and incarnate work through exploration of places, food systems, and household economics. The class features several field trips to ministry settings actively practicing creation care. We go outside often!

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANEDU766 - Worship and Christian Formation

Course Description

Theological tradition suggests that human life is expressed and claimed most fully in and through the praise and worship of God. Such a claim, often overlooked by educators and pastors, suggests that Christian liturgy is a critical context for considering issues of education and formation in communities of faith. This course explores how the patterned 'holy things' of worship (book, bath, table and calendar) may enact persons into storied identity. It considers how worship offers a curriculum and embodied pedagogy for Christian life. It also examines why the aesthetic 'language' of liturgy—symbol, metaphor, ritual action and music—remains an especially effective medium for connecting human beings with grace-filled mystery and or accomplishing transformation in human lives.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS766 WORSHIP & CHRISTIAN FORMATION

XTIANEDU767 - Person in Communities

Course Description

Who or what is the human self? Who or what constitutes a community? What is the interrelationship between these domains? Constructive reflection on such questions is critical for educators and pastors seeking to form faithful persons in faith communities. This theoretical course invites into conversation diverse literatures from theology, anthropology, and neuroscience to better understand the intra-personal and interpersonal dynamics of Christian formation. We will focus especially on how persons are created to acquire and embody Christian conviction and why attention to the character of Christian communities is essential to such embodiment.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANEDU770 - Adult Faith Formation and Baptismal Covenant

Course Description

This course offers a vision and strategies for the holistic formation of adult disciples with vocations to serve church and world. In the early church, this process took shape as the 'catechumenate,' an intentional web of relationships, practices, and ritual symbols culminating in the Baptismal Rites of Initiation. Its approach to disciple-making was at once communal, sensual, deeply affecting and aesthetically-tuned while also speaking to the intellect. The catechumenate also was supported by a robustly imaginative theology of baptism whose playful and allusive use of symbols, figures and metaphors deepened its doxological character. Present day pastoral leaders should consider this way of formation not only for its lovely (and revelatory!) insights into the redemptive mission of God but also for its wise intuitions about human beings and their motivations.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS755 ADULT FAITH FORM/BAPT COV

XTIANEDU790 - Christian Education Topics Course

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANEDU800 - Bible Study Programs for the Local Church

Course Description

This course designed as a practicum in Bible study programs for the local church. Its purpose is to equip students to put their seminary biblical education to use in service to churches, through adult Bible studies. There are two foci to the course: the development of evaluative tools for assessing the theological, methodological, and pedagogical presuppositions of Bible study curricula, and practice in developing and implementing Bible studies appropriate to diverse and specific settings

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

NEWTEST800 BIBLE STDY PROG LOCAL CHURCH

XTIANEDU804 - Eating Together Faithfully: Education for Christian Foodways

Course Description

This course in Christian education for faith formation offers pastors, teachers and other Christian community leaders the opportunity to imagine, practice and reflect upon meal sharing as a focal point of communal life. Utilizing Rev. Grace Hackney's innovative curricular framework, Eating Together Faithfully, students will participate in reflective conversations about food justice while sharing simple meals together around a table. Along the way they will acquire crucial skills for shaping hospitable learning communities, asking good questions, and leading reflective, honest, and open conversations. Students will also consider the potential for close (even organic) relationships between education for faith formation and other central practices of worship and mission.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANEDU805 - Christian Education for Public Ministry

Course Description

In response to multiple social crises, Christian education scholars are calling for faith communities to reclaim their 'public ministries' including public theologizing for the common good, prophetic witness, advocacy, and community engagement for social justice. This course, open to all students of the Divinity School, explores these themes and practices through the proposals of African American educational scholars, faith leaders, and churches in the USA. It attends to Spirit-filled worship where righteous anger and lament are juxtaposed to hope and joy; to teaching prophetic readings of scripture and cultivating prophetic imagination; to empowering leaders (including youth) for advocacy; and to building coalitions with community allies beyond the walls of churches. All of this envisions Christian participation in the realization of social justice in the USA.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANEDU890 - Topics in Christian Education

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH757 - Christian Ethics

Course Description

The course enables students to understand the biblical, theological, liturgical and ecclesial resources that shape Christian moral formation and ethical decision-making; formulate approaches to assessing moral problems in theologically grounded ways; identify and deploy some established methods of analysis drawn from moral theology and philosophy to assess key moral questions; compare and contrast theological modes of ethical analysis with some major alternative contemporary approaches; analyze and critically reflect on their own process of moral reasoning and conduct; relate Christian ethics to practices of individual and communal discipleship, holiness, and moral formation; and situate Christian moral reflection within broader social, political, and economic dynamics.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH760 - Sexuality: Bible, Church, and Controversy

Course Description

The course will explore theological approaches to homosexuality and faithful ways of dealing with controversy in the church, thus equipping students to address such questions pastorally and theologically with humility and confidence

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH761 - Health Care in Theological Context I

Course Description

This is the first course in a two-semester sequence that engages modern health care from the perspective of Christian history, theology, and practice. Whereas modern biomedicine took shape within the past two centuries, Christians draw on more than 3000 years of reflection, struggle, and innovation around health and illness, suffering and care. This course explores ways that Christian thought and practice has influenced the development of modern health care as well as Christian practices and resources for engaging health, illness, disability, suffering, and dying. Students explore the meaning of health, the doctrine of the imago dei, the healing ministry of Jesus and the early church, the relation of Jesus' suffering to human suffering, the relation of Christian thought to modern biomedicine, the relationship of individual and community health, and the connection between health and justice.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANETH762 - Sin in Contemporary North American Literature

Course Description

Two working assumptions form this course. First, sin is a theological concept with which even beginning divinity students have ample experience. Second, narrative is helpful for engaging the original ways sin shapes individual human lives and particular communities. This course will consider sin, exploring error, evil, and suffering alongside truth, hope, and healing in six different stories. Authors have narrated sin as social and as personal in mainstream, North American storytelling—as a matter of lies writ large and as a result of individual choice

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANETH763 - Health Care in Theological Context II

Course Description

This is the second course in a two-semester sequence, which aims to help students wisely and faithfully to interpret and make use of contemporary systems and practices of health care in their interactions with patients, parishioners, and health care practitioners. Whereas modern biomedicine took shape within the past two centuries, Christians draw on more than 3000 years of reflection, struggle, and innovation around health and illness, suffering and care. In this two-semester course, students explore Christian traditions regarding health, illness, and practices of caring for the body, using these traditions as lenses to understand, appreciate, and critique contemporary health care practices. In this second course (spring semester), we build on what was learned in the fall to focus on the ethical questions that emerge in the practices of health care.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANETH764 - Health and Holiness

Course Description

This course explores the complex relationship between the notions 'health' and 'holiness.' Beginning with an intuition based on the common linguistic ancestry of the two English words and proceeding from explicit and implied connections made by biblical authors, we will examine health and its convergences with holiness from the perspectives of philosophy, theology, and medicine. In our efforts to come to a theologically adequate understanding of health, we will consider: 1) health as the flourishing of the organism/body/person; 2) health as a function of community, understood as 'a place and all its creatures'; 3) health as a (common) way of life; 4) health as the telos of medicine; 5) the proper limits of healthcare and the pursuit of health. It is strongly recommended that students complete a basic theology course prior to taking this course

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANETH765 - Attending to Persons in Pain

Course Description

How are we to understand and attend to pain in ourselves and others? Given that pain is an irreducibly first-person phenomenon, this is no easy question. In this class, we aim to understand the roots of the various ways we attend to persons in pain today, and so to develop greater conceptual clarity and historical perspective on the diverse frameworks in which we encounter persons in pain. At the same time, we seek to nurture a recognition that attending to persons in pain threatens modes of control over that person's reality and our own. Therefore, in this class we seek to foster an understanding that attending to persons in pain today, whatever the setting, is a fragile and fraught enterprise that nevertheless continually calls for creative and faithful responses

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANETH766 - Suffering and the Limits of Medicine

Course Description

In this graduate seminar, students will consider how suffering shows up in human experience and whether and how different forms of suffering should be medicalized. We will read personal, clinical, and theological accounts of pain, sickness, sadness, anxiety/fear, decline, and other conditions suffered, along with critical appraisals of how such suffering is often medicalized. The course aims to help future pastors, clinicians, and Christian laypersons discern when, in what respects, and why Christians might fittingly turn to medicine to diagnose and/or seek to address that which they suffer, as well as when wisdom requires resisting such medicalization.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANETH767 - Grief and Human Flourishing

Course Description

This course examines the philosophical, theological, and political dimensions of grief, and investigates grief as a site of love and a powerful social force that facilitates meaning making and solidarity. We will interrogate the negative cultural conception of vulnerability with respect to grief and explore the different forms of and approaches to grief. We will explore questions of: What are we living for? What is the role of grief in the good life? What is the relationship between grief and human flourishing? What are the various losses, beyond death, that we grieve? This course examines four themes with respect to grief: Death, Displacement, Climate, and Culture/Identity.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANETH783 - The Care of Souls and the Ethics of War

Course Description

War is a political and moral activity. While the experiences of going to war and returning home are often framed in psychological language, the phenomenon of 'moral injury' makes clear that war must be considered in moral and political context if these experiences are to be understood. This course aims to bring together the moral and pastoral dimensions of going to war and coming home. We will engage participation in war, including moral injury, within the context of Christian traditions around war, moral and political theological accounts of American war, and the moral agency of soldiers. We will also examine the pastoral and prophetic roles of military chaplains

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PASTCARE777 CARE OF SOULS, ETHICS OF WAR

XTIANETH790 - Topics in Ethics

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

0.5

Max Units:

1

XTIANETH800 - War in the Christian Tradition

Course Description

Christianity is a language that people who write words about war use to justify war. This class will consider words about war, beginning with political speeches. We will focus on war in the concrete, not the abstract. Primary documents will be political speeches given by Dwight Eisenhower, John F. Kennedy, Martin Luther King, Jr., Ronald Reagan, and Barack Obama. We will consider recent words on the 'Just War' tradition and on pacifism, drawing on essays available online. We will also consider ways that politicians have used fear to fuel small scale wars in homes, neighborhoods, and grocery stores. All assigned viewings will be available online. We will use primarily speeches, films, podcast, and archived cartoons to consider how Christian images function to justify war

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANETH801 - Christian Ethics and Scripture

Course Description

Examination of major themes and moral teachings, principally in the Decalogue, the Gospels, and the Epistles, with application to some contemporary issues. Recommended prerequisite: Christian Theology 755 and Christian Ethics 757 or equivalent.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH803 - Christian Ethics in America

Course Description

A survey of the development of Christian ethics that includes Rauschenbush, the Niebuhrs, Ramirez, Gustafson, Yoder, Day and King

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH805 - Sex, Gender, and Discipleship

Course Description

We will focus on definitions of sex, of gender, and of discipleship. Documentaries include 'Before Stonewall' and 'After Stonewall.' We will spend several weeks on 'I Am Not Your Negro.' I will ask you to consider which movie in your memory most connotes sexy, where you first learned about gender, who talked to you about sex, and why

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANETH806 - Masculinity and Ministry

Course Description

The assumption of the course is that questions of masculinity, power, and faith are present in the questions students ask about their calling as ordained or lay pastors. While anticipating that the course will be more highly subscribed by men, the course will also be helpful to women who will be working with men in contexts of lay and ordained ministry

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH807 - Advanced Theological Bioethics

Course Description

This course takes up questions about life, community, health, suffering, and death, with particular attention to medical systems and practices in the United States. We examine how those question are addressed (or not) in the typical discourses of bioethics, but we focus particularly on theological and pastoral approaches. Often the course will use the anthology, On Moral Medicine (Eerdmans) as an anchoring text, and other readings may include essays, novels, and poems. Recommended prerequisite: Christian Theology 755 and Christian Ethics 757 or equivalents.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANETH809 - Discipleship and Disability

Course Description

Questions of human limitation, impairment, and disability animate both historical and contemporary theological thought. Contemporary movements of disability rights, disability pride, and the field of disability studies all provide critical conversation partners for Christian disciples. This course will explore material from disabled and non-disabled authors in Christian theology and ethics, disability studies, and popular media. This course emphasizes critical and interdisciplinary reflection on the implications of the human experience of disability for Christian ethical praxis and pastoral care. Key course themes include access, care, healing, and disability justice.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PASTCARE812 DISCIPLESHIP AND DISABILITY

XTIANETH810 - Soren Kierkegaard

Course Description

Without prior knowledge of Kierkegaard or philosophy, this course offers engagement with primary texts drawn from the following works of Søren Kierkegaard: Fear and Trembling, Repetition, Either/Or, Stages on Life's Way, Philosophical Fragments, and Works of Love. Grading will be based on class presence and participation, emphasizing close, literary reading of short installments from primary texts.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANETH811 - Happiness, the Life of Virtue, and Friendship

Course Description

An investigation of the interrelation of these themes in selected authors. An examination of whether the loss of the interrelation of these themes accounts for some of the problems of modern philosophical and theological ethics

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH813 - Listen, Organize, Act: Churches, Politics, and Community Transformation

Course Description

The course integrates practical, political and systematic theology with practices drawn from community organizing, community development and repertoires of direct action in order to help participants work with congregations and communities to develop strategies for faithful and transformative change. The course also serves as an introduction to Christian approaches to social, political and economic witness. Basic categories churches use to frame social and political engagement will be explored; for example, 'neighbor love' and 'prophecy'; as well as some concepts and dynamics that are present but not used, such as 'power,' 'self-interest,' and 'politics.'

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANETH814 - Christianity and Capitalism: A Theological Exploration

Course Description

This course aims to understand capitalism and its operations as a theological and spiritual phenomenon. It will do so by, in the first part of the course, examining the intersection of our talk of God and our talk of economics, identifying how each circulates in the other. Key terms and semantic fields through which conceptions of economic life and divine-human relations intersect will be analyzed through drawing on scriptural, doctrinal, historical and social scientific material. Then, key theological responses that emerged at a particular point of intersection between a form of capitalism and a particular instantiation of 'world Christianity' within a specific context will be examined. Prerequisites: Christian Theology 755, Christian Ethics 757, and at least one Historical Theology course.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANETH815 - End of Life Care and Theological Ethics

Course Description

This course is a conceptual and theological reflection on some of the ethical issues that emerge in the context of health care at the end of life (EOL). It identifies some of the crises and confusions that come along with decisions at the end of life due to technological advancements and misplaced expectations that have led to medicalized dying

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANETH816 - Healthcare, Inequities and Theological Ethics

Course Description

Healthcare, Inequities and Theological Ethics. This course is a theological examination of the causes and ethical issues surrounding disparities in health and health care in the United States context. There will be attention given to the role that both health care institutions and faith communities can have in addressing these problems. No credit

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANETH817 - Womanist Bioethics

Course Description

This course examines the ways that various theologies which center marginalized populations in moral reasoning can influence the methodology and content of contemporary bioethics. The course will investigate historical critiques of bioethics with respect to addressing the needs of marginalized populations and critically analyze the significant import that womanist, feminist, and mujerista theologies have for bioethics. Specific bioethics cases provide the foundation for examining Black women's and other vulnerable populations' (including Native American, Indigenous Pacific Islander, poor rural whites, Latinx, immigrants) experience, empowerment, and health outcomes. Various theological and philosophical perspectives will inform our understanding of the ways in which difference (class, race, gender, ability, sexual orientation, and ethnicity) structures individuals' interactions with the health care system

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units**Min Units:**

1

Max Units:

1

XTIANETH819 - Ecce Homo! Christian Humanism in the Black Atlantic**Course Description**

This course addresses three questions: 'Who is Jesus Christ for us today?' 'What kind of creature is a human animal and what is the relationship of this kind of animal to nonhuman life?' And 'Can one be free in Christ but enslaved, colonized, or dominated by another human?' The assumption of this course is that to answer one of these questions entails addressing all these questions. In addressing these questions, it examines Christian visions of a humane, democratic political economy and civic culture through learning from the legacies of what Paul Gilroy calls the Black Atlantic world as it emerged from the 18th C onwards and some of the theological voices that traversed it. Figures engaged with include Olaudah Equiano, Mary Wollstonecraft, Dietrich Bonhoeffer, Jacques Maritain, Desmond Tutu, and Ada María Isasi-Díaz. The course pairs well with Renaissance Christian Humanism, but this is not a prerequisite.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units**Min Units:**

1

Max Units:

1

XTIANETH820 - Approaches to Anti-Racist Proclamation: Theologies and Practices**Course Description**

Anti-racist proclamation attends to the particularity of the congregational setting. It is not 'one-size-fits-all.' This course examines various ethical and homiletic approaches to anti-racist preaching in multiple white and non-white contexts. It then asks students to construct two anti-racist sermons – one for their seminary peers and one for a local congregation in which they participate. The congregational sermon will culminate in a feedback reflection focus-group. Students will participate their own anti-racist formation through a weekly reflection journal that engages the readings and assesses their preaching through the lens of one of the ethical homiletic models discussed in class.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units**Min Units:**

1

Max Units:

1

Crosslisted Courses

PREACHNG820 ANTI-RACIST PROCL: THEOL/PRAC

XTIANETH821 - Social Justice, Public Policy, and Political Theology**Course Description**

The rationale for this course is to support students seeking to use their divinity degree to engage in mission work for social change in the political structures, policies and laws that compose social orders for community and nation. Students who desire to engage in social change for justice and equity consistent with Christian narratives should have some understanding of how social justice movements have achieved some success in modern America. An understanding of major federal policies in existence today, the origins of their development in social justice movement and the various interactions of these policies with faith communities is both informative and formative for seminarians who desire to engage in social change of political orders.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units**Min Units:**

1

Max Units:

1

XTIANETH823 - Food, Faith, and Health

Course Description

This course considers the role that congregations can play in fostering food economies —ranging from food production, distribution, and consumption —that promote the health of persons, communities, and the places in which they live.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PARISH823 FOOD, FAITH, AND HEALTH

XTIANETH827 - Bioethics, Gender, and Mental Health

Course Description

This course uses a womanist bioethics framework to explore how faith communities within marginalized populations approach mental health. This framework includes theological, sociological, cultural, public health, and ethics of care considerations. The experience of underserved populations, particularly, Indigenous, Latina, LGBTQ, and African American women are centered within this course. Marginalized faith communities' approach to mental health is examined. We will discuss how these communities' approach to mental health is frequently marked by stigma and silence, exacerbating the invisibility isolation that individuals face who suffer from mental illness within these communities. Recommended per-requisite: Christian Ethics core course.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANETH863 - The Ethical and Political Thought of Martin Luther King, Jr.

Course Description

This course is a study in the ethical and political thought of the Rev. Dr. Martin Luther King Jr. as a representative of the Black Social Gospel tradition. Emphasis is placed on the ecclesial tradition that shaped and formed how King reimagined and reframed intellectual resources he engaged as movement thought leader and preacher.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

BCS863 ETHICAL/POLITIC THOUGHT MLK JR

XTIANETH890 - Ethical Topics

Course Description

A seminar on contemporary ethical issues, the specific content in any given semester to be designated by the Theological Division. May be repeated for credit.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH953 - Love in Christian Tradition

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH956 - Advanced Seminar in Theological Ethics & Constructive Theology

Course Description

Philosophical paradigms and the nature of the Christian life. Consent of instructor required.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANETH990 - Topics in Christian Ethics

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANPRC701 - Spiritual Formation Seminar

Course Description

Required seminar for MACP students

Grading Basis

Pass/Fail Grading

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANPRC702 - Spiritual Formation MDV Hybrid Term 1

Course Description

First term spiritual formation for MDivH students

Grading Basis

Pass/Fail Grading

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANPRC703 - Spiritual Formation MDV Hybrid Term 2

Course Description

Second term spiritual formation for MDivH students

Grading Basis

Pass/Fail Grading

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

1

XTIANPRC704 - Formation for Ministry Hybrid MDV Program

Course Description

Formation program for MDivH students that specifically attends to their intellectual, spiritual, vocational, and human formation in terms 3 and following through small group theological reflection on the practices of ministry, field education, spiritual practices, and competencies via synchronous and asynchronous content.

Grading Basis

No Unit - No Credit Courses

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANPRC998 - Spiritual Formation Elective

Course Description

Spiritual Formation Elective

Grading Basis

Transfer Grading Basis

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANPRC999 - Directed Study

Course Description

Independent study. Instructor consent required

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANSTU705 - Cultivating Christian Imagination I

Course Description

This two-semester course lays the foundation for a rigorous Christian engagement with the world. It prepares students to understand the diverse dimensions of the Christian story/drama, assess their theological significance, and gives them the exegetical and analytic tools necessary to think and live more deeply as Christians

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANSTU706 - Cultivating Christian Imagination II

Course Description

This two-semester course lays the foundation for a rigorous Christian engagement with the world. It prepares students to understand the diverse dimensions of the Christian story/drama, assess their theological significance, and gives them the exegetical and analytic tools necessary to think and live more deeply as Christians.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANSTU707 - Spiritual Formation and Community Engagement for Theology, Medicine and Culture

Course Description

The purpose of this course is to create a foundation for Christian spiritual formation towards growth in intimacy with God and maturation in spiritual life, relationships and vocation as well as to offer structured, integrated practicum placements in local organizations with a focus on health, health care and community service. Attention will be given to both inward and outward formation through guided reflection on scripture, exploration of a variety of prayer practices, spiritual disciplines, historical and current practices of the Christian church, and engagement in service and accompaniment in the community. This course is a two-semester sequence to be completed during the first year of the residential Theology, Medicine, and Culture Fellowship

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANSTU708 - Spiritual Formation and Vocation in Health Care

Course Description

The purpose of this course is to guide participants towards a deeper and more sustained sense of being formed in Christ and an understanding of how this relates to their vocational call in the health professions (or related discipline) and towards contributing to a healthier world. As a two-semester continuum, the first semester will be largely focused on learning and cultivating patterns of reflection on scripture, prayer and spiritual disciplines including Sabbath rest to deepen and sustain a Christian life in the midst of busy life as a health care practitioner. The second semester will be focused on personalizing a

Grading Basis health care as Christian vocation and will include discussion of professional ethics and energize service as well as different **Grades** for discernment and decision-making. Participants will be guided in reflection and prayer. **Units** tradition

Min Units: 1 **Max Units:** 1

XTIANSTU709 - Spiritual Formation and Vocation in Mental Health Care

Course Description

The purpose of this course is to guide participants to deeper and more sustained Christian spiritual formation and to relate this to their vocation to mental health care.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units: 1 **Max Units:** 1

XTIANTHE705 - Introduction to Christian Theology

Course Description

This course will introduce students to the church's major beliefs and practices, including lessons on topics such as God, Israel, Jesus, the Holy Spirit, the church, worship and prayer, scripture, and eschatology. The course will also provide an introduction to the nature and purpose of theology and to the role of critical thinking in the Christian intellectual life. The class will also serve as a general introduction to the curriculum students will encounter in subsequent courses

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units: 1 **Max Units:** 1

XTIANTHE706 - Introduction to Catholic Theology

Course Description

This course will treat (1) the nature of divine revelation and divine faith, (2) the nature of Catholic theology as informed by divine revelation and faith, (3) the transmission of divine revelation through Scripture and Tradition in light of the teaching of the two Vatican Councils, current theological discussion, and pastoral practice. The course will cover the following topics: faith, reason, and theology; the practice of theology: classical authors, texts, and methods; revelation and faith; inspiration and truth of scripture; tradition and magisterium; development of doctrine; ecumenical theology; interreligious dialogue and world religions.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units: 1 **Max Units:** 1

XTIANTHE725 - Christian Vocation

Course Description

This course is designed as an introduction to Christian vocation. Students will be guided through an examination of scripture and wide range of texts in the Christian tradition to consider the nature and purpose of God's call for all people. Though the course considers God's call for all Christians, it will attend to a call to ordained ministry

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE755 - Christian Theology

Course Description

An introduction to the major areas of Christian belief within the context of the historical, contemporary, and eschatological church. The course approaches the study of theology as an integrative discipline, emphasizing the interconnections between Christian doctrine and practice, or theoretical and practical knowledge, and among the various areas of belief. Our study aims to foster not merely factual knowledge but growth in Christian wisdom and the ability to reason critically and synthetically about the faith. It draws on theological voices across Christian history and the denominational spectrum. Prior study of Christian scripture and church history is expected.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE760 - The Free Church

Course Description

This course is designed to introduce students to the theological ethos of the Free Church tradition from the origins in Europe and Great Britain, through its spread to North America, to contemporary expressions in the post-colonial two-thirds world. The approach to the subject will be historical and theological, providing a narrative that traces the development and growth of the Free Church movement as well as a typological description of the character of the Free Church. Prerequisite: CHURHST 750

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE761 - Free Church Theology

Course Description

Extending Schleiermacher's observation that theology in the West is either Catholic or Protestant, this course explores a third type: Free Church theology. It will prepare students to think theologically about the convictions and practices that are distinctive to the standpoint of the Free Church tradition in conversation with Catholic and Protestant theologies. Prerequisite: Christian Theology 755 or 705

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE762 - Reformed Theologies

Course Description

This course is designed to acquaint the student with the theological ethos of the Reformed tradition, in both its early Continental and its contemporary expressions

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE765 - Women, Theology, and the Church

Course Description

An introductory course about gender and the church that considers issues of authority in the mainline churches and theological traditions, surveys the range of feminist theologies from biblical and evangelical to radical, and allows the student to work on practical issues of gender and ministry

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE770 - Introduction to Christian Philosophy

Course Description

Students in this course will begin by inquiring into the nature of philosophy. In light of this beginning point, the students will then go on to investigate several ideas in philosophy: 1) the possibility of philosophic knowledge, 2) natural law, 3) moral absolutes, 4) the relationships between our notions of God and demonstrations of God's existence, 5) Christian aesthetics, 6) philosophical responses to revelation mysticism, and 7) philosophical contemplation as an ongoing and meaningful part of Christian life

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE771 - Theology of C. S. Lewis

Course Description

A study of the most widely read English-speaking theologian of the twentieth century. This course covers Lewis' major fantasy literature and select apologetic and other works in light of the classical, patristic, and medieval traditions that influenced him. We will examine the enduring value of Lewis's theological, spiritual, and imaginative work while also noting areas where his writing was time-bound, such as gender roles and ethnicity. Prior study of Christian scripture, theology, or ethics, or Western medieval literature, is desired.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE773 - Introduction to Theology and the Arts

Course Description

This course aims to provide an introduction to the ways in which theology can enrich and be enriched by the arts. Covering a wide range - including literature, painting, film, music and drama - it seeks to show how central theological doctrines can transform the way we perceive and make art, and how the arts in turn can deepen our understanding of some of the central tenets of the Christian faith

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE774 - How Blackness Thinks

Course Description

This course examines current directions in conceptualizing black social life and performance. Examples are 'black feminist theory and practice,' 'queer of color discourse,' and more recently 'Afro-pessimism' and 'Black Optimism.' The guiding premise of the course is that when understood as exceeding racial category, blackness emerges as out(sider)ness, as differentiated social practice internal to which is a mode of thinking, a practice of study, perhaps even a certain performance of the sacred that is at once connected with the religious and the secular but that cannot be equated with either. In considering this outness of black thinking, authors we may read include: Fanon, Wynter, Spillers.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

1

Max Units:

1

XTIANTHE778 - James Cone (or, Christianity in the Age of Black Lives Matter)

Course Description

This course considers the world and thought of one of the most important and field shifting theologians of the 20th and 21st centuries: James Hal Cone. By way of Cone's thought, theology in the second half of the 20th century can be mapped, and we do that mapping in this course by thinking Christian theology and/as social struggle, or Christianity in the age of 'Black Lives Matter.'

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE779 - Introduction to Latinx Theology

Course Description

This course examines a theology that takes as its starting point the everyday, communal, and liberating experience of faith of the Hispanic people of God in the United States. We will explore the contributions made by Latinas and Latinos to all the major theological loci (God, Christology, Ecclesiology, etc.) and also the dialogues with non-Latino and non-Christian perspectives that have enriched the theory and practice of Latinx theology

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE780 - Recent Catholic Theology: Movements and Figures

Course Description

This course will examine the development of Roman Catholic Theology since the Second Vatican Council with particular emphasis on the unfolding of a global vision for the Church and for the people of God as that has come gradually to fruition since the opening of the Council. The first third of the course focuses on general trends and movements during and after the Council. The remainder deals with pivotal figures from the mid-twentieth century to the present and their contribution to theology and the practice of the Christian life

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE781 - Modern Catholic Writing: Faith, Witness, Ecology

Course Description

This course surveys literature that is 'Catholic' in a broad sense of the term that was written between the 16th century and the present. Three themes are explored: 1.) the relationship of place and cultural location to writing, the role of faith and witnessing to the faith in its interplay with the autonomy and creativity of the artist, and 3.) the question of the land and ecological stewardship

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE782 - Poetry and/as Theology: Part I

Course Description

This two-course sequence explores the relationship between poetry and theology from about 1850 to 2000.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE783 - Poetry and/as Theology II

Course Description

PART II of this course sequence explores the relationship between poetry and theology from about 1922 to 2015.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE784 - Introduction to Asian American Theology

Course Description

This introductory course, which fulfills World Christianity Limited Elective, will critically engage Asian American theology as theologies constructed in and addressing Asian American contexts. More specifically, the class will explore major Asian American contextual themes of existential negotiations – racialization of Asian American identity; im/migration, citizenship, and empire; gender and sexuality; marginality/liminality and racial melancholy, etc. – through works of Asian American theologians in dialogue with other resources (Asian American studies, Asian American psychology, postcolonial studies, black theology, etc). This course is designed not just for Asian American students: the topics and approaches covered are important to all for understanding identity, context, theology, and ministry.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

WXTIAN784 INTRO ASIAN AMER THEOL

XTIANTHE785 - Theology of Gustavo Gutierrez

Course Description

Latin American liberation theology is one of the enduring contributions to theological discourse from the Southern Hemisphere, and one of its pioneers has been Father Gustavo Gutiérrez. This class will offer some historical, sociological, and theological context to the Peruvian priest's work, engage some of his works available in English translation, and consider some matters of reception of this work.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

WXTIAN785 THEOL GUSTAVO GUTIERREZ

XTIANTHE786 - From Baptismal Font to Queer Theology

Course Description

This course examines and excavates 'queer' in relationship to theology and theory. Is queer driven by identity politics, an umbrella term for sexual identity, gender identity, antinormativity politics, social locations, or is queer descriptive of something entirely different? Does queer have an agenda? Secondly, this course seeks to answer the question of whether or not theology can be queered? What would that result, if that is something that is possible? What is queer theology? Is queer theology even possible? To answer these questions and many more, this course will seek to develop strategies for asking questions in a way that broadens the discussion of queerness and theology for a productive intervention in the discipline of constructive theology seeking to hold faithfully to the intersecting realities of church, tradition, and scripture.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE787 - Strategies of Queer Theologizing: A Political Approach

Course Description

This course will question and query current strategies of queer theologizing. With an acute focus on identity politics, is it possible to establish a discourse? Rather than focusing on identity politics or identarian politics, we look to the politics of queerness and put these politics in conversation with the discipline of theology.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE788 - The Poetic Imagination

Course Description

This course will examine poetry written out of the Western Christian tradition. Although the readings will provide something of a historical overview, the emphasis will be on twentieth-century works. By concentrating on literary art of a non-narrative nature, we should be able to focus more keenly on the power of language and the relation between art and theology, truth, and beauty. How do the particular qualities of verse lend themselves to spiritual, theological and philosophical exploration. Does telling the truth by telling it slant (to paraphrase Emily Dickinson) gain us different truths than those found through prose?

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PARISH764 THE POETIC IMAGINATION

XTIANTHE790 - Topics in Theology

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE799 - Readings in the Free Church

Course Description

Readings in the Free Church

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE800 - The Person and Work of Jesus Christ

Course Description

The problem of knowledge of Christ and formulation of a doctrine of his work and person. Prerequisite: Old Testament 752 and 753, and New Testament 754, and Christian Theology 755

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE806 - Christ and Cultural Studies

Course Description

This seminar will treat contemporary issues of theology and culture

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE808 - Feminist Theology

Course Description

Examination of feminist theologians and religionists, their critical and constructive perspectives on the Christian tradition, and related issues in current feminist theory

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE809 - The Theology of Death and Martyrdom

Course Description

Examining theological sources from the Christian tradition, this course will ask students to engage the concept of death from protological, christological, and ecclesiological perspectives. It will attempt to answer the question 'What is death?' under each of these three headings. These answers, when taken together, will result in a greater understanding of what death is, what difference the death of Jesus Christ makes, and what demands his death places on Christians who aim to live, and so to die, 'in Christ.'

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE810 - Augustine's The City of God

Course Description

This course asks what it means to interpret history theologically. In pursuing this question, the course enters with Augustine into the labyrinthine argument of The City of God, seeking first to understand what may be taken to be contemporary concerns. Prerequisite: Christian Theology 755 and Church History 750.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE812 - The Doctrine of Creation and Theological Anthropology

Course Description

This course explores the Christian doctrine of creation. We will examine the thought of several theologians, paying special attention to their understandings of creation and their theological anthropology. Understanding the human as 'a creature' and the world as 'created' plays a crucial role in addressing issues of personal identity and our life in the world. The hope of this course is to develop a paradigm for personhood that speaks to issues such as (1) ecological and technological perspectives on human existence, (2) gender construction and sexual identity, (3) social and familial order, (4) and the formation of people groups and structures of belonging

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE815 - Theology and Music

Course Description

A course exploring the interaction of theology and music. It aims to help students gain a working knowledge of what it is to think theologically about music and think musically about theology

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS875 THEOLOGY AND MUSIC

XTIANTHE816 - The Doctrine of the Trinity

Course Description

Beginning from the biblical bases, the trajectory of trinitarian doctrine is traced through the patristic and medieval periods and into the rediscovery of the Trinity in the 20th century. Current projects in trinitarian theology are examined for their faithfulness to scripture and tradition and for their fruitfulness in ecclesiology, liturgy, missiology, and ethics. Prerequisite: Church History 750 and New Testament 754

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE817 - Spirit, Worship, and Mission

Course Description

A course exploring the doctrine of the Holy Spirit through the church's twin practices of worship and mission. It involves extensive engagement with the arts as media of theological discovery and articulation

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

LTS877 SPIRIT, WORSHIP, AND MISSION

XTIANTHE819 - Readings in Lesslie Newbigin's Theology

Course Description

This course studies works of theology produced in deep and sustained engagement with ecclesial practice in the contexts of both India and the modern west. Newbigin is viewed as pastor, ecumenist, missiologist, social thinker, and Christian apologist. The principal writings are The Household of God, The Open Secret, and The Gospel in a Pluralist Society.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

WXTIAN819 RDGS NEWBIGIN'S THEOLOGY

XTIANTHE820 - Theology & Ethics of Dietrich Bonhoeffer

Course Description

This course engages Dietrich Bonhoeffer's theology and theological ethics and their significance for the 21st century. In pursuing this, Bonhoeffer is situated within a global, trans-Atlantic frame

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE821 - The Theology of Karl Barth

Course Description

Readings from the work of Karl Barth

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE822 - Theology of Las Casas

Course Description

This course will introduce students to the thought of Bartolome de las Casas, the sixteenth century Dominican missionary and theologian who dedicated his life to the defense of the indigenous peoples of the Americas

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE824 - John Wesley, Methodism & Ecumenism

Course Description

As a renewal movement within the Church of England that also drew from Pietist and other sources, Methodism has always been in conversation with other Christian traditions. This course focuses on those engagements throughout Methodism's history: from the founding legacy of the Wesleys to the modern ecumenical movement and its recent developments.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE828 - Readings in Eastern Orthodox Theology

Course Description

This course is designed to familiarize the students with the classics of 20th century Orthodox theology including their antecedents, their diverse reformulations, and the context in which they were developed

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE832 - The Theology of Joseph Ratzinger

Course Description

The class will work with English translations of Joseph Ratzinger's writings

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE834 - The Thought of Augustine of Hippo

Course Description

St. Augustine (354-430) is certainly the most important writer in early Christianity and his influence, both literary and theological, has been varied, intense, and extensive. This African writer composed an immense oeuvre, including personal testimony, philosophical dialogues, scriptural commentary, thought about God, ecclesial controversy, letters, and sermons, while also, for much of his life, being Bishop of the town of Hippo (near modern Annaba, Algeria). His work marks much medieval literature, the theory of signs, our understanding of history, and rhetoric, as well as medieval and modern concepts of human selfhood and the nature of God. In this seminar we shall read a rich selection of Augustine's writings, paying special attention to how he interprets Scripture, what he thinks we are doing when reading texts, what he says about prayer and seeing God, about Christian love, and what he thinks about the human relationship with the divine.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE836 - Atonement: The Life and Death of Jesus Christ

Course Description

In this class, we will consider and rethink the doctrine of the atoning work of Jesus Christ in light of contemporary social formations (i.e., education, family, nationalism, and racial, gendered, and sexual identity), formations that work precisely in terms of love and death, indeed, through frameworks of atonement or through frameworks of Christian love and death

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE837 - Christianity and Democracy: A Theological Exploration

Course Description

The course examines the theological issues and questions democracy poses as a form of political order. The course focuses on the formative period of the conceptualization of the relationship between Christianity and democracy that took place between the mid-19th century and mid to late 20th century and which ran between the European and North American contexts

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE838 - Church, Mission & Society

Course Description

The module aims to identify and develop critical frameworks for reflecting upon the nature of the church, its mission and ways in which these interact with and are shaped by broader social and political relationships. Consideration of key historical figures such as Augustine, Aquinas, Calvin and Barth leads up to the examination of debates in contemporary ecclesiology, missiology, and theological ethics to do with inter-faith and ecumenical relations, cross-cultural mission and faithful political witness in a multi-faith society

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units**Min Units:**

1

Max Units:

1

XTIANTHE841 - Political Theology**Course Description**

The course addresses the contemporary tasks and understandings of political theology, provides an introduction to reflection on the relationship between Christianity and politics, and examines theological arguments for how and why democracy is a primary means for pursuing a flourishing life. Running through the course are examinations of how different political theologies address questions about justice, poverty, commonality, difference, and power

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units**Min Units:**

1

Max Units:

1

XTIANTHE842 - Womanist Theological Ethics**Course Description**

This course is an interdisciplinary survey of the faithful Christian witness of African American women, and the significant contributions of Black womanist theological and ethical thought to the church. The four tenets of womanist inquiry as outlined in Alice Walker's definition of 'womanist'—radical subjectivity, traditional communalism, redemptive self-love, and critical engagement—will guide students in the work of uncovering the quadrilateral intersections of race, gender, class, and sexual oppressions in the everyday lives of Black women who comprise 90 percent of Black Church membership

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units**Min Units:**

1

Max Units:

1

XTIANTHE843 - Theologies of Liberation in the US**Course Description**

This course will introduce students to various US theologies of liberation—Black, feminist, womanist, mujerista, Latino/a, American indigenous, Asian, Asian feminist, and queer theologies—that have developed over the course of the late twentieth and early twenty-first centuries as theoretical and practical responses to the problem of human suffering. The course will explore key aspects of how liberation theologians have grounded their advocacy of sociopolitical transformation in their respective understandings of God's identity and God's plan for humankind and the world. Distinctive features of liberationist theological approaches to doctrine and dominant theological themes will be explored

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units**Min Units:**

1

Max Units:

1

XTIANTHE844 - Theological Anthropology: Critical Modernists**Course Description**

This seminar will look at theological anthropology in the work of 20th century theologians who develop the tradition of Schleiermacher, a group known as critical revisionists (or revisionist modernists). After recognizing Schleiermacher's contribution, the course will treat theological anthropology in selected contemporary figures such as Paul Tillich, David Tracy, Gordon Kaufman, and Edward Farley.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE845 - Beauty, Suffering, and the Cross

Course Description

This is a course about how a genuine encounter with beauty undermines and reorients our otherwise abstract theological or medical 'explanations' of suffering. By paying close attention to works of literary and visual art, this course seeks to engage the various critiques of appealing to beauty in the face of suffering and begin articulating the radical theological and ethical implications of the Christian contention that the cross is the symbol of beauty par excellence. Instructor consent required

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE846 - Music and Scripture

Course Description

This course explores the different ways in which music can mediate and give expression to biblical texts. Each week we will focus on particular examples of musical settings of Scripture (or paraphrases of Scriptural texts), concentrating on the way in which distinctive musical devices are deployed to elicit a text's theological significance. Examples will range from Hildegard and Bach, through to Regina Spektor, U2, and Lecrae

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE847 - Theology of Rowan Williams

Course Description

This course aims to provide an introduction to the theology of Rowan Williams, one of the most influential and wide-ranging English-speaking theologians of our time. Williams written work engages a wide array of theological themes and topics, and while this course seeks to give students a sense of this breadth, it will focus especially on the Christological and trinitarian determinants of his thought. His theology finds expression in a striking variety of modes and genres, directed to a diversity of audiences. This course will seek to demonstrate how his conception of the theological task, grounded as it is in Christology and the Trinity, requires these different modes and genres. Hence, in addition to systematic, historical and philosophical texts, the course will entail reading sermons, lectures and addresses (for various contexts), poetry, devotional writings, and semi-popular theology. Prerequisite: Old Testament 752 and 753, New Testament 754, and Christian Theology 755

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE848 - Versions of Charity and Its Impediments: Aquinas; Lancelotti; Milton

Course Description

In this course we will explore the theological virtue of Charity. We will study two medieval versions and conclude with a version composed in the Reformation. Our versions are given to us by Thomas Aquinas, William Langland, and John Milton. As the title indicates, the course will consider both the forms this virtue takes, and the specific impediments each writer considers. This means we will be thinking about Charity as a form of life in specific communities (church, polity, society) with their own impediments to the virtue, their own habitual sins. This is therefore a course which involves close engagement with texts by three profound and complex Christian writers, across different genres; it is also an attempt to think diachronically about Christian tradition. As the class will show, we can only engage seriously with tradition and historical change—with continuities and revolutionary discontinuities, with grand narratives—by detailed study of specificities

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE849 - Pneumatology: Global Perspectives on the Holy Spirit

Course Description

The course will focus on the theology of the Holy Spirit in the Scriptures and in the Christian theological tradition. Special emphasis will be placed on Latino/a perspectives, ecumenism, the challenges of witnessing to the Spirit in the global South, the relationship between the finite spirit and the Spirit of God, the spirit of the liturgy, the spirit of Truth, and the spirit of Creation

Grading Basis

Graded

Course Typically Offered

Fall and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

WXTIAN849 PNEUMATOL: GLOBL PERSPECTIVES

XTIANTHE851 - Transhumanism, Theology, and Embodiment

Course Description

Society understands embodiment as incomplete, unsound, and limited by frailty, mortality, and illness. Embodiment is equated with vulnerability and has been historically problematized within theology and philosophy. Theology provides the basis for restoring and healing that is needed due to dissatisfaction with 'failed bodies', and due to discrimination, exclusion, and violence against bodies that do not measure up to a mediated norm. Transhumanism is offered by some as a solution to humanity's struggle with the limitations of embodiment, particularly, as a response to 'failed bodies'. Thus, this class will engage questions such as: What should be the Christian response to soteriological and eschatological visions offered by transhumanism that help humans cope with the dissatisfaction that arises from embodiment? How do particular Christian communities help humans deal with the onslaught of dissatisfaction that arises from embodiment? What stigmatizing and detrimental narratives does theology undergird within faith communities regarding embodiment?

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE852 - Modern Theological Anthropology I: Pascal

Course Description

Modern Lay Writers of the Strict Observance - 1: The Controversialists: Pascal / Kierkegaard: The first of a series of seminars of modern lay theologians, writers, and intellectuals who between 1840 and 1990 seek to reclaim Christianity as a transformative force against its bourgeois trivialization and/or instrumentalization by competing revolutionary and reactionary (secular) ideologies. Seminars will typically juxtapose two (at most three) figures.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE853 - The Disabled Church

Course Description

This course explores how the human experience of disability comes to bear upon ecclesiologies, ecclesial practices, pastoral care, and ecclesial leadership among both disabled and non-disabled lay persons and clergy. Drawing upon the work of scholars, practitioners, and pastors across the ecumenical spectrum, the course will aid students in exploring key questions at the intersections of disability, theology, and access. Specific course emphases include Christian practices and theologies of prayer, biblical interpretation, preaching, baptism, communion, and formation

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

PASTCARE813 THE DISABLED CHURCH

XTIANTHE854 - Contemporary Methodist Theology

Course Description

The course will explore various theological proposals (e.g., evangelical, process, liberationist) that have emerged in pan-Methodism over the last few decades. Special attention will be paid to interdisciplinary and diverse perspectives. Prerequisite: Parish 707

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE855 - Mystical Theology

Course Description

This course explores the tradition of Christian mysticism and its contribution to addressing some challenges within contemporary theology. Mysticism will be understood as holistic commitment to the claim that the triune God of Christian worship is both active and accessible within the life of the church for the sake of its life and witness. Although precarious and at times unwieldy and misunderstood, Christian mysticism has the potential to animate and vivify the theological task this side of modernity's reductions.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE856 - Theology through Visual Art and the Theology of Art

Course Description

This course will the theology of visual art, both through the origins and development of Christian art, and debates over the theological justification for Christian art into contemporary questions of theological aesthetics.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE857 - Love and Desire

Course Description

This course has two Biblical starting points: the dominical command to love the Lord your God with all your heart, and all your soul, and all your mind, and all your strength, and to love your neighbor as yourself. (Mark 12.20-31), and the Song of Songs. From looking at the way theologians in the past have pondered these texts, we will explore God's love for us, for creation, our love for God, for our neighbor and for ourselves.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE858 - Pentecostal Theology

Course Description

The course will explore various theological proposals that have emerged in the Pentecostal-charismatic movement over the last few decades. Special attention will be paid to interdisciplinary and diverse perspectives.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE859 - Christianity and Western Literature

Course Description

This course offers a broad survey of pivotal texts which have characterized Christianity's often symbiotic engagement with imaginative literature in the West from Augustine to the present. This course seeks to equip students and future teachers/ministers not only to understand and narrate the complex relationship between Christian theology and classic works of Western Literature, but draw on the resources of a rich interpretive tradition as they engage both sacred and secular texts.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE860 - Theology and Film

Course Description

This course explores the mutually-illuminating relationship between theology and film. It offers an introduction to the key components of film-making and interpretation and seeks to equip students to engage the medium responsibly while articulating a film's potential (and peril) for theological and ethical formation. Each week, students will engage feature length films (from range of styles and genres) within the context of readings in theology and film studies. Writing assignments will create opportunities to examine films closely and reflect on the implications for the church, the academy, and our communities.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE861 - Latinx Theological Aesthetics

Course Description

This seminar will introduce the basic terms, ideas, and practices of Latinx Theological Aesthetics. We will explore the aesthetic reconfiguration of the experience of beauty and God, the visual arts, poetry, the novel, secular and sacred music, popular religion, and social justice that has taken place in the last few decades by Latinx theologians and activists across the Americas.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE862 - Christian Theological Perspectives in Global Health

Course Description

This course is intended to help participants develop a holistic understanding of health in and for the world. With focus on the nature of God's Shalom and justice (Tzedakah and Mizpah – distributive and reparative justice), as well as traditions of accompaniment regarding vulnerably populations, the course incorporates scripture and church history regarding health and medical missions while critically appraising trends and transitions in global health and community health.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE863 - Christian Apologetics in The Modern World

Course Description

In this seminar, we will explore the argumentative strategies and specific claims developed by Christian apologists, starting in the Reformation and extending through the present. Writers to be studied will include Luther, Calvin, Bellarmine, and Pascal, Butler, Schleiermacher, Chateaubriand, Newman, and Kierkegaard, C. S. Lewis, D. B. Hart, and Alvin Plantinga. The aim will be to identify and evaluate various argumentative strategies in the history of modern apologetics.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE874 - Asian American Identity, Community, and Christian Discipleship

Course Description

This class, which fulfills World Christianity Limited Elective, will explore in-depth the themes of Asian American identity, community, and Christian discipleship by engaging with works of Asian American studies and Asian American theology, but also drawing on postcolonial and critical theory and other theological resources. This course is designed not just for Asian American students: the topics and approaches covered are important to all for theologically engaging the issues of identity, community, and discipleship.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

WXTIAN874 ASIAN AMER IDENT/COMMT/DISCIPL

XTIANTHE875 - The Doctrine of God

Course Description

This seminar course treats the Christian doctrine of the Triune God in its main theological aspects, its doctrinal development, its philosophical presuppositions, and its existential implications. Recommended prerequisites: Introduction to Christian Theology; Introduction to Early Church History, (undergraduate equivalents).

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE876 - Thinking Theologically, Thinking Queerly

Course Description

This course is designed to help students integrate their theological training and thinking with the study of queer theory. This course will work to keep intact the tradition of historical theology and combine it with queer theory. This course will trace some theological themes and show how queer theory enlivens the study of theology.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE877 - Decolonial Thought: Theory and Praxis

Course Description

This course will explore the theological and critical writings of theologians and theorists of the Global South in the 20th and 21st Centuries.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE878 - Catholic Social Teaching

Course Description

This seminar will introduce the basic terms, ideas, and practices of Catholic Social Teaching [=CST], as it extends from Pope Leo XIII to Pope Francis. The focus will be on the historical development and theological matrix on the global and local level of key themes such as solidarity, subsidiarity, option for the poor, and environmental justice. The course will examine key documents as well as major proponents, protagonists, and critics (e.g., Bishop Wilhelm Emmanuel von Ketteler, Oswald Von Nell-Breuning, Dom Hélder Câmara, Gustavo Gutiérrez, Virgil Michael, Dorothy Day, Peter Maurin, Óscar Romero, Leonardo Boff, Denise Levertov, Phillip Berrigan, George Higgins, and Michael Novak). The practical applications of CST for ministry, community organizing, advocacy, and ecological care will also be emphasized.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE890 - Theological Topics

Course Description

A seminar on contemporary theological issues, content to be designated by the Theological Division. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE904 - Theology of Christian Leadership

Course Description

This course identifies aspects of the Christian tradition to shape richly textured theologically imagined practices of leadership and witness for the contemporary church. The goal is not only to equip students to think theologically about leadership but also to act as theologically informed leaders. Readings will focus on texts from the modern period with complementary materials from biblical and ancient sources that name and explore key components of faithful witness

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE950 - Th.D. Seminar: Explorations in Practical Theology

Course Description

The seminar explores the complex relationship of theology and practice. In addition to a review of major theories of practice/praxis (e.g. Aristotle, Marx, Alasdair MacIntyre, and Pierre Bourdieu) and models of practical theology, the course looks critically and constructively at a variety of practices that characterize Christian life. This is a required seminar for ThD students but is open also to senior MDiv students, with permission of the instructors

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE951 - Freedom and Religion: Roger Williams Life and Thought

Course Description

The historic importance of Roger Williams cannot be limited to that of a sectarian firebrand who challenged Puritan authorities, befriended Indian neighbors, founded the colony of Rhode Island, and established the First Baptist Church in America. Roger Williams may well deserve the title 'America's Theologian' because he was the trailblazer for the liberty of conscience, the freedom of religion, and the separation of church and state which became established as a distinctively American ideal in history, culture, and law. This course will examine the life and thought of Roger Williams through a careful reading of his writings with attention to both their historical context and contemporary relevance

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

HISTTHEO951 FREEDOM/RELIGION: ROGER WILMS

XTIANTHE952 - Slavery and Obedience

Course Description

This course examines the theological architecture of Christian obedience. It will examine obedience in relation to its historic social couplet—slavery. Slavery, especially in its modernist reformulation from the 14th century forward, framed the problems of Christian obedience with great urgency. The goal of this course will be to formulate a theology of obedience that is attuned to questions of identity, history, and the ongoing realities of global slavery and its social and economic echoes. Such a theology would articulate more deeply what it means to be an obedient church

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE953 - John Henry Newman: Life & Thought

Course Description

John Henry Newman was born in 1801 and died in 1890. He was the central figure in the so-called Oxford Movement of the 1830s and 1840s, and among the most effective and widely-read theological controversialists writing in English in the nineteenth century. This course will explore his life and thought

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE956 - Nature and Grace

Course Description

By attending to the use of the correlative pair of terms, 'nature and grace' and 'nature and the supernatural,' the systematic difference between both pairs, and their emergence at different periods of theological reflection this seminar course intends to examine a central aspect of the 'genetic code' of Christian theology, pertaining to the first pair, arguably from Irenaeus on, but indisputably from Augustine on, and pertaining to the second pair arguably from Thomas Aquinas on

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE957 - Chalcedonian Christology

Course Description

After the Scriptures and the Nicene Creed, the Chalcedonian Definition is the single most influential statement of Christ's identity in the history of Christian theology. It defines the orthodoxy of the Eastern Orthodox and Roman Catholic churches; it plays a major role in the magisterial Protestant traditions; and it remains an important resource for constructive theologians today. Yet to many of equally orthodox pedigree, the doctrine of Chalcedon is misleading at best and dogmatically corrupt at worst. Despite the intention of Emperor Marcian to unify the Christian world, the council that he tightly controlled instead led to a permanent schism in Eastern church; it heightened East-West tensions in the centuries that followed; and it produced significant theological difficulties in later periods, from the Christological disagreements among Western medieval scholastics to fierce debates between Lutheran and Reformed theologians to more recent discussions of the perceived Nestorianism of much nineteenth-and twentieth-century Western theology. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE962 - Theology of St. Thomas Aquinas

Course Description

Seminar on themes and problems in the thought of Thomas Aquinas. Consent of instructor required. Also taught as Religion 749S

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1

XTIANTHE967 - Ecclesiology and Ethnography

Course Description

The course aims to help students grasp conceptually and undertake methodologically the ethnographic study of practice and an interdisciplinary approach to theological research in order to generate a richer and thicker theological framework

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE968 - The Theological Aesthetics of the Image

Course Description

This course will explore primary and critical writings related to the contested role of images in philosophical theology and aesthetics, and also in some nineteenth century literature. Rather than approaching the image from the perspective of art history, our objective is to trace how, beginning in late antiquity, images have functioned and how their role has been conceptualized, first in religious practice and philosophical theology, and more recently in literature, philosophy, aesthetic theory, and phenomenology

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE969 - The Theological Interpretation of Scripture

Course Description

An investigation of how scripture may be read theologically within the contemporary intellectual and cultural context.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

Crosslisted Courses

OLDTEST962 THEO INTERPRETATION OF SCRIPT, NEWTEST962 THEO INTERPRETATION OF SCRIPT

XTIANTHE970 - Modern Christology and Chalcedon

Course Description

This seminar will examine the Christologies of key Eastern and Western modern theologians. We will focus on identifying patterns of biblical interpretation, doctrinal argumentation, and metaphysical definition in modern uses, or reactions against, the Chalcedonian conception(s) of Christ. Recurring topics will include the picture of Christ given in the 'plain' sense of Scripture; the 'communicatio idiomatum,' or cross-predication of divine and human statements in the biblical texts; the 'perichoresis' of the divine and human natures or attributes in Christ; the categories of nature and hypostasis; God's suffering in the incarnation; the various patterns of Christological exegesis that accompany these positions (single-subject, double-subject, hybrid, etc.); the metaphysical schemes employed for defining Christ's identity; and the nearly constant exegetical, liturgical, and soteriological dimensions thereof. Instructor consent required

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

1

XTIANTHE972 - Advanced Studies in Theology and the Arts

Course Description

This course offers an in-depth study of key texts related to Theology and the Arts in the Western world and aims to provide students with a firm foundation for further scholarly engagement in the field. Readings will vary from year to year, but will typically draw from Catholic, Orthodox and Protestant works published in the last hundred years. The course is structured as a seminar with the expectation that students will engage deeply with these texts prior to class, during the class discussion, and in their own writing/research.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE973 - The Tasks of Religion; Theology in the Anthropocene

Course Description

The Anthropocene marks the unprecedented moment in planetary history when (some) forms of human existence are responsible for the alteration of earth and life forms from the cellular to the atmospheric levels (and everything in between). This course examines how Anthropocene realities challenge religious teachings and practices that were formed in the Holocene, and it considers how various forms of religious expression can respond to this new time.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE974 - Form and Content in Christian Writing: The Body in the Text

Course Description

The class will work on select historical and contemporary texts in concert, with an eye to working with the students in their own projects. Special attention will be paid to use of scripture, the doctrine of God, the doctrine of creation, and the 'self' in the dialogue of call and response.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

1

XTIANTHE990 - Topics in Theology

Course Description

Topics vary. May be repeated for credit

Grading Basis

Graded

Units

Min Units:

1

Max Units:

1