

Bulletin of Duke University



Duke Divinity School
2023-2024

Duke University

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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 2023-2024 and is accurate and current, to the greatest extent possible, as of August 2023. 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.

About Duke University

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

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.

Duke University

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."

Duke University Leadership

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

Executive Leadership

Vincent Price, President | president.duke.edu

Daniel Ennis, Executive Vice President

Jennifer Francis, Interim Provost

A. Eugene Washington, Chancellor for Health Affairs, Duke University, President and CEO, DUHS

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

Gary Bennett, Dean, Trinity College of Arts and Sciences

William Boulding, Dean, Fuqua School of Business

Edgardo Colón-Emeric, Dean, Divinity School

Vincent Guilamo-Ramos, Dean, School of Nursing and Vice Chancellor for Nursing Affairs

Judith Kelley, Dean, Sanford School of Public Policy

Mary E. Klotman, Dean, School of Medicine

Jerome P. Lynch, Dean, Pratt School of Engineering

Toddi Steelman, Stanback Dean, Nicholas School of the Environment

Vice Provosts

Edward Balleisen, Vice Provost for Interdisciplinary Studies

Abbas Benmamoun, Vice Provost for Faculty Advancement

John Brown, Vice Provost for the Arts

Yakut Gazi, Vice Provost for Learning Innovation and Digital Education

Mohamed Noor, Interim Vice Provost for Academic Affairs

Mary Pat McMahon, Vice Provost/Vice President of Student Affairs

Amy Oates, Interim Vice Provost for Finance & Administration

Noah Pickus, Associate Provost

Joseph Salem, Rita DiGiallonardo Holloway University Librarian and Vice Provost for Library Affairs

Candis Watts Smith, Interim Vice Provost for Undergraduate Education

University Administration

Duke University

Pamela J. Bernard, Vice President and General Counsel

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 Satterfield, Vice President for Finance

Chris Simmons, Interim Vice President for Public Affairs & Government Relations

Russell Thompson, Interim Vice President for Operations

Neal Triplett, President, DUMAC

Stefanie Williams, Vice President for Durham & 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. Duke currently has two Nobel Laureates among its faculty. Many others hold appointments in the National Academy of Sciences. Their books and publications are numerous and influential.

Duke professors are also excellent teachers. There is an 8-to-1 ratio of students to faculty. Professors are committed to giving students the individual attention that pushes them to excel while nurturing their ideas. Undergraduates, even in their first year, interact with senior faculty on a regular basis in efforts such as the Focus Program, a series of first-year interdisciplinary seminars focused on a theme. In addition, many serve as advisors to students, including those who choose to design their program of study and as mentors to undergraduates who pursue hands-on research.

Profiles of Duke's faculty members are available via Scholars@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 the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 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 Diversity and Inclusion

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.

Excellence, Diversity, and Inclusion: A statement by the faculty, Provost, and President

Duke University

To achieve our mission and meet the needs of a rapidly changing world, Duke strives to create a climate of collaboration, creativity, and innovation within and across disciplines. Our success depends upon the robust exchange of ideas – an exchange that flourishes best when the rich diversity of human knowledge, perspectives, and experiences is heard. We nonetheless acknowledge that our policies and practices have often failed to ensure equality of participation within our community. Our renewed commitment and responsibility to one another is articulated in the following statement.

Duke University Community Commitment

Because diversity is essential to fulfilling the university's mission, Duke is committed to building an inclusive and diverse university community. Every student, faculty, and staff member—whatever their race, gender, age, ethnicity, cultural heritage or nationality; religious or political beliefs; sexual orientation or gender identity; or socioeconomic, veteran or ability status—has the right to inclusion, respect, agency and voice in the Duke community. Further, all members of the University community have a responsibility to uphold these values and actively foster full participation in university life.

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 the *The Duke Community Standard in Practice: A Guide for Students*.

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.

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For additional information about FERPA, see ed.gov/policy/gen/guid/fpco/ferpa/index.html. 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. The institution prohibits discrimination on the basis of age, color, disability, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the institution. 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. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, North Carolina 27708, and can be contacted at (919) 684-8222.

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

Discrimination in employment or educational 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

Additional information, including the complete text of Duke's Policy on Prohibiting Discrimination, Harassment and Related Misconduct and appropriate complaint procedures, may be found here. For further information visit the U.S. Department of Education Office for Civil Rights, or call 1-800-421-3481.

University Resources, Campus Life & Activities

Agreements with other Universities

Neighboring Universities (Interinstitutional Agreement)

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. Under the same conditions, one interinstitutional course per summer may be taken at a neighboring institution participating in this agreement provided that the student is concurrently enrolled at Duke for one full course credit. This agreement does not apply to contract programs such as the American Dance Festival or to study abroad programs.

Approval forms for courses to be taken at these neighboring institutions may be obtained from the offices of the academic deans and the university registrar. Forms are also available online at the Office of the University Registrar website (registrar.duke.edu), in the Registration section. Only those courses not offered at Duke will be approved. Approval must be obtained at Duke from the director of undergraduate studies of the subject of the course and the student's academic dean. 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. The courses may be eligible for Areas of Knowledge and Modes of Inquiry coding. The student pays any special fees required of students at the host institution.

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Courses taken at The University of North Carolina at Chapel Hill by Duke students in the Robertson Scholarship Program (a joint scholarship program for students at Duke and The University of North Carolina at Chapel Hill) are interinstitutional courses. However, the restriction on the number of courses and the kind of courses (i.e., those not offered at Duke) permitted does not always apply. Robertson Scholars should refer to program materials for specific regulations.

Domestic Exchange Programs

Trinity College has exchange programs with two domestic institutions: Howard University in Washington, DC, and Spelman College in Atlanta, Georgia. Duke students may study for a semester at either institution, while students from these institutions enroll for the same period at Duke. Students may enroll in a wide variety of courses at either Howard University or Spelman College for which they will receive transfer credit at Duke. Transfer credits earned under this exchange program do not count against the maximum allowable domestic or study abroad transfer credits. For more information about these programs, visit 011 Allen.

Career Center

The Career Center, working in partnership with faculty and colleagues, provides career advising to all Duke undergraduates, graduate students, and alumni. Recognizing the unique talents and needs of each individual, the Career Center encourages students to make the most of their Duke experience by accessing relevant campus resources, developing career interests and values, and establishing and maintaining important human relationships with their peers as well as Duke faculty, staff, and alumni. The Career Center works to build and maintain relationships with alumni and employers who can provide internships and learning opportunities, entry-level positions, and opportunities for experienced professionals. For more information, visit careerhub.students.duke.edu.

Continuing Studies

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 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 the Office of Continuing Studies and Summer Session, and are subject 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 through the Office of Continuing Studies for admission as a nondegree, full-time visiting student for one or two semesters. Students with unique circumstances should contact the Office of Continuing Studies.

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 Continuing Studies (see the Satisfactory Continuation Requirements outlined on page 51 of 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.

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Academic Probation	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 from Duke Continuing Studies. 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 certificate programs offered include human resource management, management accounting, digital media and marketing, big data and data science, technical communications, business communications, business ethics, paralegal studies, financial planning, event development, Six Sigma Green Belt, entrepreneurship, supply side management, sustainable management, online learning, finance essentials, legal nurse consulting, and others.

Nonprofit Management Program

Students 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 fall and spring retreats, language tables, reading groups, film and lecture series, and volunteer opportunities.

Duke Youth Programs

For more than thirty-five years, Duke Youth Programs has offered academic enrichment opportunities for middle and high school students in the summer. Current offerings range from camps in biosciences and engineering, forensic science, game design, drones, math, cryptography, neurosciences, creative writing, SAT preparation, video production, and a college admissions boot camp.

For more information, call the Office of Continuing Studies and Summer Session at (919) 684-6259, or visit learnmore.duke.edu.

Institutes, Initiatives & Centers

University Institutes

- **Bass Connections** bridges the classroom and the world beyond the university, giving students from all of Duke's schools a chance to tackle complex societal problems alongside our superb faculty. For more information, visit bassconnections.duke.edu.
- **The Duke Global Health Institute (DGHI)** brings together knowledge and resources from across the university to address the most important global health issues of our time. DGHI faculty, staff and students are engaged in research and educational projects in more than 40 countries, including the United States. For more information, visit globalhealth.duke.edu.
- **The Duke Institute for Brain Sciences (DIBS)** provides a vibrant hub for all who share our vision of making neuroscience greater than the sum of its parts by integrating schools, disciplines, analysis and education to accelerate breakthroughs and benefit society. For more information, visit dibs.duke.edu.
- **The John Hope Franklin Humanities Institute (FHI)** is built on a fundamentally collaborative model befitting the Duke University emphasis on knowledge in the service of society. Through interdisciplinary cross-fertilization, we seek to encourage the conversations, partnerships, and collaborations that continually stimulate creative and fresh humanistic research, writing, teaching, and practice at Duke. For more information, visit fhi.duke.edu.

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- **The Kenan Institute for Ethics** is an interdisciplinary think and do tank committed to promoting moral reflection and commitment, conducting interdisciplinary research, and shaping policy and practice at Duke and beyond. For more information, visit kenan.ethics.duke.edu.
- **The Nicholas Institute for Energy, Environment & Sustainability** advances the university's mission to build a more sustainable world by developing transformative educational experiences; galvanizing and conducting impactful research; and engaging with key decision makers at the global, national, state, and local levels. For more information, visit nicholasinstitute.duke.edu.
- **The Social Science Research Institute (SSRI)** brings together researchers with interests in problems that cross the various social and behavioral sciences, including problems that connect with the humanities and natural sciences. For more information, visit ssri.duke.edu.

Initiatives

- **The Duke Initiative for Science & Society** ("Science & Society") fosters research, education, communication, democratic deliberation, and policy engagement on the ethical progress of science and technology in society. For more information, visit scienceandsociety.duke.edu.
- **Innovation & Entrepreneurship Initiative (I&E)** believes all Duke students benefit from learning about innovation and entrepreneurship—from those who wish to found a company, to those who want to change the world with innovation, to those who simply want to cultivate a more creative and entrepreneurial mindset. I&E partners with schools and departments across Duke to offer interdisciplinary, experience-based education. For more information, visit entrepreneurship.duke.edu.
- **MEDx** (Medicine + Engineering at Duke) was forged in 2015 to enhance existing ties and foster new interdisciplinary collaborations between the School of Medicine and Pratt School of Engineering. An initiative rather than an institute, MEDx is structured to enhance existing ties and encourage new collaborations among faculty from both schools as well as other schools, institutes and initiatives at Duke. For more information, visit medx.duke.edu.
- **The Rhodes Information Initiative at Duke (iiD)** is an interdisciplinary program designed to increase "big data" computational research and expand opportunities for student engagement in this rapidly growing field. For more information, visit bigdata.duke.edu.

Centers

- **The Center for Documentary Studies (CDS)** offers an interdisciplinary program in the documentary arts—photography, audio, film/video, narrative writing, new media, and other means of creative expression—that emphasizes active engagement in the world beyond the university campus. For more information, visit documentarystudies.duke.edu.
- **The Dewitt Wallace Center for Media and Democracy (DWC)** is Duke University's hub for the study of journalism. DWC studies the interaction between news media and policy, supports watchdog and accountability reporting in the United States and around the world, and teaches about the media's role in democracy. The center is part of the Sanford School of Public Policy, and shares in the Sanford School's mission of teaching, research, and policy engagement, with the goal of putting knowledge in service to society. For more information, visit dewitt.sanford.duke.edu.
- **Duke Civic Engagement (DCE)** strengthens and connects the ways in which Duke partners with communities. DCE supports Duke's collaborations on pressing social challenges by increasing the capacity of the campus to sustain partnerships and sharing best practices in community engagement. For more information, visit civic.duke.edu.
- **The Duke University Center for International and Global Studies (DUCIGS)** grounds its research, teaching, and programming on the deep, region and culture-specific knowledge and experience of its organizational units while exploring global topics, pursuing interdisciplinary and cross-regional collaboration, and welcoming new approaches within areas studies and global studies. DUCIGS is home to various international area studies centers, councils, and initiatives. Visit the DUCIGS website at igs.duke.edu to learn more about the many centers and initiatives it houses.
- **DukeEngage** provides fully-funded opportunities that enable students and faculty to collaborate with organizations across the globe to address critical societal needs through an immersive summer of civic engagement. For more information, visit dukeengage.duke.edu.
- **The Margolis Center for Health Policy** catalyzes Duke University's leading capabilities including interdisciplinary academic research and capacity for education and engagement, to inform policy making and implementation for better health and health care. The Center has offices and staff on Duke University's campus in Durham, North Carolina and at the Duke in DC offices in the heart of the nation's capital. For more information, visit healthpolicy.duke.edu.

Libraries & Technology

Duke University

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, the Pearse Memorial Library at the Duke Marine Lab 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.

All Libraries

- Perkins & Bostock Libraries (library.duke.edu)
- David M. Rubenstein Rare Book & Manuscript Library (library.duke.edu/rubenstein)
- Duke University Archives (library.duke.edu/rubenstein/uarchives)
- Lilly Library (library.duke.edu/lilly)
- Music Library (library.duke.edu/music)
- Marine Lab Library (library.duke.edu/marine)
- Library Service Center (library.duke.edu/lsc)
- Divinity School Library (library.divinity.duke.edu)
- Duke Kunshan University Library (dukekunshan.edu.cn/en/academics/library)
- Ford Library, Fuqua School of Business (library.fuqua.duke.edu)
- Goodson Law Library (law.duke.edu/lib)
- Medical Center Library (mclibrary.duke.edu)

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)

Student Disability Access Office (SDAO)

The Student Disability Access Office (SDAO) recognizes disability as an aspect of diversity that is integral to society and to our campus community. Accessibility is an essential feature of the Duke campus, and we strive to create an inclusive community for our students. We strive to ensure that students with disabilities are provided the tools they need to fully access all aspects of student life inside and outside of the classroom.

Core Functions of SDAO

- Partner with students with disabilities to establish services for their access and inclusion on campus
- Manage, coordinate, implement and evaluate accommodation/service programs
- Serve as a resource to students/faculty/staff to ensure effective provision of services
- Provide educational and resource support to the campus community to increase awareness regarding how to create and sustain access and inclusion for students with disabilities in all aspects of the university
- Provide resource and referral information to the campus community and prospective student and their families

SDAO works with each student individually to establish academic adjustments and auxiliary aids and services, more frequently referred to as academic accommodations for the purpose of eliminating the environmental barriers impacting the student's equitable access to the campus facilities, programs and activities. To find out more information about how to establish services with SDAO you can contact us in the following ways.

In order to receive consideration for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, a student must have a physical or mental impairment that substantially limits one or more major life activities. Students requesting accommodations under the provisions of the ADA, ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 (e.g., academic, accessibility, housing) must contact the Student Disability Access Office to explore possible coverage. Students with medical conditions not covered under the provisions of the ADA and the ADA Amendments Act may wish to contact Duke Student Health Service. Additional information and requests for accommodations may be found on the SDAO website.

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

Housing, Dining, & Transportation

Housing and Residence Life (HRL)

Undergraduate Housing. Housing, Dining and Residence Life manages all aspects of the university's three-year undergraduate residency requirement. Residential programs are designed to build positive communities that value learning, create new opportunities for faculty engagement, and generate positive social connections. HRL, student residents and others in the Duke community develop and maintain environments that support classroom learning and encourage students to seek learning opportunities in the world around them. HRL promotes opportunities for students to connect with others and develop a strong and enduring sense of belonging; and intentionally provide opportunities for students to grow and develop as they continue to negotiate developmental issues related to identity, autonomy, and responsibility. HRL programs are rooted in the concepts of mutual respect and civility, and recognize and celebrate the dignity and self-worth of all members. For more information, visit studentaffairs.duke.edu/hdrl.

Graduate and Professional Student Apartments. Limited on-campus housing is available to full-time graduate students. For more information on graduate student housing application timeline and facility amenities, visit students.duke.edu/living/housing/graduate-professional-housing. Assignments are made in the order of receipt of completed applications.

Off-Campus Housing. The Duke Community Housing Office maintains a listing of rental apartments, rooms, and houses provided by property owners or real estate agencies in Durham at durhamgradhousing.com.

Duke Housing and Residence Life (HRL) operates a website specifically to simplify the off-campus housing search for students, parents, faculty and staff, and for area property owners and managers at nearduke.com/housing.

Duke Dining. Duke is home to one of the most innovative, dynamic, and cutting edge collegiate dining programs in the country, with access to over 50 dining locations that include 33 on-campus locations, Merchants-on-Points (off-campus restaurants that deliver), and food trucks. Find more information at students.duke.edu/living/dining.

DukeCard

All Duke students are issued electronic Duke University identification cards through their mobile devices. This identification should be carried at all times. DukeCards are the means of identification for library privileges, athletic events, and other university functions or services open to them as university students. Students will be expected to present their cards on request to any university official or employee. DukeCards are not transferable and fraudulent use may result in loss of student privileges or suspension. For more information, visit dukecard.duke.edu.

Parking & Transportation

Duke Parking & Transportation provides the Duke community with parking options that balance price and convenience while managing supply and demand across the parking system. A valid permit is required in all locations; most locations are gated and the permit activates the entry and exit gates. Visitors who do not have a permit pay by the hour in facilities specially set aside for them. Accommodations are also available for patrons that require accessible parking or transportation.

Options include annual permits and short-term permits that allow for flexible or occasional parking. Anyone affiliated with Duke is eligible to purchase on-campus parking in available locations. There are also many transportation options available at Duke, including Duke Transit (buses), vans, city and regional buses, private taxi service, and a ride-hailing program. For more information, visit parking.duke.edu.

Student Affairs & Organizations

The Division of Student Affairs is critically engaged in supporting the holistic engagement and personal growth of all students who attend Duke. The Division collaborates with student leaders, faculty, families, community members and many others in the delivery of key services.

Its programs and services are designed to support holistic wellbeing, foster an inclusive and dynamic community, and complement Duke's commitment to academic excellence. For more information, visit studentaffairs.duke.edu.

The Student Affairs Identity and Cultural Centers also serve as important resources and places of connection and support for many of our students. The centers are offering programming and support throughout the year, including summer. ICCs include:

- Center for Multicultural Affairs
- Center for Muslim Life
- Center for Sexual and Gender Diversity
- Duke International Student Center

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- Jewish Life at Duke
- Mary Lou Williams Center for Black Culture
- Women's Center

Graduate and Professional Student Government

The Graduate and Professional Student Government of Duke University (GPSG) is the umbrella student government organization for Duke's nine graduate and professional schools. Its purpose is to: represent and advocate on behalf of graduate and professional students at Duke University; serve as a liaison among the student governments of the graduate and professional schools of the University; serve as a liaison between graduate and professional students and the University Administration; nominate graduate and professional student representatives to University committees; program events of interest to the graduate and professional student community; and financially support the programming of graduate and professional student groups.

Visit the GPSG website at gpsg.duke.edu. Contact GPSG (gpsgexec@duke.edu) for additional details on how students can become involved.

The Black Graduate and Professional Student Association

The Black Graduate and Professional Student Association (BGPSA) represents all minority graduate and professional students on the Duke University campus. The association's primary mission is to enhance the Duke experience for its members through community service, social, and academically based programming events. As an umbrella organization, the association welcomes students from groups including the Black & Latino MBA Organization, Black Law Students Association, Black Seminarians Union, Bouchet Society, Hurston-James Society, and Student National Medical Association. Through its academic forums, luncheons, community service initiatives, social events, and recognition ceremony the group hopes to assist in the development of future minority leadership in the Duke community and in the world.

Religious Life

In partnership with the Division of Student Affairs, the Chapel convenes, supports, and advocates for all of the officially recognized Religious Life groups on campus that serve students, including Buddhist, Catholic, Hindu, Jewish, Latter-Day Saints, Muslim, Orthodox, and Protestant organizations and groups. There are about two dozen Religious Life groups at Duke; find a listing of them at chapel.duke.edu/religiouslife.

With a mission of "bridging faith and learning," the Chapel holds ceremonies, concerts, Christian worship services, and more. It is a sanctuary open to all people for important personal moments of prayer, reflection, grief, and gratitude. The Chapel's Student Ministries provides opportunities for undergraduate students to hear and respond to God's call for their lives on campus, in Durham, and beyond through study, artistic expression, counsel, service, and community. Learn more at chapel.duke.edu.

Intercollegiate Athletics

The Athletic Department fosters intercollegiate athletics by striving for excellence and by providing the best possible framework within which highly accomplished student-athletes can compete. The department has a dual responsibility to provide a high-quality athletic program and environment so that all students have the opportunity to compete to the fullest extent of their abilities. Duke is a member of the National Collegiate Athletic Association (NCAA) and the Atlantic Coast Conference (ACC).

Student Health & Safety

Campus Police

It is the mission of the Duke University Police Department to protect and serve the people and property of Duke. We are guardians of a community of world class education, research and healthcare and must prevent violence, reduce fear, and build relationships. For more information, visit police.duke.edu.

Counseling & Psychological Services (CAPS)

CAPS helps Duke students enhance their strengths and learn to cope with the trials of living, growing, and learning. CAPS offers many services to Duke undergraduate, graduate, and professional students, including brief individual counseling/psychotherapy, consultation, couples and group counseling, and assistance with referrals. CAPS' staff also provide outreach education programs to student communities, promoting an empathic and supportive culture. Staff members are available for consultation with faculty

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concerning students or other matters relating to mental health in the university community. The CAPS staff includes psychologists, clinical social workers, and psychiatrists experienced in working with college-age adults. CAPS' staff carefully adhere to professional standards of ethics, privacy, and confidentiality. For more information, visit studentaffairs.duke.edu/caps.

DukeReach

DukeReach provides direct case management services including interventions, advocacy, referrals and follow-up services for students who are experiencing significant difficulties related to mental health, physical health, and/or psycho-social adjustment. The Assistant and Associate Deans in DukeReach coordinate student services and provide connections with campus departments as well as outside agencies and providers. For more information, visit studentaffairs.duke.edu/dukereach.

DuWell

DuWell works to enhance the educational experience for Duke students by addressing substance use and abuse issues and promoting healthy physical, emotional and social development, including issues related to sexual health. It offers one-on-one screening (for substance use) and health coaching, workshops and trainings on the different topic areas of wellness (including Social Host Education, Stress and Sexual Health workshops) and programs for student groups upon request. Consultation on prevention of high-risk behavior and promotion of wellness is available to students, faculty, professionals and staff. DuWell is dedicated to fostering a living/learning environment on campus and within the surrounding community that encourages the full development of the individual as an engaged member of the community. For more information, visit studentaffairs.duke.edu/duwell.

Student Health

Student Health Services at Duke University is jointly supported by the Division of Student Affairs and the Department of Pediatrics. The Duke Student Health Center is the primary source for a wide range of healthcare services, many of which are covered by the Student Health Fee. Its mission is to provide evidence-based, patient-centered health care to the Duke student community in a professional and compassionate manner that directly contributes to the student's well-being and overall success. For more information, visit 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

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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.

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	19		
Doctor of Ministry	122		
Doctor of Theology	31		
Master of Arts in Christian Practice	26		
Master of Divinity	365		
Master of Theological Studies	52		
Master of Theology	8		
Special Students	2		
Total	625		
GEOGRAPHICAL DISTRIBUTION (US STATE)			
Alabama	14	Minnesota	4
Arizona	1	Mississippi	3
Arkansas	3	Missouri	4
California	27	Nebraska	1
Colorado	3	New Jersey	5
Connecticut	4	New York	6
District of Columbia	3	North Carolina	357

ACTIVE ENROLLMENT SUMMARY			
Florida	22	Ohio	7
Georgia	11	Oklahoma	1
Illinois	8	Oregon	3
Indiana	6	Pennsylvania	7
Iowa	2	South Carolina	11
Kansas	4	Tennessee	18
Kentucky	3	Texas	29
Louisiana	2	Utah	1
Maine	1	Virginia	25
Maryland	7	Washington	1
Massachusetts	5	West Virginia	2
Michigan	11	Wisconsin	3
GEOGRAPHICAL DISTRIBUTION (INTERNATIONAL)			
Canada	1	Japan	2
China	1	Mexico	2
Colombia	2	Netherlands	2
Costa Rica	1	Nigeria	1
Ghana	1	Singapore	1
India	2	Republic of Korea	9
Indonesia	1	Zimbabwe	1
DENOMINATIONS REPRESENTED			
Adventist	1		
African Methodist Episcopal	8		
African Methodist Episcopal Zion	7		
American Baptist Churches USA	6		
Anglican	28		
Assemblies of God	6		
Baptist	69		
Brethren in Christ	1		
Christian	31		
Christian Ch (Disciples Christ)	1		
Christian Church of N. America	1		
Christian Reformed Church	1		
Church of Christ	6		
Church of God	2		
Church of God in Christ	1		
Church of Nazarene	10		
Cooperative Baptist Fellowship	11		
Episcopal	44		
Evangelical	7		
Evangelical Covenant Church	3		
Evangelical Lutheran Ch in America	7		
Evangelical Presbyterian Church	1		

ACTIVE ENROLLMENT SUMMARY	
Free Methodist Church of N. Am.	4
Independent	1
Korean Presbyterian	1
Latter-Day Saints (Mormon)	4
Lutheran	1
Lutheran Church-Missouri Synod	2
Mennonite	3
Missionary Baptist Church	6
National Baptist	2
Non-Affiliated	3
Non-denominational	53
None	1
North American Baptist	1
Other	1
Other Christian	1
Pentecostal	5
Pentecostal Holiness	3
Presbyterian	11
Presbyterian Church in America	8
Presbyterian Church of Korea	2
Presbyterian Church USA	24
Progressive Nation Bapt Conv	1
Protestant	7
Reformed Church in America	2
Reformed Tradition	2
Roman Catholic	16
Seventh-Day Adventist	3
Southern Baptist	1
Southern Baptist Convention	3
Unaffiliated	3
Unitarian Universalist	1
United Church of Christ	9
United Methodist Church	179
Vineyard	3
Wesleyan	2
Blank	4

Academic Calendar 2023-2024

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 will 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

Divinity Hybrid Session Calendar

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 2023
August August 25 (F) Divinity Orientation August 28-September 1 (M-F) Divinity Hybrid Immersion Week. First day of classes August 29 (Tu) Drop/Add deadline
September September 1 (F) Final deadline for incomplete work from Spring term September 4-8 (M-F) Reading week
October October 2 (M) Final deadline for incomplete work from Summer term October 6 (F) Last day to withdraw with a W October 16-20 (M-F) Reading week October 24 (Tu) Shopping carts open for Spring 2024
November November 1 (W) Registration begins for Spring 2024 November 10 (F) Classes end November 13-21 (M-F) Final exams November 29 (W) Last day of hybrid session
SPRING 2024
January January 8-12 (M-F) Divinity Hybrid Intensive Week. First day of classes January 9 (Tu) Drop/Add deadline January 15 (M) Martin Luther King, Jr. Day holiday; no classes held January 15-19 (M-F) Reading week January 22 (M) Weekly online sessions begin
February February 1 (Th) Final deadline for incomplete work from Fall term February 9 (F) Last day to withdraw with a W February 19 (M) Registration begins for Summer 2024
March March 11-15 (M-F) Reading Week March 22 (F) Classes end March 25-April 3 (M-W) Final exams March 25 (M) Shopping carts open for Fall 2024
April April 3 (W) Registration begins for Fall 2024
May May 10 (F) Commencement begins May 11 (Sa) Baccalaureate held
SUMMER 2024

FALL 2023
May May 20-24 (M-F) Divinity Hybrid Session Intensive Week May 21 (Tu) Drop/Add deadline May 27-June 2 (M-F) Reading week
June June 3 (M) Weekly online sessions begin June 19 (W) Juneteenth holiday; no classes held June 28 (F) Last day to withdraw with a W
July July 4 (Tu) Independence Day; no classes held July 26 (F) Classes end July 29-August 2 (M-F) Reading week
August August 5-9 (M-F) Final exams

Academic Calendar

Divinity Residential Session Calendar

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.

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FALL 2023
August August 25 (F) Divinity Orientation
September September 1 (F) Final deadline for incomplete work from Spring term September 5 (Tu) First day of classes September 19 (Tu) Drop/Add deadline
October October 2 (M) Final deadline for incomplete work from Summer term October 16-20 (M-F) Reading week October 24 (Tu) Shopping carts open for Spring 2024 October 27 (F) Last day to withdraw with a W
November November 1 (W) Registration begins for Spring 2024 November 21 (Tu) Thanksgiving recess begins November 27 (M) Classes resume
December December 1 (F) Classes end December 4-8 (M-F) Reading week December 11-15 (M-F) Final exams December 18 (M) Last day of residential session
SPRING 2024
January January 16 (Tu) First day of classes January 30 (Tu) Drop/Add deadline
February February 1 (Th) Final deadline for incomplete work from Fall term February 19 (M) Registration begins for Summer 2024
March March 11-15 (M-F) Reading Week March 25 (M) Shopping carts open for Fall 2024 March 28-29 (Th-F) Maundy Thursday and Good Friday; no classes held
April April 1 (M) Last day to withdraw with a W April 3 (W) Registration begins for Fall 2024 April 19 (F) Classes end April 22-26 (M-F) Reading week April 29-May 3 (M-F) Final exams
May May 10 (F) Commencement begins May 11 (Sa) Baccalaureate held

Divinity School Administration

Edgardo Colón-Emeric, Dean of the Divinity School; Director, Center for Reconciliation

Dana Auton, Human Resources Manager, Administration and Finance

Nina Balmaceda, Associate 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

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Katie Benjamin, Director, Divinity Library
Meghan Feldmeyer Benson, Chaplain
Kennetra Irby Brackett, Associate Director of Field Education & Career Development
Karin Breiwitz, Information Technology Analyst
Mycal Brickhouse, Director of Educational Programs, Leadership Education at Duke Divinity
Betsy Buschman, Administrative Assistant, Leadership Education at Duke Divinity
Barbara Campbell, Registrar and Student Services, Course of Study
Whitney Carr, Program Coordinator, Student Services and Academics
Emma Carter, Staff Assistant, Leadership Education at Duke Divinity
Daniel Castelo, Associate Dean for Academic Formation
Elizabeth Chandler, Financial Analyst Administration and Finance
Jung Choi, Associate Dean for Global and Intercultural Formation; Director of Asian House of Studies
Linda Coley, Executive Director, The Ormond Center
Daniel Corpening, Director, Field Education
Ashley Cross, Admissions Officer, Admissions
Farr Curlin, Co-director, Theology, Medicine, and Culture Initiative
Callie Davis, Staff Assistant, Baptist House of Studies
Donielle Degraffenreidt, Program Coordinator, Leadership Education at Duke Divinity
Cyndi Duke-Terry, Administrative Assistant, Office of the Dean
Patricia Erickson, Program Coordinator, Hybrid Programs
Tracie Foust, Assistant Registrar
Curtis Freeman, Director, Baptist House of Studies
Shannon Gigliotti, Staff Assistant, Thriving Rural Communities Initiative
Joe Gonzalez, Director of Business Administration
Frith Gowan, Director of Digital Strategy, Communications
Regina Graham, Associate Director, Black Church Studies
Iris Greene, Staff Assistant, Academic Programs
Deborah Hackney, Senior Director, Academic Programs; and Registrar
Dean Hawkins, Library Assistant, Senior
Gwen Heginbotham, Program Coordinator, Everything Happens Initiative
Valerie Helbert, Program Coordinator, Center for Reconciliation
Morgan Hendrix, Director, Admissions Operations
Sally Hicks, Editorial Director, Faith and Leadership
Bob Horn, Building Manager
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 at Duke Divinity
Chris Karnadi, Assistant Editor, Faith & Leadership
Carey Kidd, Program Coordinator, External Relations
Sangwoo Kim, Associate Dean for Vocational Formation; Senior Director of the Methodist House
Warren Kinghorn, Co-director, Theology, Medicine, and Culture Initiative

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Sigrid Kjaer, Library Associate

Alaina Kleinbeck, Director, Thriving in Ministry Coordination Program

MacGregor Knight, Staff Assistant, Admissions

Kurt Laudicina, Educational Technology Specialist

Maggie Long, Staff Assistant, Administration and Finance

Michael Long, Director of Spiritual Formation

Emily Lund, Communications Specialist, Leadership Education at Duke Divinity

Todd Maberry, Managing Director, The Ormond Center

Brett McCarty, Associate Director, Theology, Medicine, and Culture Initiative

Cullen McKenney, Director of the Center for Writing and Academic Support

Elizabeth McQuaid, Staff Assistant, Anglican Episcopal House of Studies

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, Senior Content Strategist

Mary Lynn Myers, Program Coordinator, Duke Initiative Theology and the Arts

Phu Nguyen, Digitization and Reference Librarian, Divinity Library

David Odom, Associate Dean for Leadership Initiatives; Executive Director, Leadership Education at Duke Divinity

Cheryl Parker, Staff Assistant, Field Education

John Parker, NC Thrives and Pathways of Repair, The Ormond Center

Christine Parton-Burkett, Lecturing Fellow in Speech

Aleta Payne, Associate Editor, Faith and Leadership

Hannah Perez, Program Coordinator, Leadership Education at Duke Divinity

Cassandra Pettigrew, Director, Financial Aid

Idia Piacentini, Staff Assistant, Hispanic House of Studies

Heather Plonk, Program Coordinator, Theology, Medicine, and Culture

Elizabeth Poole, Director of Development

Yvette Pressley, Program Coordinator, Center for Reconciliation

Harriet Putman, Program Coordinator, Everything Happens Project

Jean Quintus, Information Technology Analyst

Rebekah Ramlow, Digital Marketing Specialist

Sherry Reynolds, Administrative Assistant, Administration and Finance

Jessica Richie, Program Director, Everything Happens Project

Sarah Robinson, Associate Director of Advancement Services, External Relations

C. Kevin Rowe, Vice Dean for Faculty

Jessamyn Rubio, Manager, Web and Interactive Media Projects, Leadership Education at Duke Divinity

Kelly Ryan, Senior Director, Communications; Executive Editor, Leadership Education at Duke Divinity

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, Program Coordinator, Divinity+

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Eliza Stewart, Admissions Officer, Admissions

Dan Struble, Associate Dean for External Relations

Elizabeth Styron, Program Coordinator, NC Thrives

Elizabeth Tamez, Director of Educational Programs, Leadership Education at Duke Divinity

Brad Thie, Director, Thriving Rural Communities Initiative

Brenda Thompson, Program Coordinator, Everything Happens 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

Carlo Vidal, Media Production Specialist

David Walley, Staff Assistant, Academic Programs

Audrey Ward, Executive Director of Communications

Lacey Warner, Associate Dean for Wesleyan Engagement; Director, Master of Arts in Christian Practice Program

Carl Weisner, Associate Dean for Administration and Finance

Victoria White, Managing Director of Grants Programs, Leadership Education at Duke Divinity

Wanda White, Coordinator of Programs/Assistant Director, Thriving Coordination Programs

Deborah Williams, Program Coordinator, Black Pastoral Leadership Collaboration

William Willimon, Director, Doctor of Ministry Program

Belinda Wisdom, Administrative Coordinator, Office of the Dean

Minoka Yonts, Director of Alumni Relations

Colin Yuckman, Senior Director, Digital Learning Formation

Administration & Faculty

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Starsky D. Wilson (2024), Potomac, Maryland
John M. Zavada Jr. (2023), Alexandria, Virginia

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Deborah J. Bennett, Charlotte, North Carolina
Kurt O. Berends, Grand Rapids, Michigan
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Ian Cron, Nashville, Tennessee
Thelma Barclift Crowder, South Boston, Virginia
William Dahl, Chapel Hill, North Carolina
Kristine M. Dahlberg, Southern Pines, North Carolina
Terri Dean, Philadelphia, Pennsylvania
Walter L. Deane, New York, New York
Paul R. Ervin Jr., Lithia, Florida
Anne T. Fitzgerald, Toronto, Ontario
William J. Fowler, Kingston, Tennessee
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William B. Garrison Jr., Millwood, Virginia
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Louise N. Grabarek, Emerald Isle, North Carolina
Mary R. Haggar, Clearwater, Florida
Cynthia L. Hale, Conyers, Georgia
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James A. Harnish, Longwood, Florida
Cammie R. Hauptfuhrer, Charlotte, North Carolina
Bridget J. Hayes, New York, New York
Susan S. Henley, Chapel Hill, North Carolina
Calvin Hill, Fairfax, Virginia
Deborah I. Hodde, Charlotte, North Carolina
James C. Howell, Charlotte, North Carolina
John P. Jaquette Jr., Ithaca, New York
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David A. Johnston, Winter Park, Florida
L. Bevel Jones III, Decatur, Georgia
Sarah C. Jordan, Mount Gilead, North Carolina
J. Keith Kennedy, Sperryville, Virginia
Mary Banks A. Knechtle, Hillsborough, North Carolina
Sarah S. Kreutziger, Metairie, Louisiana
Eric A. Law, Berkley, Michigan
James C. Lee, Raleigh, North Carolina
William L. Lee, Roanoke, Virginia
Paul L. Leeland, Holly Springs, North Carolina

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Roger L. Leonard, Naples, Florida
Theresa M. Leonardy, Perrysburg, Ohio
D. Stephen Lewis Jr., Alpharetta, Georgia
Sinclair E. Lewis, Anderson, South Carolina
Joseph A. Lipe, Charlotte, North Carolina
Ann L. Littleton, Birmingham, Michigan
Robin W. Lovin, Dallas, Texas
Susan Paynter March, Kerrville, Texas
George A. Mason, Dallas, Texas
Mary Alice Massey, Jacksonville, Florida
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
C. P. Minnick Jr., Raleigh, North Carolina
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, Worthington, Ohio
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., Blythewood, 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
Robert C. Scott, San Antonio, Texas
Carla Badgett Shield, Winnie, Texas
William S. Shillady, New York, New York
Charles M. Smith Sr., Washington, North Carolina
Donna Claycomb Sokol, Alexandria, Virginia
Ashley C. Stanley, Fletcher, North Carolina
Sandra Steiner Ball, Scott Depot, West Virginia
Thomas B. Stockton, Winston-Salem, North Carolina

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G. 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
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
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 May 2023. 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.

Sarah Jean Barton (2020), ThD, MTS, Assistant Professor of Occupational Therapy and Theological Ethics

Jeremy Begbie (2009), 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

Luke Bretherton (2012), PhD, MA, Robert E. Cushman Distinguished Professor of Moral and Political Theology

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

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 (2001), 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, Irene and William McCutchen Professor of Reconciliation and Theology, and Director of the Center for Reconciliation

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

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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 Director, Baptist House of Studies

Polly R. Ha (2021), PhD, Associate Professor of the History of Christianity

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

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

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

Timothy Kimbrough (2023), 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 Research Professor 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, Assistant 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. Ritters (2021), PhD, MTS., Professor of the History of Christianity

C. Kevin 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, Assistant Professor of the Practice of Homiletics and Evangelism, and Director of the Hispanic House of Studies

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

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

Lacey C. Warner (2001), PhD, MDiv, Associate Dean for Wesleyan Engagement and Hybrid Programs, and Royce and Jane Reynolds Associate Professor of the Practice of Evangelism and Methodist Studies

Eric Williams (2023), PhD, MDiv, MATS, Director of the Office of Black Church Studies, and 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, Assistant 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

Divinity School Emeriti Faculty

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

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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 B. Hays (1991), PhD, MDiv, George Washington Ivey Professor Emeritus of New Testament
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
Laura Lieber (2008), PhD, Professor of Religious Studies
David Morgan (2008), PhD, Professor of Religious Studies and Director of Graduate Studies
Leela Prasad (1999), PhD, Professor of Religious Studies
Anna Sun (2019), PhD, Associate Professor of Religious Studies
Joseph Winters (2015), PhD, Alexander F. Hehmeyer Associate Professor of Religious Studies

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:

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- 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

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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.

Conduct Covenant

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.

Conduct Covenant

Diversity at Duke Divinity School

Duke Divinity School seeks to build a diverse and inclusive community consistent with the scriptural vision that: "There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female: for all of you are one in Christ Jesus" (Galatians 3:28). It is in this light that, as part of its mission to prepare leaders for the church, the academy, and the world, the Divinity School is committed to the importance of diversity. At a practical level, the Divinity School recognizes the need to prepare students for ministry, teaching, and leadership in multicultural and multi-faith contexts, whether in the United States or elsewhere. To do this well, the Divinity School community must seek to wrestle with and embody diversity in its faculty, staff, and student body. Given the historical legacies, social locations, and confessional commitments of the Divinity School, diversity in this context is particularly focused on gender, race, ethnicity, socioeconomic background, denominational affiliation, age, sexual orientation, learning styles, and physical ability. Encountering and learning alongside others not like us offers opportunities for members of the Divinity community to deepen their understanding of themselves, society, and their roles as pastors, ministers, teachers, and leaders. Attention to and inclusion of diversity helps foster more faithful, hopeful, and loving forms of common life.

Furthermore, a diverse faculty, staff, and student body helps generate an environment for deeper and broader theological reflection and formation. The Divinity School believes that students who have the opportunity to interact with many varied perspectives and backgrounds will be better prepared to address fruitfully the historical legacies of injustice and conflict where they serve; critically and sensitively engage the different cultural contexts they will encounter in their vocations after graduation; and be able to develop robust theological and pastoral responses to an ever-changing environment. A diverse and hospitable community opens up more opportunities for potentially transformational experiences that assist students in developing the skills necessary to serve a multi-cultural, multi-ethnic, multi-racial, multi-faith world with integrity and wisdom.

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.

Conduct Covenant

Guidelines for Inclusive Language

"The decadence of our language is probably curable. Those who deny this would argue, if they produced an argument at all, that

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language merely reflects existing social conditions, and that we cannot influence its development by any direct tinkering with words and constructions. So far as the general tone or spirit of language goes, this may be true, but it is not true in detail. Silly words and expressions have often disappeared, not through any evolutionary process but owing to the conscious action of a minority.”

— George Orwell, *Politics of the English Language*

The necessity for change is the parent of tradition. If we want a change in our language to come, we must first facilitate that change through concerted action. Our language is determined both by who we are as individuals and communities, and who we want to become.

The affirmation of the integrity of people with various opinions and interpretations on the issue of language is assumed. It is recognized, however, that exclusive language can work unwitting and unintended harm by distorting reality and excluding members from our community. Therefore, all members of this Duke Divinity School community (students, faculty, administrators, and staff) are invited to join together in using language that most adequately reflects the unity of the people of God and the reality of God.

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.

- Use precise language. When in the past you would have been inclined to use the generic term “man,” find creative ways to use such words as “humankind,” “humans,” “persons,” “everyone,” “men and women,” “children of God,” etc.
- Use words that do not include “man” when referring to occupations and positions that can include both males and females. 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 such methods as “they,” “them,” “he and she,” “hers and his,” or combinations such as “he/she,” “s/he,” and “his/hers.”
- 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 speaking in generic terms or 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, one should use this form sparingly.

Forms of Address

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Traditionally there has been little need 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 the identity that women have as individuals.

- In referring to an individual woman there is no need 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 be eliminated altogether, but in formal usage, this practice is generally not preferred.

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” (Revelations 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 use in terms of 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 she 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.

Conduct Covenant

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.”

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 now undergoing change, 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 remain, although the form and context of the local church may change.

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 worthy professional service. It seeks 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. The school also aspires, by recruitment and financial support, to prepare persons for ordination or lay professional vocations in churches. In all its endeavors, the school aims to serve Jesus Christ through service to the church 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:

- assimilate, critique, prioritize, and appropriate the Christian story as understood through scripture, tradition, reason, experience, and as centered on the life, suffering, death, and resurrection of Jesus Christ;
- engage and comprehend extensive theological, historical, contextual, philosophical, and biblical resources in a timely manner. This information will be presented in a variety of educational settings, including lectures, small group discussions, field education placements, preceptorials, spiritual formation groups, and seminars. The student should be able to analyze, integrate, and apply this information appropriately for forming individuals, congregations, communities, and the world;
- display a growing ability to think theologically and critically in conversation with a diversity of viewpoints;
- cultivate vocational imagination in light of the Christian Gospel;
- maintain openness to vocational discernment within the church and the 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, 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 and manage effectively 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 of these requirements in a variety of environments, including those for field education placements or other contextual learning environments.

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 and Service" 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.

Community & Student Life

The community and student life areas of Duke Divinity School include six offices: chaplain, ministerial formation, student life, admissions, field education, and financial aid. These offices partner with the academic program offices of the school in the process of forming leaders for faithful Christian ministry in the name of Jesus Christ. Specifically, these offices seek to address, care for, and enhance the spiritual, physical, emotional, professional, and community life of students. Information pertaining to the offices of Admissions, Field Education, and Financial Aid is included in other areas of the bulletin and also is available on the Duke Divinity School website.

Confidentiality Policy

In this work, the resources of counseling and confidentiality often come into play. It is important for Duke Divinity students to know that the Community and Student Life areas abide by FERPA (Family Educational Rights and Privacy Act), employing a policy of confidentiality, which protects student privacy while providing for collegial consultation among student life and academic program staff when necessary. To provide comprehensive, effective, and up-to-date services, a student life staff member may, only when necessary, consult with other colleagues in student life and/or academic programs about assistance/counsel for students. Otherwise, information revealed in counseling/conversation, even the information that a counseling appointment has been made, is not disclosed to persons other than those listed above unless the student provides written authorization for that information to be released. The following are exceptions to this practice of confidentiality:

- when the student life staff member believes the student presents an imminent danger to self or others;
- when the life or safety of a readily identifiable third person is endangered;
- when the student life staff member believes that a child or vulnerable adult is being subjected to abuse, neglect, or exploitation; and
- when disclosure is made necessary by legal proceedings.
- In all other cases, what is discussed in counseling will remain confidential.

Living Accommodations

The majority of Divinity School students live in off-campus apartment complexes because of their proximity to the school and competitive rental rates. 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 Office of Admissions at the school.

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 Ministerial Formation at the school operates the program in which three 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 friendshiphousepartners.com.

Short-term Housing for Hybrid Residency 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 Policy

Divinity Alcohol Policy

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

University-Wide Policy

As a community of scholars and learners, Duke University expects those within its community to be responsible with the use of alcohol. This policy shall guide the role of alcohol everywhere on the Duke campus and at all events sponsored by Duke organizations, schools, or administrative units. Students, staff, and faculty members are encouraged to learn about the social, physiological, and psychological consequences of drinking and alcohol abuse. Excessive and high-risk drinking can lead to negative consequences for the Duke community, including assault, illness, injury, litter, noise, property damage, and driving under the influence. All members of the Duke community share responsibility for creating an environment that limits dangerous drinking behaviors and, therefore, reduces the likelihood of these negative outcomes.

The following shall guide the role of alcohol in the Duke community:

- All possession, consumption, and distribution of alcohol at Duke University shall be in accordance with applicable North Carolina state laws;
- 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;
- When persons under twenty-one years of age can reasonably be expected to be present at an event, proper precautions must be taken to restrict distribution and consumption of alcohol to persons of legal drinking age. Student organizations shall also adhere to the specific guidelines for events outlined in The Duke Community Standard in Practice or the Graduate and Professional Student Alcohol Policy. Advertising or other communication that references the availability of alcohol at a function may neither promote alcohol as the focus of the event nor promote excessive drinking; and
- Each community (e.g., Undergraduate, Fuqua, Law, etc.) may establish additional guidelines and policies governing the possession, consumption, and distribution of alcohol that reach beyond these minimal expectations. Violations of policies shall be adjudicated using existing procedures within each segment of the university.

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 can be filled with a variety of anxieties, stresses, and hardships. The chaplain is available to be a source of support and advisement (or simply a listening ear) to students in a variety of areas, including spiritual concerns, vocational discernment, and anxieties about school or relationships. 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.

Community Worship

Community worship is a vibrant part of the Divinity School's life together. The chaplain's office convenes weekly worship opportunities in Goodson Chapel. This includes daily morning prayer led by the Anglican Episcopal House of Studies, and three mid-day services on Tuesdays, Wednesdays, and Thursdays. These services include faculty and student preaching and Communion (once a week). There is a range of diverse liturgical traditions represented and celebrated within the Goodson Chapel worship space—from the mystery of a formal Anglican High Mass to free-spirited Gospel services. Students, faculty, and staff share in the leadership (and often in the planning) of worship. Live-streaming enables remote members of the community to join in Goodson Chapel worship. Additionally, as an act of hospitality to the wider Duke University community, Goodson Chapel also hosts several masses and other weekly liturgies led by the Duke Catholic Center.

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's three choirs (the Chapel choir, Vespers choir, and Evensong choir), which provide choral leadership for the chapel's various 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

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Ministerial Formation serves to form Christian leaders through worship, service, vocational discernment, and community. Ministerial 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, Ministerial 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 sites.duke.edu/aehs.

The Asian House of Studies

The Asian House of Studies is a formational community of Asian/Asian-American students, alumni, faculty, and staff. It 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/formation/houses-of-study/asian-house-studies.

The Baptist House of Studies

The Baptist House of Studies is a program of support and education for Baptist students at Duke Divinity School. Established in 1989, Baptist House prepares students for Baptist ministry through theological education and participation in a supportive community.

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 have expanded dramatically since the creation of Baptist House. Today, about one hundred Baptist students are studying for ministry at Duke Divinity School, which is second only to United Methodists among denominations represented in the student body. For details about the Baptist House, visit divinity.duke.edu/formation/houses-of-study/baptist-house.

The Hispanic House of Studies

The Hispanic House of Studies (HHS) participates in the formation of future Hispanic/Latinx and non-Hispanic/Latinx church leaders committed to the community and dedicated to be self-aware leaders who can thrive in a diverse context. The HHS is committed to equipping and accompanying these church leaders as well as congregations of all backgrounds and traditions on their journey to becoming the church Christ has called us to be—A place of unity, transformation, restoration, and holistic healing.

Through its *Caminantes* program, the Hispanic House offers spiritual formation from a Hispanic perspective and helps students practice and hone skills for ministry among Hispanic/Latinx communities. Through the *Encuentro* program, students, faculty, staff, and

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United Methodist pastors have a learning encounter with Latin America.

The Course of Study in Central America is an initiative intended to establish a more regular theological education for the Methodist Church in Central America, while giving Duke Divinity students, alumni, doctoral students, and faculty the opportunity to teach theology in a unique context. The Hispanic House also offers theological and ministerial training in Spanish for pastors and lay leaders through the Hispanic-Latino/a Preaching Initiative at Duke Divinity School. The Hispanic House of Studies partners with the United Methodist conferences in North Carolina to foster innovation and an expanded imagination of how to develop a strong theological, biblical, and practical vision that will resonate with Hispanic and non-Hispanic communities across the state and generate thriving Hispanic/Latinx communities. The Hispanic House also offers continuing education programs such as workshops, seminars, and the Hispanic Summer Program. For details about the Hispanic House of Studies, visit divinity.duke.edu/formation/houses-of-study/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—representing 108 ecclesial bodies worldwide. With approximately 60 percent of the student body and forty faculty and senior staff members from these Wesleyan churches, regular meetings during the semester provide a rich venue of social and intellectual exchange. 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/formation/houses-of-study/methodist-house.

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/formation/houses-of-study/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

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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.

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 staffing, supervising, and 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 Duke Center for Reconciliation (CFR) aims to serve the academy, the church, and practitioners in the fields of conflict transformation and peacebuilding, among others. The center hopes to act as a leaven that helps Duke Divinity rise as a school for the formation of Christian reconcilers around the world. The CFR reaches out for this goal through four strategic objectives: by embracing the gift and brokenness of the Divinity School, Duke University, and Durham, NC; by promoting a vision of Christ-like reconcilers; by supporting teaching and research on conflict transformation and reconciliation; and by partnering with fellow institutional pilgrims on the journey of reconciliation. To prepare Christian leaders in the field of reconciliation, the CFR draws on the 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. Therefore, the CFR aims to equip students, pastors, and leaders of denominations and nonprofit organizations for faithful Christian leadership while engaging critical issues in the church and society and creating opportunities for mutual learning between the Divinity School and other ministries and institutions.

During the academic year, the CFR offers 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 Conflict Transformation. A core program offered by the CFR is the annual Summer Institute for Reconciliation, which is held on Duke's campus. This institute provides in-depth teaching and learning for both clergy and laity about the theological and practical aspects of reconciliation.

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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 shalom in the Americas. The AITR offers an online Institute for Transformation and Reconciliation in Spanish, Portuguese, and English for participants from Argentina, Bolivia, Brazil, Canada, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, Puerto Rico, United States, Uruguay, and Venezuela. 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.

The Everything Happens Initiative

The mission of the Everything Happens Initiative 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 foster gentle dialogue in a harsh environment, offering an anchor where people find themselves attached to the 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 a 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 Ministerial 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. 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, 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. Friend residents, and students as they are able, to participate in this mutually supportive ministry. 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 divinity.duke.edu/admissions/admitted-student-resources/housing-resources or friendshiphousepartners.com.

Ormond Center

The Ormond Center at Duke Divinity School fosters renewed imagination, will, and ability among clergy, congregations, and communities as we journey together becoming agents of thriving. The Center's mission is rooted in the scriptural calling of shalom, love of neighbor, and hope for God's final consummation of the whole creation. This mission is accomplished by walking alongside our

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neighbors, developing innovative solutions that address barriers to thriving; seeking peace, justice, and prosperity in the communities that we share.

The Center pursues its mission through three intersecting divisions: Research; The Academy of Teaching, Training, and Learning; and Pathways of Repair. Integrating people, projects, programs, and processes across these three divisions, the center equips clergy, congregations, and communities through translational research, teaching and training, convening, consulting, and storytelling. Programmatic initiatives, such as placemaking, closing gaps in education, and community craft collaborative, which is based on the human ecology framework, are situated in our broader focus areas of poverty, oppression, inequity/inequality, and injustice.

The Ormond Center serves the rural church, faculty, practitioners, and students across Duke Divinity School and Duke University more widely. Enhancing the capabilities of Duke Divinity, the center acts as a vehicle for teaching, scholarship, community engagement, additional learning opportunities, and engagement with the broader university, the state of North Carolina, and the world.

For more information on the Ormond Center's vision; its latest projects, programs, processes, people, and partners; and ways to get involved, visit ormondcenter.com.

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) is a fully accredited one-year course of study, which offers 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, 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.

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- 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 tmc.divinity.duke.edu.

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) 660-0049.

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.

Accelerated Pastoral Degree Program

The Accelerated Pastoral Degree Program ("Accelerated Program") provides a pathway for highly qualified undergraduate students to take graduate-level coursework at Duke Divinity School. Students must be enrolled in an accredited baccalaureate program that has a current partnership agreement with Duke. Pending degree program admission to the Divinity School upon completion of the baccalaureate degree, graduate-level course credits earned through the Accelerated Program may be applied toward the (residential or hybrid) Master of Divinity program or Master of Arts in Christian Practice.

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, develops intellectual resources, and facilitates networks of institutions that cultivate a coherent vision of Christian institutional leadership and that form Christian leaders in the mindsets, activities, and traits that are crucial to thriving communities. Offerings include open-application programs, an online magazine, web resources, grants, and collaborative working groups that address the deepest challenges facing Christian institutions.

Leadership Education aims to strengthen the ecology of Christian institutions that enable US congregations and pastors to flourish. It works with those institutions whose mission is the formation of Christians and that have the strength to have a scalable impact: denominations, seminaries, church-related colleges, consultancies, large membership congregations, Christian nonprofit organizations, and others. Leadership Education works across the country, with current and future leaders, using expertise from disciplines as varied as theology, business, sociology, and the arts. This initiative is funded by grants from Lilly Endowment. 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 and Community Life in vibrant partnership with students, faculty, and staff. Offerings have included sports events, fellowship meals, exhibitions, and "spirit" days, along with workshops, brown-bag discussions, and opportunities for community learning and service. The following list represents both long-standing and recent student initiatives.

For more information about the organizations listed below, including current student leadership, contact the Office of Student and Community Life at (919) 660-3548 unless otherwise noted.

Student Life Organizations

The Divinity Student Council (DSC) is made up of students from all programs in Duke Divinity School. The council's purpose is to help build and sustain Christian community among the student body by serving 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, and spiritual development. DSC serves group needs by publicizing events and activities, listening to 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.

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.

The Asian Theology Group engages theologically with the unique questions that arise within the Asian and Asian American expressions of the Christian tradition. The group also seeks to show 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, reading groups, and monthly potluck dinners.

The Black Seminarians Union 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 goal is 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.

Called Again is a student group that invites all students for whom divinity school and the call to ministry have come after having had other careers. These students have a good deal of life experience behind them, as they have been called out of the military, medicine, the law, politics, homes, engineering, education, business, and other fields to serve the church and the world in Christian ministry. A variety of gatherings are held to encourage and support one another as they navigate this new terrain and seek to understand how their past work informs the call.

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 and Nominations Committee, and Imago Dei and others as needed.

Deacons@Duke is a group of students exploring or engaged in the United Methodist deacon ordination track. The group meets several times each semester 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.

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Divinity Pride aims to serve the Divinity School community by increasing awareness of lesbian, gay, bisexual, and transgender people in the church. All members of the community are invited to participate, and the group seeks to promote understanding about homosexuality in the church through various opportunities for discussion and dialogue.

The 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 important, contributing, and welcomed members of the Divinity School community. Contact the Office of Student Life at (919) 660-3548 for current student leadership.

Duke Divinity Fellowship of Parents offers Divinity School parents opportunities to build community and fellowship by providing mutual support while caring for their families and balancing their personal commitment to their education at Duke Divinity School.

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 directs people toward a peaceful resolution of conflict.

Duke Divinity Pentecostals and Charismatics is a student group that seeks to create a community for students identifying with Pentecostalism, and promote and advocate for Pentecostals and Charismatics within the student body. Contact the Office of Student Life at (919) 660-3548 for current student leadership.

First Fruits Biblical Orchard/Creation Matters 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 broken relationships to creation and the Creator. This vision includes stewarding the orchard on Telecom Drive on behalf of the Divinity School community.

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 is a student-run space for all students who identify as Latinx. The group's mission is to facilitate and provide 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 spread 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 fosters 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.

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

Prison and Justice Action Committee (PJAC) is a Duke Divinity School student group that 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."

The Sacred Dance Group is composed of students who participate in the leadership of community worship through the expression of dance. Contact the Office of the Chaplain at (919) 660-3459 for current student leadership.

STAR (Students Thinking Theologically about Reconciliation) is committed to creating a space for students to openly share their questions about reconciliation in the context of theological education, ministerial preparation, and spiritual formation. The group

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cultivates a community that explores what reconciliation is and how all might be a part of it through intimate conversation with one another and with the Triune God. STAR works very closely with the Center for Reconciliation.

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, is a resource center for the whole community, in addition to a support and action center for women in particular.

Student Life Activities

Broadway Revue has been an annual Duke Divinity School production of popular Broadway musicals featuring music and dancing, produced and performed by Divinity School students, faculty, and staff, with guest appearances by staff from other offices on campus. This major fundraiser is free to the public with a "love offering" that provides financial support for selected community service organizations.

Divinity Choirs. Membership in the Divinity Choir, Gospel Choir, and Chapel Band is open to all qualified students. The choirs rehearse once a week and sing regularly for weekday worship and at special seasonal programs and services. New members are chosen by informal auditions that are arranged for all who are interested. Contact the Office of the Chaplain at (919) 660-3459 for current student leadership.

Live! at 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.

Project BRI(DDD)GE (Building Relationships in Durham through Duke Divinity Graduate Education). Incoming residential students are invited to join together as pilgrims to experience a multi-day physical and theological encounter with the Divinity School, Duke University, Durham, and North Carolina. 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 combines practical ministry through encounters with local churches, ministries, and non-profits, followed by theological reflection with the hope of increased awareness of the Divinity School's neighbors and their challenges. Participants seek to follow in Trevor Hudson's footsteps of encounter, reflection, and transformation as revealed in his seminal book *A Mile in My Shoes*.

The time together, like ministry, is 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)GEs," forge a special bond that helps sustain them through seminary and in many cases lasts a lifetime.

The time includes prayer and worship; visits to historic sites; service with several local ministries, including a community garden; fellowship with Reality Ministries, Friendship House, and Jubilee Home; a meal and worship at a local prison; and conversations with faculty, community, and church leaders.

Student Life Committees

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, Divinity Judicial Board, and other committees and task forces as appointed by the school's dean.

The Fellowship Committee planned community-wide events for students and faculty, and their families. The activities include social gatherings during orientation, meals, and holidays as well as fellowship times throughout the school terms. Members of this team provide leadership to Live at the Lampstand, a popular lunchtime gathering through which students, faculty, and staff share their various musical and artistic talents with the entire community.

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 Health Initiative

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The Duke Clergy Health Initiative is an effort funded since 2007 by The Duke Endowment to assess and improve the health of United Methodist clergy in North Carolina. The Clergy Health Initiative has conducted a biennial survey of all United Methodist clergy serving in North Carolina since 2008, developing what is now one of the richest longitudinal datasets on clergy in the world. It developed and offered a holistic health intervention, Spirited Life, to more than 1,100 clergy across the state and followed with the Selah intervention to adapt and evaluate stress management programs for clergy. In 2019, the Clergy Health Initiative launched the Seminary to Early Ministry (SEM) study, a mixed-methods, longitudinal study of the well-being of seminary students. It is continuously engaged in translation and dissemination of findings from these studies.

The Clergy Health Initiative is one of several programs operated by Duke 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. For details on the Clergy Health Initiative, visit divinity.duke.edu/initiatives/clergy-health-initiative.

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.

Wesleyan Formation Initiatives

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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.

Duke Summer Session

Duke Divinity School offers a limited summer program of hybrid courses and sometimes, intensive biblical language courses (Greek/Hebrew), individual directed study, and one or more residential or hybrid electives. Ordinarily, the MA, hybrid MDiv, and DMin programs will offer courses to students in those degree programs during the summer session. 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.

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 African American scholars and preachers.

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

Pauli Murray/Nannie Helen Burroughs Lecture on Women and Religion. These lectures bring women 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 a growing 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 more than 470,000 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 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

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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 a variety of seating choices and study spaces.

Staffed by the library director, digitization and technology librarian, reference and circulation 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 also works 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 over 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 Sakai 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.

International Programs

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 to contribute and to learn takes its shape from Christ's invitation to share in God's love for the world. Through its international engagements, the Divinity School also seeks to respond to God's call for unity in diversity among the churches and in the world. As an institution that educates and forms students for ministry, the Divinity School seeks to engage students with the

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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. Besides giving students a deeper appreciation for the international context of their lives, the Divinity School encourages faculty to develop cross-cultural research programs that in turn inform course development and teaching.

The Home Country

The International Studies Committee of Duke Divinity School serves as an ongoing resource to welcome and accommodate students from other countries who make a significant contribution to the community. The Internationally Minded People of Faith (IMPF) extends that hospitality on behalf of the student population of the Divinity School, including the organization of an international worship service each semester. Every year, the school has about a dozen international students from various countries. The school also is a strong proponent of international students receiving fundamental theological training in their home country.

Academic Study

In addition to courses in world Christianity and courses in the history of religion administered by the Graduate Program in Religion, various departments within the Divinity School offer courses related to international studies.

As a complement to the course offerings, the Lecture Program Committee and the Office of Black Church Studies bring a succession of distinguished scholars and church leaders to speak in the school. Among these have been Lesslie Newbigin, Gustavo Gutierrez, Kwane Bediako, Njongokulu Ndungane, Jacques Dupuis, Dana Robert, and Cornelius van der Kooi.

Travel Seminars

On occasion, Duke Divinity faculty offer courses that include a travel component as part of the course (e.g., Tour of Turkey (Church History 766/New Testament 755) and Readings of Our Lives: Contemporary African Bible Interpretations (Old Testament 807)). 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.

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. Most recently a relationship has been established with Leipzig University in Germany for doctoral students in homiletics.

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

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

1. The master of arts (MA), an 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 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 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 intensive 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 professional ministry or other Christian service. 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 does count for some deacon ordination orders.

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, 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. Reciprocal transfer of credit for coursework taken under the MDiv or MTS programs requires the permission of 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. 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 program of graduate studies in religion may be addressed to the director, 209 Gray Building.

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. 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

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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 (duke.stellic.com).

Grading System

The Divinity School employs the grading scale with the letters and quality points A+ (4.0), 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.

MA	MTS	HYBRID MDIV	RESIDENTIAL MDIV	DMIN	D-CTHC
Christian Practice 701 courses are P/F	Students may request up to 4 courses as P/F	Christian Practice 702/3 courses are P/F	Students may request up to 6 courses as P/F	Doctor of Ministry 900 courses are P/F	Christian Studies 707 and 708 is P/F
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	Students may request up to 1 more course 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 before the end of Drop/Add for any enrollment period; students cannot make changes to grading basis after Drop/Add. 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 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 eight required 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 and are required to reduce their course load or to make other academic adjustments. The Academic Policies Committee 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 with the Office of Academic Programs 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. 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

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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 may 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.

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. Any refund of tuition related to withdrawals will be according to the relevant session's published schedule. The Drop/Add period is assigned by student session-hybrid or residential.

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 or 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 Office of Academic Formation and Programs with medical documentation. 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. 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 or, in cases of harassment, with the Office of Student Conduct and/or the Office for Institutional Equity. In any situation where a party is unsure of whom to contact, the student may contact the academic dean.

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.

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 three-quarters 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. 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. 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.

Normally, students cannot use transfer credit to complete their program early. Petitions for consideration of additional transfer credit can be made to the academic dean. 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, 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.

Academic Policies

Clinical Pastoral Education (CPE)

Master of Divinity students may use a basic unit of clinical pastoral education (CPE) to meet one field education placement requirement. CPE units may be taken during any term. Students may also elect to receive academic course credit—one or two credits—for CPE.

CPE Not Requesting Academic Credit

Field Education Requirement

Students seeking to fulfill the first or second field education requirement through CPE should initially consult with the Office of Ministerial Formation. The student submits an application directly with 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 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

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 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, 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 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. By request, the Office of Field Education will be responsible for notifying the student's appropriate denominational/judicatory officials regarding successful completion of the required CPE unit.

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

In all cases above, if a student also desires academic credit (one or two course credits) for an accredited clinical pastoral education unit, then they must register for CPE 5100 during Duke Divinity School course registration period. The student should gain acceptance into the CPE program before registering for CPE 5100; registration is by permission from 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 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.

The Divinity School will consider academic credit for CPE units completed in prior terms. However, the school will not reimburse the student for CPE center fees incurred. In these cases, the student will pay the current Divinity School tuition rate at the time the academic credit is officially recorded on the student's record. Approval of the academic credit for a CPE unit completed prior to Divinity School enrollment from an ACPE, Inc. accredited agency will be determined by the Office of Field Education and the academic dean.

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 need a year of basic foundational work in theology prior to CPE. Students seriously contemplating a career in chaplaincy or pastoral counseling should take CPE earlier in their curriculum in order 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.

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 part of a formal field education placement may enroll in CPE, but are cautioned to give close attention to workload.

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.

International Field Education

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Duke Divinity School is committed to the pursuit of international studies. The school's commitment to a global ministry perspective 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, the Divinity School offers funding for selected international field education placements coordinated by these faculty, staff, and alumni. An interview/selection process 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 increasingly interconnected global community. The program currently includes internships in Mexico, El Salvador, 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 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.

Academic Policies

Field Education

Program for Ministerial Formation

Field education is central to Duke Divinity School's master of divinity degree program. Ministry contexts provide abundant opportunities for action as well as reflection, enabling students to work with their personal and spiritual gifts and experiences as well as the rich conceptual material offered by the Divinity School. In these settings students are typically (1) working to clarify and test their calls to ordained or lay ministry; (2) exploring ministerial roles and identity; (3) building and strengthening the diverse skills required for ministry; and (4) learning to understand and approach ministry theologically as well as psychologically, sociologically, and organizationally. 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 one unit in a church (congregation/parish-based) setting, unless permitted by the Field Education 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 director of field education will review the evaluations and, in consultation with the senior director of Ministerial Formation and Student Life, and/or the field education 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.

Current students who intend to receive a Divinity or Duke Endowment 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 grant portion of the summer field education funding will be forfeited.

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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 degree program students must complete at least 400 hours of field education through one or two field education placements. 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). Hybrid MDiv students choosing to pursue Clinical Pastoral Education (CPE) may count it as one of the two units, but it cannot by itself fulfill the field education requirement for the hybrid MDiv. 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.

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 FIELDDEDU 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 receive a 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. Students who wish to participate in a Field Education placement prior to completing six courses may make a written appeal to the Field Education Committee. This does not apply to the Pre-Enrollment Ministry Discernment Program.
- Have access to personal transportation, i.e., an automobile.
- 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 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

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experience, the tuition portion of the summer Field Education stipend will be forfeited.)

- If a student is a dual degree student (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 MDiv/MSW dual degree paradigm (which begins with two years in residence at Duke), placement opportunities would include Summer I, Academic Year II, or Summer II. Dual-degree students applying for a Field Education placement during Summer II are not eligible to receive a work study funded placement. Dual degree students will be allowed to participate in Duke Endowment funded field education placements between year 3 and year 4 of their program (in order to receive a third funded placement opportunity); this gives dual degree program students four possible placement periods for field education, the same as residential MDiv students.
- Students intending to complete the entire MDiv degree on a part-time basis (due to a documented/registered disability or some other reason) 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 senior director of Ministerial Formation and Student Life.
- Students participating in academic year Field Education are not allowed to overload for course credit without permission of both the director of Field Education and the dean of academic programs. Over the summer, residential MDiv students are permitted to take one hybrid course designated to be synchronous with Field Education for credit toward their MDiv while enrolled in Summer Field Education.

Guiding Ministerial Formation

Development of readiness for ministry is the responsibility of each student. 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 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 leave of absence or withdrawal from school. Such action will be referred to the Academic Policies Committee for inclusion in the assessment of that student's progress toward graduation.

Field Settings for Ministerial 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, a minimum of ten weeks (summer placement), and 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 200 hours in preparation and presence, a minimum of ten weeks (summer placement) or thirty weeks (academic year placement) 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, ministerial 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 final evaluation signed by their supervisor 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 ministerial 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 of these field placements occur in that tradition. The Divinity School will assist every student who is seeking ordination 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

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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).

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, housing, and travel expense 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 facilitate the appointment process. 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 of any kind. 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 senior director of ministerial formation. Student-pastors are strongly and actively discouraged from attempting to commute more than fifty miles one way on a daily basis. 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,

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the field education staff will convene a review committee consisting of the student's faculty advisor, a member of the Field Education 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, psychological evaluation, personal therapy, 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 wellbeing of ministry leaders has significant impact on the spiritual development and wellbeing 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 (MDiv-R) 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 Church Ministry 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: Spirituality 760 and Spirit 701. In the first term, students take a one-credit course (Spirituality 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. 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 (MDiv-H) Spiritual Formation

MDiv-H students are required to participate in spiritual formation every term. In the first two terms, students enroll in Christian Practice 702 and Christian Practice 703 sequences. 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 (Christian Practice 704) to continue their spiritual, vocational, intellectual, and human formation.

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 Christian Practice 701 each term, students participate in spiritual formation

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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 Doctor of Ministry 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. It considers candidates for admission to the master of divinity, master of arts in Christian practice, and master of theological studies programs who hold a bachelor's degree, or its equivalent, from a college or university approved by a regional accrediting body. It considers candidates for admission to the master of theology program who hold a bachelor's degree, or its equivalent, from a college or university approved by a regional accrediting body and who have or will have been awarded the master of divinity degree, or the equivalent, from an accredited ATS institution. Candidates for admission to the doctor of ministry and the doctor of theology programs must hold a bachelor's degree, or its equivalent, from a college or university approved by a regional accrediting body and a master of divinity, a master of theological studies, or comparable master's degree (e.g., MA in theology, MRE, MCM, etc.) from an accredited ATS institution.

Pre-seminary Curriculum

The Divinity School follows the guidelines of the Association of Theological Schools with respect to undergraduate preparation for theological study. In general, these guidelines prescribe a strong background in liberal arts, especially the humanities. A well-rounded background in English language and literature, history, philosophy, psychology, religion, social science, and foreign languages is especially desirable.

Professional and Technical Standards for Admission

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 to succeed. All students, including those with reasonable accommodations, must meet the requirements and expectations listed below. The Committee on Admissions adheres to the Divinity School's Professional and Technical Standards during the selection of persons applying for entry to the school. Questions regarding these standards may be directed to the Office of Admissions.

Statement of Diversity in Admissions

Duke Divinity School seeks to build a diverse and inclusive community consistent with the scriptural vision that: "There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female: for all of you are one in Christ Jesus" (Galatians 3:28). It is in this light that, as part of its mission to prepare leaders for the church, the academy, and the world, the Divinity School is committed to the importance of diversity. At a practical level, the Divinity School recognizes the need to prepare students for ministry, teaching, and leadership in multicultural and multi-faith contexts, whether in the United States or elsewhere. To do this well, the Divinity School community must seek to wrestle with and embody diversity in its faculty, staff, and student body. Given the historical legacies, social locations, and confessional commitments of the Divinity School, diversity in this context is particularly focused on gender, race,

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ethnicity, socioeconomic background, denominational affiliation, age, sexual orientation, learning styles, and physical ability. Encountering and learning alongside a diversity of persons offers opportunities for members of the Divinity community to deepen their understanding of themselves, society, and their roles as pastors, ministers, teachers, and leaders. Attention to and inclusion of diversity helps foster more faithful, hopeful, and loving forms of common life. Furthermore, a diverse faculty, staff, and student body helps generate an environment for deeper and broader theological reflection and formation. The Divinity School believes that students who have the opportunity to interact with many varied perspectives and backgrounds will be better prepared to address fruitfully the historical legacies of injustice and conflict where they serve; critically and sensitively engage the different cultural contexts they will encounter in their vocations after graduation; and be able to develop robust theological and pastoral responses to an ever-changing environment. A diverse and hospitable community opens up more opportunities for potentially transformational experiences that assist students in developing the skills necessary to serve a multi-cultural, multi-ethnic, multi-racial, multi-faith world with integrity and wisdom. 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.

Admissions

Admission Policies

Admission Acceptance

MDiv, MA, MTS, ThM, ThD, DMin, and Special Student applicants must indicate their acceptance of admission 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 (finance.duke.edu/bursar).

All entering students must complete and return the immunization and student health form to the student health service. 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, or ThD) degree. All MDiv, MTS, and MA students are subject to a background check prior to enrollment or participation in the programs.

Prospective 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 if they 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 third letter of recommendation submitted must be a letter written by the 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, MA, or certificate in theology and health care wishing to change from a degree program to another within Duke Divinity School may apply to do so. Students enrolled in the ThM, DMin, and ThD programs are not typically eligible to seek admission into a different degree program.

Basic admission requirements for the specific degree program change sought must be met in order to be considered for a program change. Students should consult the admissions requirements section for the program to which they are requesting the change. Students requesting a program change are expected to have a minimum GPA of 3.0. Students may apply to change programs after

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completing one full semester of study. Applicants must meet with staff in the Office of Admissions and submit the application materials by no later than the first day of classes for the semester in which the change is requested. Program change applications submitted after the first day of classes will be considered for the next academic semester.

Students seeking a program change must first contact the Office of Admissions to arrange a program change interview. In addition, a complete application and supporting materials include:

- Program Transfer Application form;
- Statement of Purpose outlining the reasons for the program transfer request and describing the educational, personal, and vocational goals they hope to achieve by changing programs; and
- one letter of reference from a Duke Divinity School faculty member. Students requesting to change to the MDiv must also submit a reference from a church-related official (pastor, campus minister, denominational official, etc.) who can comment on the student's vocational calling. Recommendation letters should be sent directly to Admissions via email (admissions@div.duke.edu).

Once the Office of Admissions receives all application materials, a decision will be released within 7-10 business days. The application will then be transferred to the academic formation office so the program change is effective no later than the drop/add deadline for the current semester or by registration for transfers effective for the next academic semester. Institutional scholarships awarded to students to support their studies in the original degree program are not automatically transferrable to the new program. The students will automatically qualify for the basic program scholarship awarded (e.g., MTS Scholarship or MDiv Ministerial Promise). Students who transfer from the certificate in theology and health care may have their coursework count toward an MDiv or MTS, but are not eligible to earn the certificate in theology and health care. Such students would be eligible to earn the certificate in theology, medicine, and culture as a part of the MDiv and MTS programs.

Readmission to Duke Divinity School

People seeking readmission to the Divinity School's degree programs must complete the following requirements:

- Submit a new application
- Submit an additional statement detailing reasons for withdrawal and reasons for seeking readmission at this time, and describing activities and employment undertaken since withdrawal
- Submit the names of at least three additional people willing to serve as references who will be contacted by the student, one of whom must be an ecclesiastical official
- Submit transcripts of all academic work undertaken since withdrawal from the Divinity School

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 senior director of admissions, recruitment, and student finance 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 basis of academic attainment, future promise for the ministry, and vocational clarity and commitment.

Admissions

Application Materials

Prospective students are encouraged to apply online at divinity.duke.edu/admissions/how-apply by the appropriate deadline(s) listed on the website.

Online applications and supplemental items must be submitted by 11:59 p.m. EST on the stated deadline date. If the application deadline falls on a weekend, the application and all supplemental items must be received by Admissions by 5 p.m. on the Monday immediately after the deadline date.

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.

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- ThD, DMin, and ThM, applicants must, at minimum, additionally supply an unofficial copy of their transcript from the seminary or divinity school 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)**
- **Recommendations.** 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; consult the program-specific information below for details.
- **Program-specific materials.** Refer to the section below regarding specific materials required for your degree program. All required supplemental materials must be submitted.

Residential or Hybrid 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 personal/character or additional academic or church.
- **Statement of Purpose.** A three-page essay describing (1) your sense of vocation in Christian ministry, articulating the significant points of affirmation that led to your understanding of your calling; (2) integrating your reflection on a theological book(s) that has helped to shape your understanding of your calling; and (3) how you understand your call in relation to the mission of Duke Divinity School to prepare leaders for the church, academy, and world.

MDiv/MSW Applicants must complete all requirements for applying to the MDiv program and submit an application to the UNC Graduate School.

MDiv/MPP Applicants must complete all requirements for applying to the MDiv program and submit an application to the Duke Sanford School of Public Policy.

Admission Requirements

- bachelor's degree from a regionally accredited college or university prior to their intended date of enrollment;
- at least an overall B- (2.75 on 4.0 scale) academic average; and
- committed to ordained or lay ministry.

Applicants are evaluated on the basis of vocational clarity, academic ability, and resonance with the mission of Duke Divinity School. Students who are denied admission must wait until applications for the following year are accepted before reapplying to the Divinity School.

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 personal/character or additional academic or church.
- **Statement of Purpose.** A three-page essay describing (1) your sense of vocation in Christian ministry, articulating the significant points of affirmation that led to your understanding of your calling; (2) integrating your reflection on a theological book(s) that has helped to shape your understanding of your calling; and (3) how you understand your call in relation to the mission of Duke Divinity School to prepare leaders for the church, academy, and world.

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.
- **Statement of Purpose.**
 - A three-page essay describing (1) your goals for enrolling in the Master of Theological Studies program; (2) integrating your reflection on a theological book(s) that has helped to shape your theological imagination; and (3) how you understand your goals and development of theological imagination in relation to the mission of Duke Divinity School to prepare

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leaders for the church, academy, and world.

- For those applying for the two-year TMC Fellowship, please also address the following: (4) To what and to whom are you called? How is it related to health care? What educational, religious, volunteer, and other communities have nurtured this understanding? (5) How do you understand the TMC Fellowship fitting your vocational trajectory? What are your purposes and objectives in applying to the fellowship? Indicate your intent to apply for the fellowship by typing “TMC Fellowship” into the *Area(s) of Interest* field of the application, found in the Program Information section of the online application.
- **Writing Sample.** Submit a 4-6 page (1000-1500 words) 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.

MTS/JD Applicants must complete all requirements for applying to the MTS program and submit an application to Duke Law School.

Admission Requirements

- bachelor's degree from a regionally accredited college or university prior to their intended date of enrollment;
- at least an overall B+ (3.25 on a 4.0 scale) academic average;
- program goals commensurate with this degree program; and
- committed to some form of lay ministry.

Master of Theology Program (ThM) Application Requirements

- **Recommendation Letters.** Three (3) letters of recommendation are required: 2 academic, 1 church.
- **Statement of Purpose.** A three-page essay describing (1) your personal, educational, and professional reasons for enrolling in the Master of Theology program and how you anticipate employing these studies in your ministry; (2) integrating your reflection on a theological book(s) that has helped to shape your theological imagination; and (3) how you understand your goals and development of your theological imagination in relation to the mission of Duke Divinity School to prepare leaders for the church, academy, and world.
- **Writing Sample.** Submit a 4-6 page (1000-1500 words) academic writing sample such as an essay or excerpt from an academic paper or article. Attention to theological themes is desired.

Admission Requirements

- bachelor's degree from a regionally accredited college or university;
- MDiv degree (or the equivalent) from an accredited theological institution;
- at least an overall B+ (3.25 on a 4.0 scale) academic average in their foundational theology degree; and
- desire to continue or resume their theological education for enhancement of professional competence in selected areas of study.

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 one academic writing sample such as an article or term/course paper of no more than 15 pages in length.

Admission Requirements

- master of divinity (MDiv) or comparable master's degree in theology from an ATS accredited school;
- at least an overall B+ (3.3 on a 4.0 scale) academic average; and
- at least five years in full-time ministry.

The Admissions Committee will assess applicants who do not meet these minimum requirements according to Standard 5.5 of the 2020 Association of Theological Schools Standards of Accreditation.

Doctor of Theology Program (ThD) Application Requirements

- **Recommendation Letters**
 - Four (4) letters of recommendation are required: 3 academic, 1 church.

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- You will be asked to provide contact information for your four recommenders as part of the online application.
- **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 a sample of your scholarly work, 15-20 pages in length (double spaced).
- **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.

Admission Requirements for the ThD

- master of divinity (MDiv) or a master of theological studies (MTS) or comparable master's degree in theology from an ATS accredited school; and
- valid GRE scores (not more than five years old by the ThD application deadline). For test score reporting purposes the Duke Educational Testing Service (ETS) code number is 5156. The Divinity School receives the applicant's official GRE scores electronically from the ETS. The applicant must take the GRE in time for official scores to reach the Divinity School by the application deadline.

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

Note: The Certificate in Theology and Health Care comes in two forms, the immersive residential and flexible hybrid. All who apply to the immersive residential will also be considered applicants to the TMC Fellowship. If you prefer that not to be the case, please let us know in your application essay.

- **Recommendation Letters.** Two (2) letters of recommendation submitted through the online application system are required:
 - Flexible Hybrid: 1 from a colleague or instructor, 1 personal/character or church.
 - Immersive 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 the 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 do not have a need of a degree program and who desire access to the rich offerings of the Divinity School curriculum for particular purposes. Courses are taken for credit. Admission as a special student is distinct from admission to a degree program. As such, special student status is only available to US citizens, permanent residents, or R-1 visa holders. International students are not eligible to apply for special student status due to visa restrictions. 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. Admission as a special student is distinct from admission to a degree program. As such, special student status is only available to US citizens, permanent residents, or R-1 visa holders. International students are not eligible to apply for special student status due to visa restrictions.

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 call in relation to the mission of Duke Divinity School to prepare leaders for the church, academy, and world.

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Special student status is normally active for one calendar year only. A student desiring to continue as a special student beyond the one-year limit must reapply. 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. The courses eligible to carry to the accelerated MDiv must adhere to the tenets of the Transfer Credit policy:

- The student requests transfer of courses within five years of completion of the student's previous degree program.
- Courses in which the student received a grade lower than a B- will not be considered. Courses graded on the pass/fail basis also will not be considered.
- 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.
- Grades from transfer credit courses do not transfer, but only course credit.
- Students will need to complete two units of Field Education and Spiritual Formation. 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.

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.

- **Endorsement Letter.** One letter of recommendation must be from a church official affirming support of your pursuit of theological education in the United States. This document can be your church letter or an additional recommendation.
- **Language Test Scores for International Applicants.** If your first language is not English, you must submit scores from either the Test of English as a Foreign Language (TOEFL), the academic modules of the International English Language Testing System (IELTS), or Duolingo English Test examination results. Only Duolingo English Test scores with subscores will be accepted. To be eligible for a TOEFL/IELTS/Duolingo English Test waiver, you must have studied full-time for two years or more at a college or university where the sole language of instruction is English and in a country where English is the primary spoken language. The two years of study must be completed prior to the start of the program. If you believe you qualify for a TOEFL/IELTS/Duolingo English Test waiver based on the above criteria, indicate your eligibility in the "Additional Academic Information" section of the application under the Test Score Instructions for the TOEFL/IELTS/Duolingo English Test exam.
 - **TOEFL:** applicants whose native language is not English may submit official scores from the Test of English as a Foreign Language (TOEFL) as part of the application process. Official TOEFL scores must be transmitted electronically from the Educational Testing Services (E.T.S.) to Duke (institution code 5156). Personal copies are not accepted and must be less than two years old.
 - A TOEFL waiver question is included in the online application form. You do not need to contact us in advance if you meet the criteria for a TOEFL waiver. No exceptions will be made if you do not meet the criteria:
 - Earned or will earn by the time of enrollment an undergraduate degree from a college or university in the United States
 - Received or will receive by the time of enrollment an undergraduate degree where the language of instruction was English only (the official language of the country is English)
 - For MDiv, MTS, and MA applicants, the Divinity School requires a cumulative score of 93 on the TOEFL internet-based test (iBT) with a minimum of 23 scored in each subtest. MDiv, MTS, and MA applicants who do not have access to the TOEFL iBT may submit scores from the TOEFL paper-based test (PBT). The TOEFL PBT score must be at least 580 with a minimum score of 5 on the Test of Written English (TWE). The TOEFL iBT is the preferred English proficiency test. For ThM and ThD applicants, the Divinity School requires a cumulative score of 108 on the TOEFL

iBT with a minimum of 27 scored in each subtest. ThM and ThD applicants who do not have access to the TOEFL iBT may submit scores from the TOEFL PBT. The TOEFL PBT score must be at least 610 with a minimum score of 6 on the TWE. The TOEFL iBT is the preferred English proficiency test.

- **IELTS:** the IELTS is administered by Cambridge ESOL, British Council, and IDP: IELTS Australia. See ielts.org for more information. Official IELTS scores must be sent by the testing agency directly to: Duke Divinity School Office of Admissions Box 90965 Durham, NC 27708. For MDiv, MTS, and MA applicants, the Divinity School requires a band of 6.5 with a minimum of 6.5 scored in each subtest. For ThM and ThD applicants, the Divinity School requires a band of 7.5 with a minimum of 7.5 scored in each subtest.
- **Duolingo:** There is no institutional code for Duolingo, but applicants will need to select "Duke University" at the "Graduate" program type level as the institution to send scores to. Please Note: Make sure to include subscores when you select your institution. Score reports without subscores will not be accepted. If you are not sure how to include subscores in your score report, please contact Duolingo English Test support on the Duolingo English Test website. For MDiv, MTS, and MA applicants, the Divinity School requires a cumulative score of 115. For ThM and ThD applicants, the Divinity School requires a cumulative score of 130.

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:

- **Essay.** 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 must be submitted as part of the application, and it must be written by the director of field education or student life at the school from which the transfer is sought. When you create your application, you will be able to enter the information for 3 recommenders. You can then enter the fourth recommender's information after submitting the application.

Additional Information for Students with Disabilities

Duke Divinity School is committed to the equality of educational opportunities for all qualified students. Students with disabilities (including learning disabilities, hearing or visual impairments, mobility impairments, attention deficit/hyperactivity disorders, psychiatric impairments, or chronic health disabilities) who apply to Duke can choose whether or not to disclose their disability to us. Our office is prohibited by law from making inquiries about a student's disability in the admissions process. We will not require you at any point in the admissions process to disclose if you have a disability.

Some students choose to include information about their disability in their admissions application because they feel it is an important element of their experiences as a student up to that point, or because they want to share with us how they have overcome an obstacle that not everyone has had to face. We always appreciate any significant information a student wishes to share with us and consider that information in understanding a student's achievements. We evaluate a student's accomplishments within the context of any opportunities or challenges presented to that student. We do not use information about a disability to deny admission to a student.

There is no separate admissions process at Duke for students with disabilities. All students who apply to Duke, including those who have a diagnosed impairment/disability, are evaluated using the same criteria.

If you have questions or require additional information, please contact the Divinity Admissions Office at (919) 660-3436.

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 2023-2024 and are subject to change.

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	PER SEMESTER	PER YEAR
Tuition—MDiv	\$14,100	\$28,200
Tuition—MDiv (four-year program)	\$10,575	\$21,150
Tuition—MDiv (hybrid, three semesters)	\$7,050	\$21,150
Tuition—MTS	\$14,100	\$28,200
Tuition—ThM	\$16,920	\$33,840
Tuition—MDiv/MSW Dual Degree	\$17,625	\$35,250
Tuition—ThD	\$23,000	\$46,000
Tuition—MA (three semesters)	\$9,400	\$28,200
Tuition—DMin (three semesters)	\$10,200	\$30,600
Tuition—Certificate in Theology and Health Care (residential)	\$10,575	\$21,150
Tuition—Certificate in Theology and Health Care (hybrid)	\$9,450	\$18,800
Transcript Fee (first year only)	-	\$120
Student Health Fee (residential only)	\$473	\$945
Student Life Ministry/GPSG Fees	\$50	\$100
Recreational Facilities Fee (residential only)	\$180	\$360

Estimated Total Costs

The total estimated cost for nine months (including tuition, all applicable fees, books, room, board, and other living expenses) for a student to attend Duke Divinity School varies according to individual tastes and requirements, and is estimated to be between \$21,360 to \$74,823 depending upon the degree program.

All degree-seeking students are liable for tuition, fees, and all other costs and regulations for the degrees. ThM students are not eligible for institutional financial aid, although they may qualify for federal loans and federal work study.

Tuition Structure

- For full-time students, tuition is charged on a per-semester basis and is not affected by the number of courses taken.
- 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 five courses per semester, but this is considered an overload and requires the permission of the Academic Dean.
- Student pastors are required to take three courses per semester, and their program takes four years to complete. Their four-year MDiv degree will be the same as the cost of the three-year program.
- 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.

Special Students and Certificate in Theology and Health Care Students

A special student is one who is enrolled for academic credit, but who is not a candidate for a degree at that time. Financial aid is not available to students registered as a special student.

Nondegree seeking students pursuing a certificate in theology and health care who enroll full-time will be considered for financial aid.

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 Affairs. 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 (MDiv Residential, MTS, and ThM) or \$225 per semester fee (MDiv Hybrid, MA, DMin) is required. The student must also register for the continuation course (CONTDIV 500).

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ThD Continuation Fee. ThD students who have completed coursework will need to register for the continuation course (Continuation - Divinity section 2) for the fall and spring semesters. The ThD continuation fee is \$3,250 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. DukeHub is an online system to view student accounts, financial aid, and personal data, and to register for classes. As a part of the agreement of admission to Duke University, a student is required to pay all invoices as presented. 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. If payment in the amount of the total amount due on the student invoice is not received by the invoice due date, a late payment penalty charge will be accrued from the billing date of the invoice. The penalty charge will be at a rate of 1.25 percent per month applied to the past due balance on the student invoice. The past due balance is defined as the previous balance less any payments and credits received during the current month and also any student loan memo credits, related to the previous balance, which appear on the invoice. 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, be granted a leave of absence, or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal from school.

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.

Debts

No records are released, and no students are considered by the faculty as candidates for graduation until they have settled with the bursar for all indebtedness. Bills may be sent to parents or guardians provided the bursar has been requested in writing to do so. Failure to pay all university charges on or before the times specified by the university for the semester will bar the student from class attendance until the account is settled in full.

Financial Aid

A student should select a school on the basis of educational opportunity. At the same time, financial consideration will be a legitimate and often pressing concern. Each student should formulate at least a tentative plan for financing the entire seminary education. Although the exact method of financing the full theological degree may not be assured at the beginning, a student should have a clear understanding of the expenses and available sources of income for the first year and the assurance that there exist ways of financing subsequent years. As Duke Divinity School seeks to handle its financial resources with a view toward Christian charity and stewardship, the school expects responsibility and integrity of students befitting their Christian commitment. While the financial aid office is willing to aid students with financial counsel, the student, and the student's family will bear a significant share of the educational expenses. In addition to personal and family resources, earnings, and loans, a student may seek financial assistance from a local church, civic groups, and foundations. The Divinity School financial aid may include scholarships, field education grants, employment, or loans. Students should plan a financial program that incurs as little indebtedness as possible.

Most Duke Divinity School students receive some form of financial assistance, and the school encourages students to be mindful that

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such aid is a privilege to be enjoyed thanks to the many benefactors who have graciously given funds to the school. The total amount of aid available through the Divinity School is limited. Further, the conditions set forth by the individual or institutional donors determine the circumstances under which the grants can be made. Almost without exception, the donors require ecclesiastical endorsement and/or declaration of ministerial vocational aim.

In the interest of providing reasonable accommodations under the Americans with Disabilities Act, the Divinity School will permit students with appropriately documented disabilities that prevent them from carrying a full course load (minimally three courses per semester) to enroll in either one or two courses per semester and retain eligibility for Divinity School financial assistance. Such accommodation will be authorized by the Divinity School disability liaison. Contested decisions regarding this accommodation may be brought before the Financial Aid Appeals Committee. Students so authorized are free to reduce their course load accordingly while maintaining Divinity School aid and, where applicable and permitted other forms of financial assistance. Students so authorized to enroll less than full-time and retain eligibility for Divinity School financial aid are expected to return to full-time enrollment if and/or when their medical condition improves sufficiently to permit it.

Students who have questions about Duke Divinity School's response to their financial aid request should first contact the Financial Aid Office. Where desired, students may file an appeals form for full review by the Financial Aid Appeals Committee.

Ministerial Tuition Scholarships

All admitted residential MDiv students are eligible to receive a Ministerial Promise scholarship that covers 33 percent of tuition costs in the first year of the program, and 25 percent in years two and three. Admitted MDiv/MSW students are eligible to receive a scholarship that covers 25 percent of tuition costs for the two years of tuition charges. A 25 percent tuition scholarship is offered to Hybrid CTHC, MDiv, MTS, MA, and DMin students. The principles regarding the disbursement of institutional scholarships are:

- In order to receive ministerial tuition scholarships from the Divinity School, a student must be enrolled full-time and maintain an overall academic average of 2.0 or higher.
- Ministerial tuition scholarships will be made within the limits of the conditions set forth governing each source.
- Financial aid awards are made on an academic-year basis. The financial aid award may consist of ministerial tuition scholarships, field education grants, federal work study, and federal student loans. A new Free Application for Federal Student Aid (FAFSA) must be filed each year to be awarded federal student financial aid.
- Financial aid resources for CTHC, MTS, MA, DMin, and ThD students are limited. Candidates are encouraged to apply early.
- Special students and ThM students (with the exception of one international scholar annually) are not eligible for any form of institutional financial assistance from the Divinity School. ThM and ThD students are eligible to apply for denominational assistance, federal student loans, and federal work study.

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

Financial Resources

Personal

In order that both Duke Divinity School and churches may be able to extend the use of their limited funds to as many students as possible, a student who desires a theological education should be willing to defray as far as possible the cost of such an education. Resources may include savings, earnings, gifts, support or loans, and if married, earnings of a spouse. In calculating anticipated income, the student first considers personal resources.

Church

Many local churches, conferences, or other governing bodies provide gifts and grants for theological education, such as ministerial education funds that provide grants and/or service loans to theological students. The student makes application to the home church, annual conference, presbytery, or other governing body. The Financial Aid Office cooperates with these church agencies in making

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recommendations and in handling the funds. United Methodist students and others must be under the care of the appropriate church body to be eligible for church support. The school cannot compensate for a student's indisposition to receive church funds when such are available on application through the Annual Conference Ministerial Education Fund or other agencies.

Duke Divinity School, as a member school of the Association of United Methodist Theological Schools, takes cognizance of and subscribes to recommended goals, definitions, guiding principles, and practices regarding the administration of United Methodist Church funds for student financial aid as adopted by the association as advice and counsel in 2010 and as bearing upon tuition grants and scholarships, as follows:

Rationale and Goals

Historically, seminaries have been concerned with providing financial aid to those who evidenced financial need in pursuit of their theological studies. Though that is still a major concern, the current environment also demands recognition of academic achievement or other forms of merit. Theological schools need highly qualified students regardless of financial status. In addition, students, schools, churches, and judicatories have expressed growing concerns regarding the increased debt load of students graduating from theological school and entering ministry. These factors lead to the following goals for financial aid provided by ATS member schools:

- Theological schools should take into account aid granted on the basis of both financial need and merit.
- Theological schools should counsel students regarding the consequences of educational debt.
- Theological schools must take into account the many federal, state, and provincial regulations required of institutions participating in government loan programs.

Adopted as advice and counsel by the association in 2010.

Field Education Grants

Amounts of approximately \$10,000 are made available through the Divinity School and The Duke Endowment to students who are approved to participate in the field education program. The offices of field education and financial aid work together in determining placement and grant amount.

This program includes summer interns, academic year interns, and student pastors. See full description under the section of the bulletin on field education. Full-time students not participating in the Field Education program may work up to nineteen-point-nine hours per week in outside employment. Persons participating in the field education program, either summer or academic year placement, may not engage in other forms of employment.

Pre-Enrollment Ministry Discernment Placements

A ten-week rural church placement in North Carolina is available to entering United Methodist master of divinity students during the summer prior to their enrollment in the fall semester. Selected students receive financial support from The Duke Endowment, currently \$10,000 for the field education placement. The church will provide room, board, and travel expenses. See the Field Education chapter of the bulletin for further details.

The Duke Endowment Student-Pastor Grants

Residential and hybrid MDiv United Methodist students serving under episcopal appointment as pastors in Duke Endowment eligible churches in the state of North Carolina may qualify for tuition assistance up to \$9,000 through The Duke Endowment. See Field Education for further details.

Loans

Loan funds held in trust by the university, as well as United Methodist student loans and funds supplied by the federal government, are available to qualified students. Unless otherwise indicated, all correspondence concerning financial aid should be directed to Financial Aid Office, Duke University Divinity School, Box 90969, Durham, NC 27708-0969.

Financial Assistance

Merit Scholarships

A limited number of merit scholarships are available to encourage qualified students to pursue their preparation for Christian ministry. Scholarships are not deferrable. Students applying for admission to the MDiv and MTS degree programs are automatically considered for merit scholarships. Merit scholarships are awarded for August admission on the basis of merit and require full-time enrollment (four

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courses per term). To retain scholarships, students must maintain satisfactory academic progress as defined in this section. To receive federal Title IV financial aid, federal student loans, and federal work study, students are required to be enrolled for a minimum of six credit hours per academic year or three courses per term.

Black Church Studies Fellowships

Black Church Studies fellowships, covering 100 percent of tuition per year, are awarded to entering MDiv students. To be considered, students must have a minimum cumulative 3.0 GPA from their undergraduate or graduate program and have demonstrated a calling to serve the Black church or African American communities. Recipients must be residential and enroll in four courses per semester, and also need to commit to pursuing the Certificate in Black Church Studies.

Divinity Thriving Community Fellowships

Divinity Thriving Community Fellowships, covering 100 percent of tuition per year, are awarded to entering MDiv students. To be considered, students must have a minimum cumulative 3.5 GPA from their undergraduate or graduate program and have demonstrated a capacity to think and lead innovatively in ministry. Recipients must be residential and enroll in four courses per semester.

Divinity Rural Fellowships

Divinity Rural Fellowships, ranging up to 100 percent of tuition per year, are awarded to students from Western North Carolina and North Carolina annual conferences of the United Methodist Church who exhibit a calling and passion for leadership in rural North Carolina. Rural ministry fellows are appointed to serve a ten-week summer field education placement in a Duke partner congregation serving rural North Carolina at the end of their first year.

Duke Scholarships

Duke Scholarships, ranging up to 100 percent of tuition are awarded to both entering and returning students who demonstrate outstanding academic achievement and exceptional promise for either ordained or diaconal/lay ministry. Scholarships are awarded annually to entering master of divinity candidates. The scholarship will be renewed each year so long as the recipient (1) maintains satisfactory academic progress and (2) is growing in their understanding, skills, and commitment to the ministry of the church.

Latinx Studies Fellowships

Latinx fellowships, covering 100 percent of tuition per year, are awarded to entering MDiv students. To be considered, students must have a minimum cumulative 3.0 GPA from their undergraduate or graduate program and have demonstrated a calling to serve the Latinx church or Latinx communities. Recipients must be residential and enroll in four courses per semester, and also need to commit to pursuing the Certificate in Black Church Studies.

Ray C. Petry Scholarships

Petry scholarships, ranging up to 100 percent of tuition, are awarded to entering MTS students on the basis of academic excellence and promise of significant future contributions in the field of religious studies. The scholarships are renewable in the second year of study assuming the recipient maintains satisfactory academic progress.

Distinguished Service Scholarships

Distinguished Service Scholarships, ranging from 50 to 75 percent of tuition per year, are awarded to entering master of divinity students who combine outstanding leadership and service in the church with strong academic achievement. These scholarships are renewable in the second and third years of study assuming the recipients (1) exhibit continued ministerial promise and growth as reflected in participation in field education and the life of the Divinity School and Durham, North Carolina, communities and (2) maintain satisfactory academic progress.

Dean's Scholarships

Dean's Scholarships, ranging up to 75 percent of tuition per year, are awarded to entering master of divinity students. Factors taken into account include ethnic origin, missional responsibilities for the church at home and abroad, and denominational needs. These scholarships are renewable in the second and third years of study assuming the recipients (1) exhibit continued growth in the understanding of and commitment to Christian ministry and (2) maintain satisfactory academic progress.

Dean's Ministry Scholarships

Dean's Ministry Scholarships, ranging up to 100 percent of tuition per year, are awarded to entering hybrid master of divinity students.

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Factors taken into account include ethnic origin, missional responsibilities for the church at home and abroad, and denominational needs. These scholarships are renewable in the second, third, and fourth years of study assuming the recipients (1) exhibit continued growth in the understanding of and commitment to Christian ministry and (2) maintain satisfactory academic progress.

University Scholar

Full tuition for one year. The University Scholars program was created with a gift by Bill and Melinda Gates to stimulate an interdisciplinary, intergenerational community of scholars. One exceptional, creative student with interdisciplinary interests is selected for this award. Scholars have the opportunity to participate monthly in a seminar with undergraduate scholars and other graduate and professional students at Duke.

Martin Luther King Jr. Memorial Endowed Fund Scholarships

Scholarships are given annually to entering students who belong to ethnic minorities. These scholarships reward outstanding promise for ministry and strong academic performance. The scholarship award is a minimum of \$2,000 and is not renewable for the second and third years of study.

International Student Scholarships

The Divinity School offers one scholarship per year to an international student in the master of theology degree program. The scholarship offers up to one year's full tuition.

Other Scholarship Awards

Named scholarships funded by permanent endowments as listed on the pages following are awarded annually. In addition, the Divinity School receives funds designated for scholarships each year from several other sources including the Dickson Foundation of Mount Holly, North Carolina; the Will Ervin Fund of Richlands, North Carolina; the H.E.S., Inc. of Los Angeles, California; the Magee Christian Education Foundation of Bloomsburg, Pennsylvania; and numerous individuals and service organizations.

Financial Assistance

Endowed Funds

Certain special funds have been established as endowments, the income from which is used to provide financial aid through scholarships and field education grants for students, support for professorships, library resources, and enhancement of the Divinity School program. The funds listed below serve as essential resources for the preparation of persons for leadership in Christian ministry. Individuals do not apply for any of these funds. All awards are made through appropriate committee action according to university guidelines.

The David W. and Diane S. Adkins Scholarship Fund was established in 2022 by Diane Sautter Adkins, of Stephens City, Virginia, Katie Adkins Brennan, Trinity College Class of 2006, and Kristin Adkins Whitesides, Divinity School Class of 2005, of Stephens City, Virginia, in loving memory of David W. Adkins, with gratitude for his life and his service to the church, as well as for the family's gratitude for the education they received from Duke University and Duke Divinity School. The endowment is to encourage and support excellence in the next generation of leaders in the church of Jesus Christ. Fund distributions will be used to provide scholarships to graduate professional students enrolled in the Divinity School at Duke University.

The African-American Alumni Legacy Scholarship Endowment Fund was established in 2000 by graduates and friends to honor the memories of Joseph Bethea, Herbert Edwards, C. Eric Lincoln, Samuel Proctor, and Grant Shockley. The fund helps to affirm the breadth and value of experiences at Duke and to make it possible for new generations of leadership to be trained in the great traditions of the Black Church.

The Alban Institute Fund was established in 2014 by the trustees of the Alban Institute, Inc. of Herndon, Virginia, to continue the remarkable legacy of the Alban Institute, founded in 1974, to provide thought leadership, practical resources, and education for the enhancement of congregations.

The Aldersgate Endowed Scholarship Fund was established in 1989 by J. Wesley Jones, Trinity College Class of 1972, Medical School Class of 1976, and his wife, Lucy T. H. Jones, of Fayetteville, North Carolina, through a major matching gift challenge that yielded subsequent generous contributions to the fund by graduates and friends of the Divinity School. The fund is currently the largest single endowed resource for student financial aid. The Aldersgate name celebrates the times of spiritual insight essential for faithful Christian ministry.

The Aldersgate United Methodist Church of Chapel Hill Scholarship Fund was established in 2018 to honor the distinguished ministry of the Reverend Susan Allred and the women she mentored into ministry, all of whom are Duke Divinity School graduates from

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Aldersgate United Methodist Church: Reverend Renee Burnette, Reverend Christi Dye, Reverend Grace Hackney, Reverend Jessie Larkins, and Reverend Joy MacVane. The fund income provides student scholarships, with preference given to students from the University of North Carolina at Chapel Hill.

The Alexander Scholarship Endowment Fund was established in 1992 by Milton Donald Alexander Jr. of Blythewood, South Carolina, to honor his family and to encourage excellence in the preparation for Christian ministry. The fund gives priority to students from South Carolina.

The Alumni Scholarship Fund was established in 1976 by the graduates of the Divinity School to provide financial support for ministerial candidates.

The Anderson-Hakim Scholarship Fund was established in 2007 by Raymond M. and Vickie Anderson Hakim of Nashville, Tennessee, in loving memory of their families.

The Martha Anne Hills Andrews and John Spell Andrews Scholarship Fund was established in 1985 by Don W. Andrews in memory of his wife, Martha Anne, Divinity School Class of 1982, and their son, John. The fund income provides student scholarships, with preference given to women and men from South Carolina.

The Anglican Episcopal House Scholarship Fund was established in 2018 by anonymous donors. Income from the fund will provide scholarships to graduate professional students affiliated with the Anglican Episcopal House of Studies program at Duke Divinity School.

An Anonymous Scholarship Fund was established in 2021 by an anonymous donor with appreciation for the deeply formative education and preparation for ministry received through Duke Divinity School, and to encourage and support excellence in the next generation of leadership in the church of Jesus Christ. The endowment supports graduate professional students, with priority given to students demonstrating financial need and additional consideration for background, culture, socioeconomic status, race, ethnicity, and work and life experience.

The R. Ernest Atkinson Legacy was established in 1952 under the will of the Reverend R. Ernest Atkinson, Trinity College Class of 1917, Richmond, Virginia, for ministerial student assistance.

The Avera Bible Fund was established in 1895 by a gift of Mrs. L. B. McCullers in memory of her husband, Willis H. Avera. The income is for the purchase of books for the Divinity School Library.

The A. Purnell Bailey Memorial Scholarship Fund was established in 2008 in memory of Dr. Bailey, Divinity School Class of 1948, by his family and friends for the support of graduate professional students at the Divinity School.

The Louis W. and Evelyn Bailey Memorial Fund was established in 1958 by the Reverend Dr. A. Purnell Bailey, Class of 1948, in memory of his parents. The income is to be used for books for the Divinity School Library.

The George L. Balentine Scholarship Endowment Fund was established in 1991 by Geraldine Wells of Raleigh, North Carolina, to honor her pastor and to provide resources, especially for students from the Baptist traditions who are seeking to become effective leaders and faithful pastors.

The Ann and Bob Ballantyne Family Scholarship Fund was established in 2017 by the Robert H. Ballantyne Trust and members of the Ballantyne family. For many years, Ann Ballantyne worked for Duke University Medical Center and Bob Ballantyne served Duke University as a professor and director of Undergraduate Admissions. The scholarship supports the education of excellent leadership for the church of Jesus Christ.

The Baptist House Program Fund was established in 2018 by the Cooperative Baptist Fellowship, in Decatur, Georgia, and other donors to provide faculty and program support for the Baptist House of Studies at Duke Divinity School.

The Chancie and Thelma Barclift Scholarship Endowment Fund was established in 1986 by T. Harold Crowder Jr., School of Medicine Class of 1955, and his wife, Thelma B. Crowder, Women's College Class of 1956 and Graduate School Class of 1957, of South Boston, Virginia, in memory of Mrs. Crowder's parents who were church leaders in North Carolina for over fifty years. The income from the fund provides assistance for persons from North Carolina who intend parish ministry in the United Methodist Church.

The Barnabas Scholarship Fund was established in 2014 by a couple who prefer to remain anonymous with gratitude for lifelong associations with Duke University and to support ministerial education for future generations of pastors and scholars in the Church of Jesus Christ.

The Barnes, Ellis & Pender Scholarship Fund was established in 2021 by William Pal & Gertrude Wilson Barnes, Fred Douglas Ellis & Dorothy Lee Pender Educational Foundation. This endowment is created to honor the adoptive and biological parents of Rev. Harry Maurice Barnes in recognition of his profound gratitude for the sacrifices they made to ensure that he got the best education possible. Fund distributions will be used to provide scholarships to graduate professional students enrolled in the Divinity School at Duke University.

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The Sally Glenn Bates Scholarship Fund was established in 2014 by Sally Bates, Divinity School Class of 1995, of Raleigh, North Carolina, who retired as chaplain to the Divinity School with a deep appreciation for a splendid education, unique opportunities for service, and enduring friendships enjoyed over many years, and to encourage and support excellence in ministerial education for leadership through the Church of Jesus Christ.

The Joseph B. Bethea Fund was established in 2023 by the family, friends, and colleagues of Joseph B. Bethea. This fund was established in the 50th year of the Office of Black Church Studies (OBCS) to honor its founding director, Bishop Joseph B. Bethea, and to celebrate the broad impact of his legacy. Bishop Bethea's legacy includes, broadly, his being the first African-American elected to the episcopacy in the Southeastern Jurisdiction of The United Methodist Church, and, at Duke Divinity School, his pivotal role in the school's becoming the first theological school in the South to require a course in Black Church Studies for graduation. The scholarship and leadership that emanates through OBCS "from the Black Church for the whole Church" is in no small part a credit to Bishop Joseph B. Bethea's visionary leadership. Fund income provides unrestricted support of the Office of Black Church Studies at Duke Divinity School.

The Elizabeth Snyder Bisanar Scholarship Fund was established in 1995 by G. Norman Bisanar of Concord, North Carolina, in memory of his wife. It provides financial aid resources for students, especially United Methodists, who are preparing for full-time Christian service.

The Ben B. Bishop and Connie B. Bishop Divinity Scholarship Fund was established in 2016 by the Reverend Benjamin B. Bishop, Divinity School Class of 1977, and his wife, Dr. Connie B. Bishop, Nursing School, Classes of 1975 and 2012, in appreciation for the splendid education and lasting friendships enjoyed through Duke University and to encourage and support excellence in ministerial education in the Divinity School.

The Jack and Barbara Bovender Associate/Assistant Professor of Anglican Episcopal Studies and Ministry Fund was established in 2014 by Jack O. Bovender Jr., Trinity College Class of 1967, Graduate School 1969, and his wife, Barbara, of Nashville, Tennessee. The Bovender professor also serves as the director of the Divinity School's Anglican Episcopal House of Studies, leading its work of preparing Episcopalians and other Anglicans for ordained and other ministries.

The Hargrove, Sr., and Kelly Bess Moneyhun Bowles Fund was established in 1983 by John Bowles, Hargrove Bowles Jr., R. Kelly Bowles, and James Bowles in memory of their parents. Income from the fund is for scholarship assistance in the Divinity School.

The Melree and Tom Boggs Memorial Scholarship Fund was established in 2017 by Robert S. Boggs, Divinity School Class of 1988, of Greenville, South Carolina, in memory of his parents. Income from the fund is for scholarship assistance in the Divinity School.

The H. Hawkins Bradley Scholarship Endowment Fund was established in 1993 by Mr. Bradley of Raleigh, North Carolina, to provide support for students from North Carolina and Virginia who are preparing for parish ministry in the United Methodist Church.

The Fred W. Bradshaw Fund was established in 1975 through a bequest from Fred W. Bradshaw of Charlotte, North Carolina, to be utilized for the enrichment of the educational program of the Divinity School, especially to support distinguished visiting scholars and outstanding students.

The Brandaleone Family Scholarship Endowment Fund was established in 1999 by Sara Hall Brandaleone, Women's College Class of 1965, and her husband, Bruce H. Brandaleone of Potomac, Maryland, parents of Christopher Hall Brandaleone, Trinity College Class of 2003. The fund is for divinity student scholarships.

The Brown and Riggins Family Scholarship Fund was established in 2004 by Rodney Cain Brown, Divinity School Classes of 1960 and 1964, and his wife, Martha Riggins Brown, Divinity School Class of 1959, of Winston-Salem, North Carolina, for students with prior business experience who seek to connect business and ministry through strong parish leadership, workplace chaplaincy, or other careers in order to bring theological and ethical perspectives to workplace relationships, and conversely bring a realistic business perspective to theological reflection.

The J. Stanley and Christa Langenwaller Brown Scholarship Fund was established in 2016 through a planned gift by J. Stanley Brown, Divinity School Class of 1989, and Christa L. Brown of Blanch, North Carolina, to encourage and support excellence in ministerial education in the Divinity School.

The Wesley F. Brown Divinity School Endowment Fund was established in 2018 by friends and colleagues of the Reverend Dr. Wesley F. Brown, Divinity School Class of 1976, at his retirement to celebrate his more than thirty-six years of service and ministry as associate dean of External Relations at the Divinity School. The fund provides unrestricted support of the Divinity School.

The Marcy Trust Bob Bushong Scholarship Fund was established in 2015 by The Susan H. and Wilbur H. Marcy Trust of Winter Park, Florida, to honor Robert B. Bushong, Duke Divinity School Class of 1981, with heartfelt appreciation for his leadership as senior pastor and minister of preaching at the First United Methodist Church of Winter Park. Priority will be given to students who are United Methodist, who intend parish ministry service in Florida, and are from Winter Park, the state of Florida, or the southeastern United States, in that order of preference.

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The Campbell-Dowse Endowment Fund was established in 1992 by a gift from the Scarritt Foundation of Nashville, Tennessee, to underwrite the Campbell-Dowse Program in Spirituality. The fund bears the names of Melba Moorman Campbell and Bonita Moorman Dowse, United Methodist laywomen whose keen interest in spirituality and leadership for the church has been matched by their generous contributions for an educational resource of remarkable quality.

The Dennis M. Campbell Endowment on Ministry was established in 1997 by colleagues and friends of Dr. Campbell, Trinity College Class of 1967, Graduate School Class of 1973, in commemoration of his service as dean of the Divinity School from 1982 to 1997. The fund income is to provide vital resources for the study and teaching of ministry, especially related to pastoral leadership, the professions, and ordained ministry, the relation of vocation to character, urban ministry, and the ecumenical and global mission of the church.

The Walter G. Canipe Scholarship Endowment Fund was established in 1990 by Walter Canipe, Trinity College Class of 1934, of Charlotte, North Carolina, to honor his family and to provide substantial resources for men and women preparing for parish ministry.

The Emma McAfee Cannon Scholarship was established in 1969 by Bishop William R. Cannon in memory of his mother, Emma McAfee Cannon, and is designated to assist students from the North Carolina Annual Conference of the United Methodist Church who are studying for the pastoral ministry and planning to serve in the North Carolina Conference.

The Kenneth L. Carder Scholarship Fund was established in 2013 by Ronald J. and Kasey T. Beaton, both Divinity School Class of 2012, of Appleton City, Missouri, and Cal Turner Jr. of Nashville, Tennessee, to celebrate the distinguished ministry and faithful friendship of Bishop Carder.

The John W. Carlton Scholarship Endowment Fund was established in 1997 by friends of Dr. Carlton, Divinity School Class of 1950 and Graduate School Class of 1955, who was a renowned preacher, teacher, and scholar. The scholarships are for Baptist students or others from the Free Church tradition.

The Carolina Alumni Divinity Scholarship Endowment Fund was established in 2015 by Susan S. and W. Lowry Caudill of Durham, North Carolina. Priority will be given to students who are graduates of the University of North Carolina at Chapel Hill who aspire to serve as pastors and scholars and who identify as members of the United Methodist Church.

The Marjorie B. and Robert W. Carr Jr. Endowment Fund was established in 2001 by Dr. Carr, Divinity School Class of 1992, and her husband, School of Engineering Class of 1971, as an unrestricted endowment for use at the discretion of the dean of the Divinity School.

The William L. Carson Scholarship Fund was established in 2007 by the Carson Foundation and the Carson family in Mountain Lakes, New Jersey, to honor and celebrate the life of the late William L. Carson, Trinity College Class of 1938, by supporting excellence in education and leadership.

The Centenary Scholarship Endowment Fund was established in 2000 by Mrs. Helen Copenhaver Hanes of Winston-Salem, North Carolina, to encourage excellence in ministerial education and to celebrate the outreach and leadership of Centenary United Methodist Church, where she and her family are long-time members.

The Center for Reconciliation Fund was established in 2022 by Irene Lilly, Women's College Class of 1962, and William Walter McCutchen Jr., School of Engineering 1962, of Westport, Connecticut. Distributions from the Fund will be used to provide unrestricted support of the Center for Reconciliation at Duke Divinity School at Duke University.

The Endowment for the Center for Studies in the Wesleyan Tradition was established in 1979 to support programs designed to advance teaching, research, and publication in Wesleyan history and theology.

The Charis Scholarship Endowment was established in 2005 by friends of the Divinity School. The Greek word *charis* means grace, kindness, gift, thankfulness, and blessing—especially through the divine influence felt in the heart and manifested in daily life. The scholarship is given to the glory of God in celebration and thanksgiving for the life of a loved one and to support excellence in education for ministry.

The Jean H. and Arthur R. Charlesworth Fund was established in 1977 by Mrs. Charlesworth of Durham, North Carolina, for the support of the Divinity School Library in its collection of materials on the study of Christian origins.

The Clark Fund for Emergency Assistance was established in 1986 by Mrs. Adelaide Dickenson Clark as a discretionary aid resource to help meet the needs of students who experience unforeseen crises due to serious illness, injury, or family emergencies.

The Kenneth Willis Clark Lectureship Fund was established in 1984 by Mrs. Adelaide Dickinson Clark in memory of her husband, Kenneth W. Clark, professor of New Testament in the Divinity School, 1931-67. The fund provides for distinguished lectureships in New Testament studies and textual criticism.

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The Class of 1944 Endowment Fund was established in 1994 by contributions from the members of the Divinity School Class of 1944 to commemorate the fiftieth anniversary of their graduation and to provide each year in perpetuity significant support from the class for the unrestricted Annual Fund of the Divinity School.

The James T. and Alice Mead Cleland Chair of Preaching was established in 1980 by friends and students of James T. Cleland to create a chair of preaching in his honor. He was dean of the Duke University Chapel from 1955 to 1973 and professor of preaching in the Divinity School. The endowment was fully funded by a bequest from Mrs. Cleland at her death in 1998.

The Calvin W. and Jo Ann Carter Clem Endowment Fund was established in 1989 by Divinity School Class of 1985 graduates Carter Dale and Kelly Ann Haugh Clem of Jacksonville, Alabama, in memory of his parents. The fund income provides resources to enrich the educational experiences of students, especially with regard to travel and study seminars that encounter the Third World.

The E. M. Cole Fund was established in 1920 by Eugene M. Cole, a United Methodist layman of Charlotte, North Carolina, to support the education of ministers.

The Esther T. Collflower Directorship Fund was established in 2003 by VITAS Healthcare and Hugh Westbrook, Divinity School Class of 1970, along with his wife, Carole Shields Westbrook, of Miami, Florida, to honor their dear friend and colleague. The recipient will be a scholar of true eminence and excellence in the field of end-of-life care.

The Lela H. Coltrane Scholarship was established in 1980 by Mrs. David S. Coltrane of Raleigh, North Carolina, and friends of Mrs. Coltrane, to encourage excellence in ministry.

The W. Mark and Sandra Sayre Craig Endowment Fund was established in 1998 by W. Mark Craig, Divinity School Class of 1972, and his wife, Sandra, Graduate School Class of 1971, of Dallas, Texas. It is for unrestricted support. Mark Craig served for six years as a member of the Divinity School's Board of Visitors including two years as chairman.

The John Hammond and Kay Sugg Crum Scholarship Endowment Fund for Prophetic Ministries was established in 2002 by John H. Crum, Divinity School Class of 1956, and his wife, Kay, of Littleton, North Carolina, for students at the Divinity School who intend to do prophetic ministries in North Carolina.

The Robert Earl Cushman Endowment Fund was established in 1980 to create a professorship in honor of Robert Earl Cushman, research professor of systematic theology and dean of the Divinity School, 1958-71.

The Robert E. Cushman Memorial Scholarship Fund was established in 2005 by friends of the Divinity School to honor the memory of the late professor of theology and dean whose leadership inspired academic excellence and faithful ministry. The scholarship is unrestricted.

The W. D. Davies Endowment Fund was established in 2018 by the family and friends of William David Davies. It is for unrestricted support of the Divinity School at Duke University.

The Ellen F. Davis and Dwayne E. Huebner Scholarship Fund was established in 2020 by Ellen Davis and Dwayne Huebner, of Durham, North Carolina. The endowment celebrates the lives and vocations of Davis, the Amos Ragan Kearns Distinguished Professor of Bible and Practical Theology at Duke Divinity School, whose remarkable thinking, teaching, writing, and speaking have shaped a generation of faithful biblical scholars and pastors, and Huebner, whose scholarship helped create the world which contemporary curriculum scholars now inhabit and labor to recreate as educators and theoreticians. The scholarship supports graduate professional students at Duke Divinity School.

The Divinity Opportunities Scholarship Fund was established in 2022 through a planned gift in the estate of anonymous donors to provide whole or partial scholarships to graduate professional students enrolled in the Divinity School at Duke University. Preference shall be given to first generation students and/or students who, by reason of their background, culture, socioeconomic status, race, ethnicity, gender, work, and life experiences, contribute to a fuller representation of perspectives within the academic life of the University and to the future leadership of the Christian church.

The Marjorie Lutz Douglas Scholarship Fund was established in 2005 by John M. Douglas of Charlotte, North Carolina, in memory of his wife, Women's College Class of 1940, who was a Christian educator. The funds are for Divinity School student scholarships based upon financial needs.

The Isobel Craven Drill Scholarship Endowment Fund was established in 1993 by Mrs. Drill, Women's College Class of 1937 and a trustee emerita, of St. Augustine, Florida. The fund income is for need-based financial aid. Mrs. Drill is the great-granddaughter of Braxton Craven, the first president of Trinity College.

The Benjamin Newton Duke Scholarship Endowment Fund was established in 2001 by The Duke Endowment, Charlotte, North Carolina, to encourage excellence in ministerial education and to provide outstanding pastoral leadership for churches in the Carolinas. Additional major support for this scholarship was provided by Mr. and Mrs. A. Morris Williams Jr. of Gladwyne, Pennsylvania. The

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scholarship honors the life and work of Benjamin Newton Duke (1859-1929) whose appreciation for Methodist ministers was especially well known. Along with his father and his brother, Duke provided generous philanthropic support over many years that sustained Trinity College and enabled it to become Duke University.

The Duke Care at the End of Life Endowment was established in 2000 by the board of directors of the Foundation for End of Life Care, Miami, Florida, for the unrestricted support of the Duke Institute on Care at the End of Life, which is now an initiative in Theology, Medicine, and Culture.

The Henry C. Duncan Fund was established in 1982 by the Men of the Village Chapel, Pinehurst, North Carolina, to honor their pastor, Chaplain Henry C. Duncan, a member of the Divinity School Class of 1949. Income from the fund is used for scholarships.

The James O. Duncan Scholarship Fund was established in 2014 by Ruth D. Duncan of Phoenix, Arizona, to celebrate the life and ministries they shared. Preference is given to Baptist students who demonstrate qualities indicative of exemplary leadership and faithful service to the Baptist mission.

The Ruth D. and James O. Duncan Family Fund was established in 2017 through a planned gift in the estate of Ruth D. Duncan of Phoenix, Arizona, and provides support for the Baptist House of Studies at the Divinity School. Income from the fund may support, but is not limited to, expenses related to a professor supporting the Baptist House, student scholarship funds, and program and staffing support.

The Irving Ray Dunlap Scholarship Endowment Fund was established in 1993 by Paul R. Dunlap of Kitty Hawk, North Carolina, in memory of his father, a missionary to China and pastor of Evangelical United Brethren churches in Pennsylvania. The fund income is to provide support for older students, especially those preparing for a second career in parish ministry.

The Lora R. Dysart Fund was established in 1989 by a bequest in the will of Mrs. Dysart of Morganton, North Carolina, to provide financial aid for needy students.

The Helen and Everett Eason Memorial Scholarship Fund was established in 2006 by their children: Bill Eason, Trinity College Class of 1965, Law School Class of 1968; Don Eason; Steve Eason, Divinity School Class of 1979; and Susan Eason Mullis to honor lives of faithful ministerial service. The Eason Memorial Scholarship gives priority to second-career students who intend parish ministry and are identified as having high potential for leadership, especially those who plan to serve in the North Carolina Conference of the United Methodist Church.

The N. Edward Edgerton Fund was established in 1939 by N. Edward Edgerton, Trinity College Class of 1921, of Raleigh, North Carolina, for the support of ministerial education.

The Janet Swingle English Memorial Scholarship Fund was established in 2006 by her husband, William R. English of Raleigh, North Carolina; their daughter, Carole L. English of Lake Forest, Illinois; and Millbrook United Methodist Church of Raleigh in loving memory of Janet Swingle English, a direct descendant of Ulrich Zwingli—the early sixteenth century reformer of the church in Switzerland. Preference will be given to United Methodist students who are assigned to an academic year or summer field education internship at Millbrook United Methodist Church.

The Thomas Carl Ethridge Endowment Fund was established in 1990 by William C. Ethridge of Raleigh, North Carolina, in memory of his father. Income from this fund assists the Divinity School Library.

The Donn Michael Farris Endowment Fund was established in 1992 by Mrs. Lyndal D. Leonard of Durham, North Carolina, to honor Professor Farris for his forty-two years of distinguished service as the Divinity School librarian. The fund will provide annual unrestricted income for the library.

The Gayle C. Felton Reconciliation Fund was established in 2016 by members of the Felton family in deep appreciation for the legacy and memory of Gayle Carlton Felton, who served as a faculty member of the Divinity School and ordained elder in the United Methodist Church. The income is to provide unrestricted support for the Center for Reconciliation of Duke Divinity School.

The Randolph R. and Shirley D. Few Scholarship Endowment Fund was established in 1987 by Mr. and Mrs. Few of Durham, North Carolina, to provide assistance for ministerial students from the North Carolina Conference of the United Methodist Church.

The George D. Finch Scholarship Fund was established in 1972 by George David Finch, Trinity College Class of 1924, of Thomasville, North Carolina, for the support of ministerial education.

The Albert F. and Rebecca S. Fisher Endowment Fund was established in 1996 by the trustees of The Duke Endowment of Charlotte, North Carolina, to commemorate twenty-two years of service by Albert F. Fisher, Divinity School Class of 1953, with the Rural Church Division. It provides student financial aid for the Divinity School.

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The Edgar B. Fisher Memorial Scholarship Endowment Fund was established in 1987 by the family of Dr. Fisher, Trinity College Class of 1924, to commemorate his life of distinguished service in ministry and to provide assistance for men and women preparing to be United Methodist pastors in North Carolina.

The Fitzgerald Family Endowment Fund was established in 1995 by F. Owen Fitzgerald Jr., Divinity School Class of 1954, of Raleigh, North Carolina, with appreciation for the educational ties of his family with Duke University. The fund income is for the unrestricted support of the Divinity School.

The Bernard R. Fitzgerald Scholarship Endowment Fund was established in 1998 by an anonymous couple, self-described as “devoted friends and grateful parishioners,” to celebrate the life and ministerial service of Bernard R. Fitzgerald, Divinity School Class of 1953. The scholarship is to support excellence in ministerial education.

The Mary Owens Bell Fitzgerald Scholarship Endowment Fund was established in 1992 by F. Owen Fitzgerald Jr., Divinity School Class of 1954, of Raleigh, North Carolina, to honor his wife and to provide support for study abroad by students who are preparing for United Methodist parish ministry.

The Ned Fitzgerald Scholarship Endowment Fund was established in 2001 by an anonymous donor to encourage Baptist women to pursue ministerial education and to honor Ned Fitzgerald, who encouraged his daughters to fulfill their potential. Preference in awarding the scholarship will be given to Baptist women students from North Carolina, South Carolina, or Virginia.

The J. Everette Flora Scholarship Fund was established in 2013 by The Wesley Men’s Fellowship Class of Providence United Methodist Church in Charlotte, North Carolina, to celebrate the life and friendship of J. Everette Flora, a longtime teacher of the class, and to provide excellent continuing leadership for the church of Jesus Christ. The priority is for students from Mecklenburg County, North Carolina, who are preparing for leadership in the United Methodist Church.

The Shelley Abbey Fogleman Scholarship Endowment Fund was established in 1989 by L. Jan Fogleman of Durham, North Carolina. It is in memory of his wife, Shelley, Divinity School Class of 1983, and their children, Sarah Elizabeth, Hannah Rebekah, and Stephen Michael. The fund income provides scholarships for women, with preference given to those who are mothers of young children.

The Charles L. Fonville Family Scholarship Fund was established in 2006 by Charles Fonville of Charlotte, North Carolina. The fund is to enable and encourage the highest quality of leadership for the church, and it gives first priority to graduates of Davidson College or to individuals who anticipate ministerial service in the southeastern region of the United States.

The Jimmy and Helen Garland Scholarship Endowment Fund was established in 2001 by their children, Patricia A. Garland of Richmond and James D. Garland Jr. of South Boston, Virginia, to provide scholarship support for Baptist students from Virginia who are enrolled in the Divinity School and to honor their parents.

The Michael F. Gast Scholarship Fund was established in 2012 by Dr. Gast, Divinity School Class of 1997, of Florence, Arizona, with a deep appreciation for the lasting friendships enjoyed through the Divinity School and to encourage and support excellence in ministerial education for the church of Jesus Christ.

The Gauld Family Scholarship Fund was established in 2013 by Edwin S. Gauld, Trinity College Class of 1958, and his wife, Katherine W. Gauld, Women’s College Class of 1961, of Los Angeles, California, to support students enrolled in the Divinity School.

The L. Brunson George, Sr. Endowment Fund was established in 1993 by Mrs. Evelyn Dacus George of Hermitage, Tennessee, in memory of her husband who was a member of the Divinity School Class of 1933 and a United Methodist pastor. The fund income is for unrestricted support.

The Lucille P. and Edward C. Giles Scholarship Endowment Fund was established in 1997 by the Board of Trustees of the Lucille P. and Edward C. Giles Foundation of Charlotte, North Carolina. The scholarship is a witness to the priorities of faith and learning which were important to the late Mr. and Mrs. Giles.

The R. Keith and Frances H. Glover Scholarship Fund was established in 2013 by Keith Glover, Trinity College Class of 1951, Divinity School Class of 1954, and his wife, Frances Glover of Raleigh, North Carolina, with appreciation for lasting friendships at Duke and to support excellence in ministerial education.

The Clara S. Godwin Endowment Fund was established in 1993 by the Divinity School and friends at her retirement as director of finance and administration to honor Mrs. Godwin’s twenty-four years of service. Income from the fund is for unrestricted support.

The Joseph L. Goehring Memorial Endowment Fund was established in 1998 by David J. Goehring, Divinity School Class of 1977, to honor the life, service, and Christian example of his late father. The fund income is to provide unrestricted support for the Divinity School.

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The Richard A. Goodling Memorial Endowment Fund was established in 1989 by John P. Jaquette Jr., Divinity School Classes of 1968 and 1970, of Scotia, New York, to honor Dr. Goodling who, from 1959 until his death in 1986, was professor of pastoral psychology in the Divinity School. The fund income is designated for lectures and seminars in the field of pastoral care.

The W. Kenneth and Martha O. Goodson Fund was established in 1981 to honor Bishop Goodson, Divinity School Class of 1937, and retired bishop of the United Methodist Church, and Mrs. Goodson. The fund was doubled in 1985 by a major gift for scholarships and parish ministry support from Bishop and Mrs. Goodson.

The Goodwin Faculty Support Endowment Fund was established in 2003 by William O. Goodwin, Trinity College Class of 1968, and his wife, Valerie B. Goodwin, Women's College Class of 1971, of Atlanta, Georgia, to underwrite excellence in evangelical faculty leadership for the Divinity School and to celebrate the many ties between the Goodwin family and Duke University.

The R. Wensell Grabarek and Marion Norris Grabarek Scholarship was established in 2006 by Mr. and Mrs. Grabarek of Durham, North Carolina, to support leadership in ministerial education, to encourage faithful Christian witness, and to express heartfelt gratitude for decades of excellent relationships between Duke University and Durham. Wense Grabarek served as the mayor of Durham during years of great change and challenge, 1963-71.

The Elizabeth Lorraine Graves Scholarship Endowment Fund was established in 2018 by James McCoy Armstrong Jr., Divinity School Class of 1985, of Lake Junaluska, North Carolina, family members, and friends to celebrate the life and ministry of his wife, Elizabeth Graves, Divinity School Class of 1986, who served for many years as an ordained minister in the Western North Carolina Conference of The United Methodist Church and was an inspiration to other women pursuing similar vocations in ordained ministry. The fund provides support for ministerial excellence for the church of Jesus Christ.

The Tom and Virginia Graves Scholarship Endowment Fund was established in 1998 by Thomas W. Graves, Trinity College Class of 1962 and Law School Class of 1965, and Sara T. Graves, Women's College Class of 1965, of Raleigh, North Carolina. The scholarship is to honor the memory of his parents and to support education for excellence in leadership for the church.

The William Williams Graves and Gladys Wells Graves Scholarship Endowment Fund was established in 1997 by Thomas W. Graves, Trinity College Class of 1935, of Wilson, North Carolina, to honor the memory of his parents and to support education for excellence in leadership for the church. Several generations of the Graves family have earned degrees from Duke University.

The Susan Pate and Douglas Duff Greenwood Scholarship Fund was established in 2021 through a planned gift by Susan Pate Greenwood, Trinity College Class of 1976 and Divinity School Class of 1981, and Douglas Duff Greenwood, of New Bern, North Carolina. The endowment is established with gratitude for the deeply formative education for ministry received through Duke Divinity School and to encourage and support excellence in the next generation of leaders in the church of Jesus Christ. Distributions from the Fund will be used to provide scholarships to graduate professional students enrolled in the Divinity School at Duke University.

The Lee Kilgo Groome Scholarship Endowment Fund was established in 1996 by Mr. Groome of Travelers Rest, South Carolina, to affirm higher education and Christian ministry and to celebrate the ties of his family with Duke University. His great-grandfather was John Carlisle Kilgo, a president of Trinity College and a bishop of the Methodist Episcopal Church, South, and his grandmother was Fannie Kilgo Groome. The fund income is for scholarship support of students enrolled in the Divinity School.

The Alexander and Mary Hagggar Scholarship Endowment Fund was established in 2005 by Mary R. Hagggar of Palm Harbor, Florida, for general student financial aid. The late Al Hagggar was a long-time member of the Divinity School Board of Visitors on which Mrs. Hagggar now serves as a member emerita.

The Ned and Carmen Hagggar Scholarship Fund was established in 1985 by Carmen Hagggar of Pinehurst, North Carolina, through her son, Alexander J. Hagggar, to support theological education at Duke.

The Vanessa Louise Hall Memorial Scholarship Fund was established in 2004 by Paul B. Hall and Louise C. Hall, Divinity School Class of 1983, of Durham, North Carolina, in loving memory of their daughter, with appreciation for the ministry of Duke Divinity graduates and others with their family, and to encourage excellence in Christian ministry.

The P. Huber Hanes Scholarship was established by the late P. Huber Hanes of Winston-Salem, North Carolina, Trinity College Class of 1900, as a scholarship fund for Duke University, a portion of which is used to provide financial assistance for Divinity School students.

The James A. Harnish Scholarship Fund was established in 2014 by parishioners, colleagues, and friends of the Reverend Dr. Harnish, senior pastor at Hyde Park United Methodist Church in Tampa, Florida, at his retirement to celebrate and give thanks for his remarkable teaching, writing, and inspirational leadership. The fund is intended to undergird excellence in education for Christian ministry for future generations. The scholarship was greatly enhanced through generous support from the estates of James Leonard and Estelle S. Leonard Delo of Seminole, Florida. Preference will be given to students from parishes Dr. Harnish served and to other United Methodists from Florida.

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The Loy E. and Edith H. Harris Scholarship Fund was established in 2013 by Loy H. Harris, Divinity School Class of 1995, of Belchertown, Massachusetts, to celebrate the lives of his parents, to affirm the lasting friendships enjoyed through the Divinity School, and to encourage and support excellence in ministerial education for the church of Jesus Christ.

The Russell S. and Julia G. Harrison Scholarship Fund was established in 1980 by Russell S. Harrison, Divinity School Class of 1934, and his wife, Julia G. Harrison. The fund supports persons from the North Carolina Conference of the United Methodist Church preparing for ordained ministry as local church pastors.

The Harvey Fund was established in 1982 by C. Felix Harvey and Margaret Blount Harvey, Trinity College Class of 1943, of Kinston, North Carolina, to provide scholarship assistance for students preparing for parish ministry.

The Stanley Hauerwas Scholarship Fund was established in 2013 by students, colleagues, and friends to celebrate the life and vocation of Dr. Hauerwas, the Gilbert T. Rowe Professor Emeritus of Theological Ethics, whose remarkable thinking, teaching, writing, and speaking have shaped a generation of faithful leadership. Preference is given to students in the Doctor of Theology degree program.

The Hauptfuhrer Family Scholarship Fund was established in 2014 by W. Barnes Hauptfuhrer and his wife, Cammie R. Hauptfuhrer, Trinity College Class of 1978, of Charlotte, North Carolina, to honor the memory of George J. Hauptfuhrer Jr. and his wife, Barbara Barnes Hauptfuhrer, with appreciation for the many connections the family has enjoyed through education and friendships formed at Duke University. Priority is given to students whose vocation includes theology and the arts.

The Hawkins Family Scholarship Fund was established in 2014 by W. Thornton Hawkins, Divinity School Class of 1954, and his wife, Evelyn D. Hawkins, of Asheville, North Carolina, and their daughters, Patrice Hawkins Sigmon, Trinity College Class of 1976, of Greensboro, North Carolina, and Catherine Hawkins Hoffman, Nicholas School of the Environment Class of 1978, of Denver, Colorado, with gratitude for the education and lasting friendships that generations of the family including son-in-law, Allen R. Sigmon T'76 and daughter, niece, granddaughter, Lauren Patrice Sigmon T'07 (deceased) have enjoyed through Duke University and to encourage and support excellence for the Church of Jesus Christ. Preference is given to graduates of Trinity College of Arts & Sciences and/or the Nicholas School of the Environment at Duke University, and/or any students who have expressed an interest in ministries involving care for the environment, and/or any students who are preparing for parish ministry in the Western North Carolina Conference of the United Methodist Church.

The Richard and Judith Hays New Testament Scholarship Fund was established in 2015 by Dr. Richard B. Hays, the George Washington Ivey Professor of New Testament and, from 2010 to 2015, dean of the Divinity School, and his wife, Dr. Judith C. Hays, Associate Professor Emeritus in the School of Nursing. Preference is given to Doctor of Theology (ThD) students focusing on theological interpretation of the New Testament.

The Richard and Judith Hays Theology and the Arts Fund was established in 2015 by the Drs. Hays of Durham, North Carolina. The fund is to support arts programming and may also be used for scholarships for students focusing on the intersection of theology and the arts.

The B. D. Heath Fund was established in 1903 for the support of ministerial students in Trinity College and transferred in 1926 to the School of Religion (later Divinity School) for the same purpose.

The Helm Foundation Scholarship Fund was established in 2016 by the Helm Foundation, Inc., of Houston, Texas. The director/president is Cyrus V. Helm Jr., Divinity School Class of 1991.

The Henry-Williams Scholarship Fund was established by A. Morris Williams Jr., Trinity College Class of 1962 and Graduate School Class of 1963, of Gladwyne, Pennsylvania, in 2019 to honor the memory of Stuart Henry (1914-1997), beloved scholar-teacher at Duke for many years, and the legacy and Duke relationships of Morris Williams and his family. This fund is established in the spirit of the words from scripture, "Do unto others as you would have them do unto you" (Luke 6:31). The scholarship supports graduate professional students at Duke Divinity School who plan to enter parish ministry in service to all God's people.

The Stuart C. Henry Collection Endowment Fund was established in 1975 by the Divinity School Class of 1975 to honor Professor Henry. Income from the fund is used to enhance the collection of books on American Christianity. Substantial additional contributions to this fund have been made by Marion D. Mullins of Fort Worth, Texas.

The Stuart C. Henry Endowment Fund was established in 1999 by James W. Crawford and his wife, Harriet Cannon Crawford, Women's College Class of 1961, of Oxford, North Carolina, along with other members of the Cannon family, in memory of Professor Henry who had been their pastor and friend in Concord, North Carolina. The fund supports a program in religion and the arts for the Divinity School.

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The Stuart C. Henry Scholarship Fund was established in 1986 by Mr. and Mrs. A. Morris Williams Jr. of Gladwyne, Pennsylvania, to honor the distinguished teaching career of Professor Henry and to provide assistance for students, with preference given to those affiliated with the Presbyterian Church.

The Chesley Carlisle Herbert Jr. Endowment Fund was established in 1993 by Mrs. Elizabeth Rose Herbert of Charlotte, North Carolina, Mr. and Mrs. George F. Pickett of Atlanta, Georgia, and Dr. Chesley C. Herbert III of San Francisco, California, in memory of Dr. Herbert. A member of the Trinity College Class of 1926 and the Divinity School Class of 1929, he served as a minister in the Western North Carolina Conference of the United Methodist Church. The income from the fund is for unrestricted support.

The Clair M. and Mary Durham Herndon Memorial Scholarship Endowment Fund was established in 1997 by the Board of Trustees of the C. M. Herndon Foundation of Durham, North Carolina, to celebrate the commitments of Mr. and Mrs. Herndon to Christian faith and higher education. The fund income provides resources for student scholarships, giving priority to students from Baptist traditions.

The Rose and Leonard Herring Scholarship Fund was established in 2008 by Rose and Leonard Herring for Divinity School students with a preference for those who have participated in the Duke Youth Academy for Christian Formation and for those who will lead and inspire young people in the church. The fund may also be used for current participants in the Duke Youth Academy.

The Frederick Herzog Memorial Endowment Fund was established in 1997 by gifts from his wife, Dr. Kristin Herzog, and friends in memory of Frederick Herzog, who was a professor of systematic theology in the Divinity School from 1960 until his death in 1995. The fund income is for the support of Latin American students and theologians who come to study in the Divinity School and for programs that sustain and enhance dialogue with the church in Latin America.

The T. Furman and Donna Williams Hewitt Endowment Fund was established in 2001 by the Baptist House Board of Directors and other friends to honor the service of T. Furman Hewitt, Graduate School Class of 1977, as the director of the Baptist House program through its first decade, and his wife, Donna, an assistant clinical professor in the School of Nursing. The fund provides unrestricted support.

The Timothy R. Hickey Scholarship Fund was established in 2006 by friends and former parishioners in Michigan to honor Dr. Hickey, Divinity School Class of 1962. The fund income supports excellence in ministerial education and faithful leadership.

The Franklin Simpson Hickman Memorial Fund was established in 1966 by Mrs. Vera Castell Hickman in memory of her husband, Franklin S. Hickman, who served as professor of the psychology of religion, the dean of the Chapel of Duke University, and the first preacher to the university. The fund income supports a regular visiting lecturer in preaching and provides financial aid to students who wish to specialize in the psychology of religion.

The Calvin Hill Scholarship Endowment Fund was established in 1998 in his honor by Mr. Hill's son, Grant Hill, Trinity College Class of 1994, and his wife, Janet Hill, of Great Falls, Virginia. Mr. Hill is a member emeritus of the Divinity School Board of Visitors.

The A.C. Holler Jr. Scholarship Endowment Fund was established in 2003 by Elizabeth Cobb Holler, wife of A. C. Holler Jr., Divinity School Class of 1952, of Charleston, South Carolina, and their children, Suzanne E. Holler and her husband, James Allen Styerwalt; Adlai Stephen Holler and wife, Lynn Dennis Holler; and Stephanie Elwood Holler. The scholarship is to encourage excellence in Christian ministry. It celebrates three generations as A.C. Holler's father, the late Adlai Cornwell Holler, School of Religion Class of 1930, and his son, Adlai Stephen Holler, Divinity School Class of 1982, were also Duke Divinity graduates.

The James C. Howell Scholarship Fund was established in 2003 by Davidson United Methodist Church, Davidson, North Carolina, to the glory of God and in celebration of the distinguished leadership of James C. Howell, Divinity School Class of 1979 and Graduate School Class of 1984, who served as its senior pastor from 1991 to 2003. Priority is for members or communicants of Davidson United Methodist Church or for those persons who intend pastoral ministry in the Western North Carolina Conference.

The Hyde-Tucker Scholarship Endowment Fund was established in 1996 by William H. Tucker III of Yardley, Pennsylvania, in memory of the late Joseph R. Hyde, Sr., a Memphis, Tennessee, businessman and family friend who helped provide for his education, and in honor of his mother, Evelyn O. Tucker. The fund income is to provide financial support for students preparing for ordained Christian ministry in parochial or mission contexts in the Episcopal Church, USA.

The Geraldine Dysart Ingram Endowment Fund was established in 1990 by Margaret A. Dysart of Asheville, North Carolina, to honor her daughter, Geraldine D. Ingram, Divinity School Class of 1982. The fund income is used for scholarships or grants-in-aid, with preference given to women who are preparing for ministry as a second career.

The Kimberly St. George Irion Memorial Scholarship Fund was established in 2005 by George and Moon Kwang Ja Irion of Greensboro, North Carolina, in memory of their daughter. The fund was enhanced by generous support from Mount Vernon Mills of Mauldin, South Carolina. The Irion Scholarship gives priority to students who have exceptional promise for ordained ministry and who

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demonstrate high levels of understanding, skill in counseling, and compassion for ministry with persons who have mental disorders and with their families.

The George M. Ivey Scholarship Fund was established in 1948 by a gift of George M. Ivey, Trinity College Class of 1920, of Charlotte, North Carolina, for the support of ministerial education.

The George Washington Ivey Professorship was established in 1921 for Trinity College with initial funding by the Western North Carolina Conference of the Methodist Church and later funding by George M. Ivey, George M. Ivey Jr., Leon Ivey, and the Ivey Trust. It is the oldest named professorship in the Divinity School.

The Jean P. and Robert L. Jerome Memorial Endowment Fund was established in 1989 by Jean Porter Jerome of Smithfield, North Carolina, to honor the life and ministerial service of her late husband, a graduate of Trinity College Class of 1926 and the School of Religion Class of 1929. The fund provides financial assistance primarily to international students.

The Owen Hawes Johnson Memorial Scholarship Fund was established in 2005 by Rebecca K. Johnson, Women's College Class of 1969, of Winston-Salem, North Carolina. Named for her great-great-grandfather, Owen Hawes Johnson (1814-1890), a Methodist church leader who served churches in Bladen and Sampson counties, the fund celebrates the education of her family at Duke over three generations and deep roots of faith in the United Methodist connection for more than 200 years, and it encourages the tradition of strong leadership for the church.

The Johnson-Whitaker Scholarship Fund was established in 1995 by Lynda J. and Scott L. Whitaker of Gainesville, Florida, in honor of her parents, Jesse and Marjorie Johnson, and their son, Nathan Clarke Whitaker, Trinity College Class of 1991. The fund is to glorify God by providing financial support for students preparing for ordained Christian ministry.

The Jones-Pickens Family Scholarship Fund was established in 2006 by L. Merritt Jones, Trinity College Class of 1952, and his wife, Susan Pickens Jones, Women's College Class of 1952, of Raleigh, North Carolina, in loving memory of their fathers, Leonidas Merritt Jones, Trinity College Class of 1912, and Wiley Miller Pickens, Trinity College Class of 1916, to express gratitude for a century of vital relationships between their families, Duke University, and the United Methodist Church, and to encourage and enable the preparation of strong ministerial leadership.

The L. Gregory and Susan Pendleton Jones Endowment Fund was established in 2001 by the Mary G. Stange Charitable Trust of Troy, Michigan, to honor the distinguished service and leadership of the Reverend Dr. L. Gregory Jones, who served as the eleventh dean of Duke Divinity School from 1997-2010 and was appointed as the current dean on August 2, 2018, and to honor his wife, the Reverend Susan Pendleton Jones. The fund is to provide discretionary resources for the area of greatest financial need during any year.

The L. Gregory Jones Endowment for Global Church Leadership was established in 2010 by generous gifts from Duke graduates and friends to celebrate the distinguished leadership of the Reverend Dr. L. Gregory Jones, who served as the eleventh dean of Duke Divinity School from 1997-2010 and was appointed as the current dean on August 2, 2018. The Jones Endowment is to support global leadership through the Divinity School, including innovative entrepreneurial programs. It may in the future be converted to a professorship.

The Jameson Jones Memorial Fund was established in 1982 by a bequest and memorial gifts following the untimely death of Jameson Jones, dean of the Divinity School, 1981-82. The fund provides for the enrichment of programs and study opportunities.

The Leonidas Merritt and Susan Pickens Jones Endowment Fund was established in 2000 by Mr. and Mrs. Jones of Raleigh, North Carolina, to celebrate four generations of Jones and Pickens family members whose lives and spirits have been shaped decisively by vital associations with the United Methodist Church and Duke University. The fund is to provide general financial resources and continuing education support for participants in the Theology, Medicine, and Culture Initiative, including but not limited to those who are either graduates of the Divinity School, current students of the Divinity School, or in the ministry, giving preference to those associated with the North Carolina Conference of the United Methodist Church.

The S. Bruce Jones Scholarship Fund was established in 2003 by the Divinity School in appreciation for his generous bequest. Bruce Jones, School of Religion, Class of 1937, served as a chaplain in the United States Army from 1942 until his retirement in 1972.

The Charles E. Jordan Scholarship Fund was established in 1969 by the family of Charles E. Jordan, former vice president of Duke University, to support the education of ministers.

The Henry Harrison Jordan Memorial Endowment Fund was established in 1947 by his sons, Charles, Everett, Henry, and Frank Jordan, to provide general support for the Divinity School Library and for a special loan library collection to assist rural church pastors.

The Jordan-Sprinkle Scholarship Endowment Fund was established in 1990 by Margaret Jordan Sprinkle of Winston-Salem, North Carolina, honoring her late husband, Henry C. Sprinkle, and their families. The fund is to encourage training for distinguished pastoral leadership.

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The Sarah Cole Jordan and Robert B. Jordan III Scholarship Fund was established in 2014 by the Jordans of Mt. Gilead, North Carolina, with deep appreciation for the experiences shared over the years with their many friends in ministry and to encourage and support education for generations of church leaders to come.

The William Arthur Kale Jr. Memorial Fund was established in 1964 by Professor and Mrs. William Arthur Kale Sr. for the purchase of books and other materials in the area of fine arts and religious musicology for the perpetual enrichment of the holdings of the Divinity School Library. William Arthur Kale Jr. was a member of the Duke University Chapel Choir.

The Amos Ragan Kearns Professorship was established in 1970 by a gift from the late Amos Ragan Kearns of High Point, North Carolina, for a chair in religion.

The J. Keith Kennedy Scholarship Fund was established in 2015 by J. Keith Kennedy, Trinity College Class of 1970, Divinity School Class of 1974 of Falls Church, Virginia. It seeks to encourage and support continuing excellence in ministerial education at Duke Divinity School.

The Lewis Clarence Kerner Scholarship was established in 1959 by Beatrice Kerner Reavis of Henderson, North Carolina, in memory of her brother and designated for the assistance of native or foreign-born Christian students preparing for service in ministry or world Christian missions.

The Kwanlyun and Soonja Kim Ecumenical Endowment Fund was established in 2004 by Dr. and Mrs. Kim of Seoul, South Korea, to support students, projects, and conversations across the global contexts of Christianity. Kwanlyun Kim is a member of the Divinity School Class of 1969.

The Elizabeth Ayres Kimrey Memorial Scholarship Endowment Fund was established in 1998 by the Board of Trustees of Centenary United Methodist Church of Greensboro, North Carolina, to remember the life and philanthropy of Mrs. Kimrey. The scholarship gives priority to students from Greensboro and to United Methodists.

The Carl H. and Mary E. King Memorial Fund was established in 1976 by family and friends of Carl and Mary King, distinguished church leaders in Western North Carolina Methodism, to support students preparing for educational ministry in the parish.

The Martin Luther King Jr. Memorial Scholarship Endowment Fund was established in 1990 by a grant from the Pine Tree Foundation of Gladwyne, Pennsylvania, at the request of Ruth and A. Morris Williams Jr. The endowment commemorates the life and work of Dr. King and is a resource for African American students who will be leaders of the church.

The Sheltering Home Circle of the King's Daughters and Sons Scholarship Fund was established in 2010 by members of the local chapter to celebrate and continue 105 years of faithful service by The Sheltering Home Circle in the Durham, North Carolina community, to commemorate long and joyful ties to the Duke family and Duke University, and to foster excellence in ministerial education and leadership.

The Sally B. and Wallace H. Kirby Scholarship Fund was established in 2015 by Wallace Kirby, Divinity School Class of 1954, of Asheville, North Carolina, with gratitude for the wonderful education, opportunities for service, and lasting friendships that the family has enjoyed through Duke University over many decades and, especially, to support ministerial education in the Divinity School that helps faithfully and effectively to lead the Church of Jesus Christ.

The Milton Davies Kirkland Scholarship Endowment Fund was established in 1994 by Milton Davies Kirkland, Divinity School Class of 1990, of Falls Church, Virginia, in appreciation for the United Methodist Church and Duke Divinity School. The fund gives priority to United Methodists from the Virginia Annual Conference.

The Kirkpatrick Family Scholarship Fund was established in 2013 by Rick C. Kirkpatrick, his wife, Kathy N. Kirkpatrick, of Cary, North Carolina, and their son, Nathan E. Kirkpatrick, Divinity School Class of 2003, of Durham, North Carolina, with deep appreciation for leadership in learning and religious faith, *Eruditio et Religio*, and to support ministerial education for the church of Jesus Christ.

The James Allen and Sally Templeman Knight Scholarship Endowment Fund was established in 1989 by James A. Knight, Divinity School Class of 1944, of New Orleans, Louisiana, to provide student financial aid, especially for United Methodist students from South Carolina who intend parish ministry.

The John Haden Lane Memorial Scholarship was established in 1968 by the family of John H. Lane to provide support for education in Christian ministry, including chaplaincy and other specialized work.

The Louie Mae Hughes Langford Scholarship Endowment Fund was established in 1988 by Dr. and Mrs. Thomas A. Langford in memory of his mother.

The Thomas A. and Ann Marie Langford Fund was established in 1981 in honor of Dr. Thomas A. Langford, dean of the Divinity School, 1971-81, and Mrs. Langford.

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The Thomas A. Langford Professorship in Divinity Endowment Fund was established in 1994 by friends and colleagues to honor the service of Dr. Langford: alumnus, distinguished professor, dean of the Divinity School, provost of the university, and trustee of The Duke Endowment.

The Laurinburg Christian Education Fund was established in 1948 by members of the First United Methodist Church, Laurinburg, North Carolina, for ministerial education.

The Douglas and Barbara Lawson Scholarship Fund was established in 2022 by the Douglas M. Lawson Foundation, in New York, New York, to honor the life and many contributions of Douglas M. Lawson, PhD, a leader in racial reconciliation and integration, an author, and a philanthropic advisor to countless organizations. Doug served as co-chair of Duke Divinity School's portion of the Duke Forward campaign. Doug wished to encourage and support continuing excellence in ministerial education at Duke Divinity School. The endowment provides whole or partial scholarships to graduate professional students enrolled in the Divinity School at Duke University.

The Harriet V. Leonard Scholarship Endowment Fund was established in 1992 by Mrs. Lyndal D. Leonard of Durham, North Carolina, to honor her daughter, retiring as the reference librarian for the Divinity School, and to provide scholarships for women with a priority for those who are beginning a second career.

The John Joseph Lewis Fund was established in 1982 by Colonel Marion S. Lewis, Trinity College Class of 1918, of Charleston, South Carolina, to honor his father, a circuit-riding Methodist preacher. The fund income provides scholarship support.

The Ruth Lilly Scholarship Fund was established in 2006 through a grant from the Ruth Lilly Philanthropic Foundation of Indianapolis, Indiana. The fund celebrates the Lilly family legacy of philanthropy and it supports students enrolled in Duke Divinity School's Doctor of Theology (ThD) degree program.

The Susan Colwell Link Scholarship Fund was established in 2022 by Rev. Mary Anne Link Shivers, Divinity School Class of 1999, and Mr. David Oyler Shivers, of Chapel Hill, North Carolina. The endowment is established in memory of Susan (Sue) Colwell Link, a devoted follower of Jesus Christ. As a faithful member of The United Methodist Church (UMC), Sue supported women in ministry – especially her daughter, Rev. Mary Anne “Molly” Link Shivers, an ordained Elder in the North Carolina Annual Conference of the UMC. Fund income will be used to provide scholarships to graduate professional students enrolled in The Divinity School at Duke University, with a preference for students pursuing ordination in a Wesleyan theological tradition and/or students who, by reason of their background, culture, socioeconomic status, race, ethnicity, gender, work, and life experiences, contribute to a fuller representation of perspectives within the academic life of the University.

The Phil Emmanuel and Vertie Alexander Lipe Scholarship Endowment Fund was established in 2000 by Joseph A. Lipe, Trinity College Class of 1967, and his wife, Carmine T. Lipe, Women's Class of 1968, of Charlotte, North Carolina, to honor Mr. Lipe's parents and to provide financial assistance for students who demonstrate particular promise for pastoral leadership.

The D. M. Litaker Scholarship was established in 1946 by Charles H. Litaker in honor of his father, Dr. D. M. Litaker, Trinity College Class of 1890, and was specified for the Divinity School in 1977 by the Litaker family. The income is for support of persons preparing for ministry in the Western North Carolina Annual Conference of the United Methodist Church.

The Calvin M. Little Scholarship Fund was established in 1985 by the members of the First United Methodist Church, Mt. Gilead, North Carolina, to commemorate a generous bequest from Mr. Little and to affirm the important relationships between the church and the Divinity School.

The David E. and Terry B. Lupo Scholarship Fund was established in 2008 by David Lupo, Trinity College Class of 1976, Divinity School Class of 1983, and his wife, Terry B. Lupo, of Mount Pleasant, South Carolina. It is given in appreciation for Duke education and friendships, and to encourage and enable the preparation of ministerial leadership of the highest quality for the church and for the state of South Carolina.

The Lutheran Studies Associate or Assistant Professorship Fund was established in 2020 by anonymous donors. The endowment supports the holder of the Lutheran Studies Associate or Assistant Professorship at Duke University.

The Carlyle Marney Scholarship Endowment Fund was established in 1997 to honor the life and work of the distinguished preacher/theologian. Marney Scholarships support Baptist students or others from the Free Church tradition.

The Aubrey M. Martin Memorial Scholarship Endowment Fund was established in 2008 with gratitude for his generous support of ministerial education.

The Robert B. and Mary Alice Massey Endowment Fund was established in 1980 by Mr. and Mrs. Massey of Jacksonville, Florida, for the support of excellence in ministry.

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The James L. Matheson Scholarship Fund was established in 2007 by Jim Matheson, Trinity College Class of 1951, Divinity School Class of 1954, of Wardensville, West Virginia. The scholarship celebrates lifelong learning and friendships initiated at Duke and is intended to support the education of ministerial leaders for generations to come.

The McClanahan Endowment Fund was established in 1993 by Arthur Lee McClanahan, Divinity School Class of 1975, of Fairfield, Connecticut, to provide funds for the Divinity School Library for the purchase of materials in practical theology in the area of evangelism.

The Robert McCormack Scholarship was established in 1982 by the trustees of The Duke Endowment to honor Robert McCormack, chairman of the board of The Duke Endowment at the time of his death. It provides support for students from rural United Methodist parishes.

The J. H. McCracken Memorial Scholarship Fund was established in 1947 by Dr. J. H. McCracken Jr. of Durham, North Carolina, in memory of his father, the Reverend Jacob Holt McCracken, a Methodist minister who served churches in North Carolina for fifty years.

The McCutchen World Christianity Scholarship Fund was established in 2006 by William W. McCutchen, School of Engineering 1962, and his wife, Irene L. McCutchen, Women's College Class of 1962, of Westport, Connecticut. The scholarship is given with appreciation for the faithful witness of Christians across the world and specifically to encourage global perspectives, learning, and leadership in ministerial education at Duke Divinity School. Scholarship award preference will be given but not limited to international students with particular promise for Christian leadership who also have significant financial need.

The Irene and William McCutchen Associate/Assistant Professorship was established in 2015 by William W. McCutchen, School of Engineering 1962, and his wife, Irene L. McCutchen, Women's College Class of 1962, of Westport, Connecticut. The McCutchen professor also serves as the director of the Center for Reconciliation or its successor, leading its work at Duke University Divinity School to continue and expand the work of the center in inspiring, forming, and supporting communities to live as ambassadors of reconciliation while engaging in other issues that impact the diverse Christian communities around the world.

The McDonald Agape Foundation Theology and the Arts Fund was established in 2021 by McDonald Agape Foundation of Birmingham, Michigan. This fund is established to assure and maintain Duke Divinity School as a premier place for the study of Christian Theology at the intersection of Christian Theology and the Arts and to assist the Director of Duke Initiatives of Theology and the Arts (DITA) to serve as a distinguished teacher and authentic mentor to those students planning careers in Christian ministries and related non-profits. Distributions from the Fund will be used to provide funding for arts-in-action and research at the vibrant interplay between Christian theology and the arts, drawing into its discussions and activities scholars that meet the high standards of scholarship and conduct that are expected of members of the Duke Divinity School. Distributions from the Fund will also be used to provide support for one or more post-doctoral fellowships in Theology and the Arts (McDonald Agape Fellows).

The McMullen Family Scholarship Fund was established in 2015 by John H. McMullen, Divinity School Class of 1970, and his wife, Fara S. McMullen, of Austin, Texas. Preference will be given to students from Texas.

The Charles and Florrie Mercer Scholarship Fund was established in 2003 by Charles H. Mercer Jr. to encourage excellence in ministerial education, to affirm the good lives of Charles Henry Mercer, Divinity School Class of 1943, and Florrie Smythe Mercer Nursing School Class of 1942, and to celebrate the many ties between the family and Duke University.

The Ben F. Meyer Scholarship Fund was established in 2006 by Max W. Wicker, Trinity College Class of 1949, Divinity School Class of 1952, and his wife, Ann S. Wicker, Women's College Class of 1955, of Southern Pines, North Carolina. It is given in memory of their longtime neighbor and friend, Ben F. Meyer, who was a distinguished journalist and for many years director of United Press International in Latin America.

The Brian K. Milford Scholarship Fund was established in 2012 by Mr. and Mrs. Leonard A. Hadley of Cedar Rapids, Iowa, to honor their pastor and friend, Brian K. Milford, Divinity School Class of 1986, and to provide financial support for United Methodist students from the state of Iowa.

The Endowment for Mission Outreach Initiatives was established in 2000 by Dr. and Mrs. J. Wesley Jones of Fayetteville, North Carolina, to provide resources for Divinity students to experience mission service in the United States and abroad.

The C. Graham and Gradie Ellen E. Mitchum Fund was established in 1985 by Dr. and Mrs. Kenneth E. Mitchum of Pittsboro, North Carolina, in memory of his father, a lay preacher, and in honor of his mother. The fund provides scholarships for students who have significant financial needs and a strong commitment for ministry in the local church.

The Samuel L. and Doris P. Morgan Scholarship Fund was established in 2013 by Doris Morgan of Corapeake, North Carolina, her daughter, Hope Morgan Ward, Trinity College Class of 1973 and Divinity School Class of 1978, of Raleigh, North Carolina, and with additional gifts from the other Morgan siblings and spouses. The scholarship honors with deep appreciation generations of the faithful Christian witness of the Morgan family and their many ties to Duke University and the Divinity School. It is to support ministerial education for the church of Jesus Christ.

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The J. Alex and Vivian G. Mull Scholarship Endowment Fund was established in 1987 by the grant committee of the Mull Foundation of Morganton, North Carolina, as a memorial to Mr. and Mrs. J. Alex Mull who were leaders in education, business, and the church. Priority is given to students from Burke County, North Carolina.

The Myers Park Scholarship Fund was established in 1948 by members of the Myers Park United Methodist Church, Charlotte, North Carolina, for ministerial education.

The Needham-Hauser Scholarship Endowment Fund was established in 1986 by Duke University graduates Eugene W. Needham and his wife, Antoinette Hauser Needham, of Pfafftown, North Carolina, to provide assistance for students committed to the parish ministry. Preference is given to persons from the Western North Carolina Conference of the United Methodist Church.

The W. Fletcher Nelson Scholarship was established in 1980 by friends of W. Fletcher Nelson, School of Religion Class of 1930, of Morganton, North Carolina. He was responsible for the fundraising efforts that enabled renovations and the building of a new wing of the Divinity School in the early 1970's.

The Noel Family Scholarship Fund was established in 2017 by W. Lee Noel and Sue S. Noel in honor of their sons, W. Scott Noel and Andrew B. Noel, Divinity School Class of 2014. The fund provides support for Divinity School financial aid.

The W. R. Odell Scholarship was established in 1946 by the Forest Hills United Methodist Church, Concord, North Carolina, to honor Mr. Odell, a distinguished layman.

The Roy and Rae P. Old Scholarship Fund was established in 1984 by Marshall R. Old, Divinity School Class of 1975, of Moyock, North Carolina, to honor his parents and to provide assistance for students preparing for service in parish ministry.

The Ormond Memorial Fund was established in 1924 by Dr. J. M. Ormond, Trinity College Class of 1902, and Mrs. Ormond, in memory of his parents, Mr. and Mrs. J. J. Ormond. The fund income maintains the collection of books on the rural church.

The J. M. Ormond Endowment Fund was established in 1951 by the North Carolina Conference of the United Methodist Church to honor Dr. Ormond, a long-time professor of practical theology and director of the Rural Church Program under The Duke Endowment, 1923-48. The fund income helps to support the J. M. Ormond Center for Research, Planning, and Development, which directs church and community studies and research on the nature and functioning of the church.

The Maribel Padial Scholarship Fund was established in 2022 by Maribel Padial, Divinity School Class of 2019, of Aventura, Florida. This scholarship was established to provide support to students who love the church and love learning so they may better serve God. Fund income is used to provide whole or partial scholarships to graduate professional students at the Divinity School at Duke University.

The Parish Ministry Fund was established in 1968 to provide continuing education opportunities for selected parish ministers and lay leaders from the Western North Carolina Conference of the United Methodist Church. The fund sponsors seminars and short study courses and makes special grants for full-time study leaves. The program is administered by the Divinity School with the assistance of the Parish Ministry Fund's Board of Directors.

The Richard Payne Fund was established in 2021 by the family, friends, and colleagues of Richard Payne, MD, in honor of the faithful service and witness of Dr. Payne, the Esther Colliflower Professor Emeritus of Medicine and Divinity. Dr. Payne was an internationally known expert in the areas of pain relief, palliative care, oncology, and neurology, as well as healthcare justice. A graduate of Yale University and Harvard Medical School, he joined the faculty at Duke in 2004 with a joint appointment between Duke Divinity and Duke Health, launching the Institute for Care at the End of Life, which eventually became the remarkable Theology, Medicine, and Culture Initiative. Dr. Payne's faithful engagement with the medical community, his research, his wise practices of mentoring, and his enduring friendships have shaped generations of physicians. Fund income will be used to provide unrestricted support for the Theology, Medicine, and Culture Initiative at Duke Divinity School.

The Emma Leah Watson and George W. Perrett Scholarship was established in 1984 by Mrs. Perrett of Greensboro, North Carolina, to provide scholarships for students preparing for ministry in the local church.

The Ray C. Petry Scholarship Endowment Fund was established in 1989 by Dr. Petry, James B. Duke Professor Emeritus of Church History, of Dayton, Ohio, to encourage colleagues and students in their pursuit of excellence.

The Marshall I. Pickens Scholarship Endowment Fund was established in 1991 by The Duke Endowment of Charlotte, North Carolina, to honor Pickens, Trinity College Class of 1924, and to celebrate his distinguished fifty-three-year career with The Duke Endowment, one of the nation's largest private foundations.

The Cornelius Miller and Emma Watts Pickens Memorial Fund was initiated in 1966 by the Pickens brothers—Wiley, Robert, Marion, Marshall, and Stanton—to honor their parents. The fund income helps to support Divinity School communications.

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The Maude Simpson Pitts Scholarship Endowment Fund was established in 1986 by Mr. and Mrs. Noah O. Pitts Jr. of Morganton, North Carolina, in memory of his mother. The fund provides support for students who are committed to parish ministry.

The Porter Family Scholarship Fund was established in 2022 by Mary Margaret Porter, Divinity School Class of 2007, and Frederick O. Porter, Fuqua School of Business Class of 2006, of Charlotte, North Carolina. This scholarship fund was given in appreciation for Mary Margaret's formation at Duke Divinity School and in honor of her parents, Eugene W. Cochrane, Jr. and Jean M. Cochrane, and their lifetime commitment and service to the Presbyterian Church. Fund income will be used to provide whole or partial scholarships to graduate professional students at the Divinity School at Duke University. Preference shall be given to students who are preparing to serve in ordained roles in Presbyterian/Reformed denominations, such as the Presbyterian Church (USA) or the Reformed Church in America.

The Paul B. and Margaret A. Porter Scholarship Endowment Fund was established in 1999 by Mr. and Mrs. Porter of Shelby, North Carolina, with a priority for students from the Western North Carolina Conference of the United Methodist Church who are preparing for parish ministry there.

The Champ Y. and Mary G. Powell Fund was established in 2006 by Jane Powell Gray and her husband, R. Frank Gray, of Raleigh, North Carolina. The endowment provides living plants and their continuing maintenance throughout the Westbrook building in memory of Judge Gray's parents and in memory of her and Frank's son, Russell Thomas Gray.

The Myrtle R. and Fred L. Proctor Sr. Scholarship Endowment Fund was established in 1996 by Mr. and Mrs. Proctor of Greensboro, North Carolina, to support ministerial education and to honor their long-time friend and former pastor, Wilson O. Weldon, a Duke alumnus and trustee emeritus. The fund income is to provide financial support for students enrolled in the Divinity School with priority for men and women from North Carolina.

The William Lee Proctor Memorial Scholarship Fund was established in 2006 by James T. and Sandra A. Rowell of Brandon, Mississippi, in memory of Mrs. Rowell's grandfather who served as a faithful Methodist pastor in parishes across Mississippi and Louisiana.

The Jennie and Ross Puette Scholarship Endowment Fund was established in 1999 by Mrs. Mary Elizabeth Francis of Charlotte, North Carolina, in loving memory of her parents and with appreciation for the influence of their faithful Christian service.

The Mary Eunice Query Endowed Scholarship Fund was established in 1979 by Miss Query, Women's College Class of 1931, of Boone, North Carolina, for Divinity School student financial aid.

The William Kellon Quick Endowment for Studies in Methodism and the Wesleyan Tradition was established in 1985 by Mr. and Mrs. Stanley S. Kresge of Pontiac, Michigan, to support teaching, research, and publication in Methodist studies and to honor their pastor, William K. Quick, Divinity School Class of 1958.

The William Kellon Quick Scholarship Endowment Fund was established in 1998 to honor the ministry of Dr. Quick, a member of the Divinity School Class of 1958, on his retirement from Metropolitan United Methodist Church in Detroit, Michigan. It was funded by an initial major gift from Eric and Candace Law of Berkley, Michigan, and with matching challenge gifts from many friends and parishioners.

The Rainwater-Brott Family Scholarship Fund was established in 2013 by Sandra Rainwater Brott, Trinity College Class of 1975, of Rockville, Maryland, to celebrate the Rainwater family's many cherished relationships formed through Duke University, to remember with thanksgiving the good lives of her father, Roland W. Rainwater, Divinity School Class of 1943, and her mother, Zillah Merritt Rainwater, Women's College Class of 1943, and to support the education of excellent leadership for the church of Jesus Christ.

The Reconciliation Scholarship Fund was established in 2008 through a grant from the Ruth Lilly Philanthropic Foundation of Indianapolis, Indiana, to foster the education of teachers and ministers of reconciliation with heartfelt gratitude for their vital influence in the Christian community and the larger world.

The Winifred M. and John K. Reid Endowed Scholarship Fund was established in 1977 by Mrs. Reid of Rutherfordton, North Carolina, to provide financial aid to second- and third-year students who are committed to pastoral or institutional ministry in the United Methodist Church.

The Jane and Royce Reynolds Professorship in Evangelism was established in 1997 by Mr. and Mrs. Reynolds of Greensboro, North Carolina, to provide annual support for teaching evangelism in the Divinity School. The endowment is administered by the Foundation for Evangelism at Lake Junaluska, North Carolina, which seeks to fund these professorships in every United Methodist theological seminary.

The Royce and Jane Reynolds Associate or Assistant Professorship Fund was established in 2015 by Mr. and Mrs. Reynolds of Greensboro, North Carolina, to further the teaching of evangelism "making disciples of Jesus Christ for the transformation of the world" in and through Duke Divinity School.

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The Bill and Nancye Rhodenhiser Endowment Fund was established in 2000 by Dr. and Mrs. Rhodenhiser of Richmond, Virginia, for unrestricted support with priority preference for the support of lectures and other program endeavors of the Baptist House of Studies.

The Simon and Nancy Rich Scholarship Endowment Fund was established in 2001 by Simon B. Rich Jr., Trinity College Class of 1967, and Nancy Aikens Rich, Women's College Class of 1969, of Redding, Connecticut. The fund encourages excellence in ministerial education and celebrates the many ties between the Rich family and Duke University.

The Richardson-Rickman Scholarship Fund was established in 2013 by Era Mae R. Rickman of Southern Pines, North Carolina, to celebrate her family—including her brother, J. Earl Richardson, Divinity School Class of 1951—and in memory of her husband, Harold F. Rickman. It is intended to encourage outstanding scholarship and to provide excellent ministerial leadership for the church of Jesus Christ.

The McMurry S. Richey Endowment Fund was established in 1994 by Russell E. Richey, Douglas G. Richey, and Thomas S. Richey, Law School Class of 1975, to honor their father and to commemorate the many years of service by members of the Richey family on the Divinity School faculty. McMurry S. Richey, Trinity College Class of 1936, Divinity School Class of 1939, Graduate School Class of 1954, was a professor emeritus of theology and Christian nurture; and Russell Richey is former professor of church history and associate dean for academic affairs. The fund income provides the annual McMurry Richey Awards honoring outstanding senior student leadership in missions, field education, and student-pastor service. It also supports special field education placements and financial aid for master of divinity students.

The William A. Ritter Scholarship Fund was established in 2006 by United Methodist friends and parishioners from Michigan to honor their distinguished former pastor who in retirement taught at the Divinity School.

The Henry Haywood Robbins Scholarship Endowment Fund was established in 1989 by Mr. and Mrs. Edwin B. Robbins of Pascagoula, Mississippi, in memory of his father, who attended Trinity College in the 1890s and was a Methodist pastor in western North Carolina, and his brother, H. Haywood Robbins Jr., Law School Class of 1932, who was an attorney in Charlotte, North Carolina.

The Roberts-Earnhardt Endowment Fund was established in 1991 by Daniel T. Earnhardt, Trinity College Class of 1962, Divinity School classes of 1965 and 1966, of Greenville, North Carolina, to honor his parents, Daniel Edwin and Esther Roberts Earnhardt. The fund provides unrestricted resources for the Divinity School Library.

The Charles K. Robinson Memorial Scholarship Fund was established in 2007 by Mary S. Whetstone, Divinity School Class of 1985, of Columbus, Ohio, in memory of her late husband, Charles Kivet Robinson, Graduate School Class of 1958, associate professor of philosophical theology (1961-85) in the Divinity School, and in lasting appreciation for learning and friendships formed in the Duke community.

The Norwood and Pauline Gray Robinson Faculty Support Endowment Fund was established in 2002 by their sons, Edward N. Robinson Jr., Trinity College Class of 1975, J. Gray Robinson, Michael L. Robinson, and Mark A. Robinson, other family, and friends. The purpose is to support Divinity School faculty teaching and research in the field of New Testament studies, to affirm the good lives of their parents, Norwood Robinson, Law School Class of 1952, and Pauline Gray Robinson, and to celebrate the many ties between their families, Duke University, and the United Methodist Church.

The Elizabeth Stutts Rogers and Ralph P. Rogers Jr. Scholarship Fund was established in 2014 by Lib Rogers, Woman's College Class of 1947, and her husband, Ralph Rogers, Trinity College Class of 1945, residents of Durham, North Carolina, with deep appreciation for lifelong associations with Duke University and the United Methodist Church and to support ministerial education for the Church of Jesus Christ.

The James Peyton and Vera Rogers Royal Scholarship Fund was established in 2012 by J. Peyton Royal, Divinity School Class of 1949, of Clarkton, North Carolina, to celebrate the lives and Christian service of the Royals, who met as students in the Divinity School. The late Vera Rogers Royal D'47 was a mother, Christian educator, and musician who served parishes over many decades with her husband.

The Gilbert T. Rowe Memorial Scholarship Fund was established in 1960 through the generosity of alumni and friends of Duke Divinity School to honor the memory of Dr. Rowe, professor of systematic theology at the Divinity School.

The Elbert Russell Scholarship was established in 1942 by the Alumni Association of the Divinity School in honor of Dr. Russell, professor of biblical theology and dean of the Divinity School, 1928-41.

The Saint Teresa of Avila Endowment Fund was established by an anonymous graduate of the Divinity School to provide resources for the study and practice of the spiritual disciplines.

The David A. and Susan Hadam Schoenholz Venture Fund was established in 2022 by David A. Schoenholz, Trinity College Class of 1973, and Susan Hadam Schoenholz, Nursing School Class of 1973, of Arden, North Carolina. Fund income will be used to develop new courses, programs and/or instruction delivery strategies at Duke Divinity School.

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The David A. and Susan Hadam Schoenholz Scholarship Fund was established in 2022 by David A. Schoenholz, Trinity College Class of 1973, and Susan Hadam Schoenholz, Nursing School Class of 1973, of Arden, North Carolina. Fund income will be used to provide scholarships to graduate professional students enrolled in the Divinity School at Duke University.

The Schroeder, Wildey, Yusin Scholarship Endowment Fund was established in 2000 through a planned gift in the estate of Jane Wildey Yusin, of Riverhead, New York, and Wendy Yusin, of Schenectady, New York, in memory of the Schroeder, Wildey, Yusin Family, which will support excellence in leadership for the church. Fund income will be used to provide scholarship support for students enrolled in the Divinity School with preference given to those individuals who are exclusively affiliated with the United Methodist Church.

The G. David and Judith Walker Scyster Scholarship Fund was established in 2007 by Judith W. Scyster, Women's College Class of 1960, of Pinehurst, North Carolina, along with a bequest from the estate of her late husband, G. David Scyster, to honor his memory and as an expression of heartfelt appreciation for the influence of Duke University and the Duke Divinity School.

The Sam F. Segnar Scholarship Endowment Fund was established in 1998 by the Textron Foundation to honor Segnar, a native of Houston, Texas, and a director of Textron, Inc. The scholarship, funded through a planned gift, is for evangelical United Methodist students and those who have been named as John Wesley Fellows.

The Robert E. and Pearl F. Seymour Scholarship Fund was established in 2004 by Dr. and the late Mrs. Seymour of Chapel Hill, North Carolina, and friends who are making gifts in their honor to support and encourage African American and Baptist students who are committed to a ministry of racial reconciliation.

The John W. Shackford Endowment Fund was established in 1985 by Margaret S. Turbyfill, Women's College Class of 1940, of Newport News, Virginia, to provide student scholarships in memory of her father, John W. Shackford, who was a leader in religious education with the former Methodist Episcopal Church, South.

The Freida Bennett Shaulis Scholarship Endowment Fund was established in 1999 by Elwood M. Shaulis of Whispering Pines, North Carolina, to honor his wife and her family.

The William S. and Judith M. Shillady Scholarship Fund was established in 2009 by Dr. Shillady, Divinity Class of 1981, of New York, New York, with gratitude for theological education, friendships, and life-long learning at Duke Divinity School and in support of new generations of leaders for Christian ministry.

The Bonnie Jones Shinneman Fund was established in 2010 by L. Gregory Jones and Susan Pendleton Jones, family members, and friends to honor Mrs. Shinneman—wife of the late Divinity School Dean Jameson Jones, mother of four including former Divinity School Dean L. Gregory Jones and United Methodist Bishop Scott J. Jones, and grandmother of five including two Divinity School graduates—celebrating her lifelong work with missions and music.

The E. Clifford and Jane S. Shoaf Endowment Fund was established in 1993 by Shoaf, Divinity School Class of 1953, and his wife of Edenton, North Carolina, to provide funds for the Divinity School Library especially to enhance the research materials in Methodist studies. He served from 1972 to 1978 as director of field education for the Divinity School.

The Ella Jean Shore Divinity Scholarship Fund was established in 2018 by Ella Jean Shore, Divinity School Class of 1956, of Durham, North Carolina, with thanksgiving and praise for the Divinity School education and foundation provided to her, as well as to honor and celebrate her deep friendship with former Duke Divinity School Dean Dr. Thomas A. Langford and his family. Ella Jean Shore retired after longtime service as a Trinity dean. The fund provides scholarship support to graduate professional students.

The Josephine Lampton Sivewright Library Fund was established in 2022 by Ella Jean Shore, Divinity School Class of 1956, of Durham, North Carolina. The endowment was established to honor the friendship between Ella Jean Shore and Josephine Lampton Sivewright and Josephine's devotion to the Divinity School and its library. The endowment fund provides unrestricted support for the Divinity School Library at Duke University.

The Gaston Elvin Small Family Fund was established in 1984 by Mr. and Mrs. Gaston E. Small Jr. of Elizabeth City, North Carolina. As an unrestricted endowment, the fund honors the Small family and their strong ties with Duke University, the Divinity School, and the United Methodist Church.

The Charles Michael and Barbara Jones Smith Scholarship Fund was established in 2016 by friends and colleagues of Charles Michael Smith in celebration of his service as a Duke University trustee and United Methodist pastor. The income from the fund supports ministerial education in the Divinity School.

The Craig Sokol and Donna Claycomb Sokol Scholarship Fund was established in 2016 by the Reverend. Dr. Donna Claycomb Sokol, Divinity School Class of 2000, and her husband, Mr. Craig Sokol, to provide student scholarships. Dr. Sokol served from 2001-05 as the director of admissions for the Divinity School.

The Sally McWhorter Spears and Marshall Turner Spears Jr. Scholarship Fund was established in 2005 with gifts from their

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grandchildren: Daniel M. Nunn, Trinity College Class of 2001, Leslie C. Grignolo, Trinity College Class of 2005, Maria H. Grignolo, David M. Nunn, and Michael M. Nunn. Mrs. Spears, Women's College Class of 1950, and her husband, the late Marshall Spears, Trinity College Class of 1947, have been long-time residents of Durham, North Carolina and generous supporters of Duke and the United Methodist Church. The scholarship gives priority to men and women who are graduates of Duke University and who are from North Carolina or West Virginia.

The Dolly L. Spence Memorial Scholarship Fund was established in 1984 by Royall H. Spence, Sr. of Greensboro, North Carolina, in memory of his wife and to provide financial support for ministerial students.

The Hersey E. and Bessie Spence Fund was established in 1973 by a gift from the estate of Hersey E. and Bessie Spence and designated to establish a chair in Christian education.

The Hersey E. Spence Scholarship was established in 1947 by the Steele Street United Methodist Church of Sanford, North Carolina, in honor of their former pastor and late professor in the Divinity School.

The David Johnson and Mary Woodson Sprott Fund was established in 1982 by the Sprott family of Winter Park, Florida, to provide student scholarships in appreciation of Duke-educated ministers.

The Martha Chesson and T. Reynold Spruill Memorial Scholarship Fund was established in 2004 by Dian Spruill Williams, Women's College Class of 1960, of Ocracoke, North Carolina, in loving memory of her parents, Women's College, and Trinity College, respectively, Class of 1929, in appreciation for three generations of Duke-educated family members, and to provide unrestricted support for ministerial education.

The Mary G. and Donald H. Stange Distinguished Scholars Fund was established in 2005 by gifts from David A. Stone of Grosse Pointe Farms, Michigan, and the Mary G. Stange Charitable Trust of Troy, Michigan. It is intended for truly outstanding students who will bring exemplary leadership, academic strength, vocational integrity, and spiritual maturity to the vital work of pastoral ministry.

The Mary G. and Donald H. Stange Memorial Endowment Fund on Medicine and Christian Faith was established in 1999 by the Mary G. Stange Charitable Trust to underwrite a program on medicine and the Christian faith that fosters dialogue and learning among religious and healthcare professionals with a particular emphasis on the Roman Catholic tradition.

The Steinmetz Endowment Fund was established in 2008 by David C. Steinmetz and Virginia R. Steinmetz of Durham, North Carolina, to help advance the Duke Divinity School and with deep appreciation for their colleagues and students, particularly in the area of historical theology, with whom they worked during almost four decades at Duke University.

The Marion O. Stephenson Memorial Scholarship Fund was established in 2015 through the United Methodist Foundation, Inc., in Garner, North Carolina, with gratitude for the faithful life and ministry of the late Marion O. Stephenson, Trinity College Class of 1932 and Divinity School Class of 1939, who served as a pastor and spiritual leader in the North Carolina Conference of the United Methodist Church over six decades.

The Emorie and Norman Stockton Scholarship Endowment Fund was established in 1988 by Bishop and Mrs. Thomas B. Stockton, Divinity School Class of 1955, of Richmond, Virginia, in memory of his parents.

The Thomas B. and Jean Stevens Stockton Scholarship Endowment Fund was established in 1999 by the Stockton children and their spouses to support excellence in ministerial education and to honor Bishop Stockton, Divinity School Class of 1955, and Mrs. Stockton.

The Peter and Elizabeth Storey Fund was established in 2004 by A. Morris Williams Jr., Trinity College Class of 1962, Graduate School Class of 1963, and his wife, Ruth W. Williams, Women's College Class of 1963, of Gladwyne, Pennsylvania to celebrate the extraordinary leadership of Peter Storey, former Methodist bishop of South Africa and a leader in the struggle against apartheid, the Williams Professor Emeritus of the Practice of Christian Ministry at Duke Divinity School, and his wife, Elizabeth, who has shared every hardship and joy. The fund provides resources for travel, study, and service in South Africa assisting students enrolled in the Divinity School.

The James T. and Ellyn Pell Tanner Scholarship Endowment Fund was established in 1998 by Mr. and Mrs. Tanner of Rutherfordton, North Carolina. The scholarship gives priority to Divinity students whose undergraduate degree is from The University of North Carolina at Chapel Hill and to those who are affiliated with the Western North Carolina Conference of the United Methodist Church. Mr. Tanner is a former chairman of the Divinity School Board of Visitors and of the Parish Ministry Fund, which underwrites continuing education for ministry and leadership.

The Texas Scholarship Endowment Fund was established in 1998 by Divinity School alumni and friends from the state of Texas for students who are from Texas and who intend ministerial service there. Priority is given to United Methodists.

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The Fletcher and Kathryn Thomasson Scholarship Fund was established in 1998 by Sara T. Graves, Women's College Class of 1965, and Thomas W. Graves, Trinity College Class of 1962 and Law School Class of 1965, of Raleigh, North Carolina. The scholarship is to honor the memory of her parents and to support education for excellence in leadership for the church.

The Earl McCrary Thompson Scholarship was established in 1974 in honor of the late Earl McCrary Thompson, Trinity College Class of 1919, to support education for ministry.

The Henry and Helen Turlington Scholarship Endowment Fund was established in 2003 by family and friends to encourage Baptist students to pursue education for ministry and missions and to honor the Turlington family.

The William C. Turner Jr. Endowment Fund was established in April 2018 to give thanks and celebrate the 36 years of service of the Reverend Dr. William C. Turner Jr., School of Engineering Class of 1970, Divinity School Class of 1974, and Graduate School Class of 1984, to Duke Divinity School and Duke University at his retirement as the James T. and Alice Mead Cleland Professor of the Practice of Preaching at the Divinity School. The endowment will support students through the Office of Black Church Studies at Duke Divinity.

The Marcus Q. Tuttle Scholarship Endowment Fund was established in 1997 by Marianne T. Sanders, Women's College Class of 1951, and her husband, George, Trinity College Class of 1948, of Hilton Head Island, South Carolina. The scholarship remembers the life and ministry of her father, Mark Tuttle, Trinity College Class of 1923, who served for many years in the Western North Carolina Conference of the United Methodist Church.

The Tyson Family Fund for Evangelism was established in 2004 by John H. Tyson, Divinity School Class of 1984, and his wife, Elizabeth D. Tyson, of Fayetteville, North Carolina, to the glory of God to support the study and practice of evangelism and to honor the memory of M. E. "Jack" Tyson, his wife, Irene Tyson, their six sons, and other descendants who have included ten pastors in the United Methodist Church and many Duke University graduates.

The Janet S. and James W. Ummer Scholarship Endowment Fund was established in 1999 by Janet S. Ummer, Graduate School Class of 1971, and her husband, James W. Ummer, Law School Class of 1972, of Pittsburgh, Pennsylvania. The scholarship gives priority to students from the Presbyterian tradition.

The Walter McGowan and Minnie Daniel Upchurch Fund was established in 1971 by W. M. Upchurch Jr., an alumnus of Duke University and a member of its board of trustees, honoring his parents. The fund income is used for the purchase of materials in the area of sacred music and is supplementary to a collection of materials given by Mr. Upchurch to the Divinity School Library.

The T. C. Vaughan Memorial Endowment Fund was established in 1990 by Dr. Thomas J. Vaughan of Lexington, Kentucky, to honor his great-grandfather, a circuit-riding Methodist preacher, and with gratitude for the effectiveness of Duke alumni in ministry. The fund is an unrestricted income source for the Divinity School, which means it may be applied to scholarships, library acquisitions, building needs, or general programs.

The Allen D. Verhey Scholarship Fund was established in 2014 by his wife, Phyllis J. Verhey, of Durham, North Carolina, and friends to remember and give thanks for the life of Dr. Verhey, who was the Robert E. Cushman Professor of Christian Theology in the Divinity School at Duke University, a faithful mentor, gifted teacher, and generous friend.

The Harold G. Wallace Scholarship Endowment Fund was established in 2002 by Hugh A. Westbrook, Divinity School Class of 1970, and his wife, Carole Shields, of Miami, Florida, to honor the distinguished service to Duke and longtime personal friendship of Harold G. Wallace, Divinity School Class of 1971, who served from 1999-02 as chairman of the Divinity School Board of Visitors. The fund supports African American students with priority given to graduates of Claflin University, Harold Wallace's undergraduate alma mater.

The Stephen P. and Mary A. Wanger Scholarship Fund was established in 2016 by Dr. Stephen P. Wanger, Divinity School Class of 1989, and his wife, Mrs. Mary A. Wanger, to encourage and support excellence in ministerial education in the Divinity School.

The William K. Warren Foundation Professorship in Catholic Theology was established in 2004 by the Warren Foundation, William K. Warren Jr., and John-Kelly C. Warren, School of Engineering Class of 1987, of Tulsa, Oklahoma. The endowment is to support a scholar of true eminence and excellence in the field of Catholic theology who will have teaching responsibilities in the Divinity School and Trinity College, at both the graduate and undergraduate level, and will also be involved with continuing education seminars with nondegree clergy and lay people for the Catholic Church.

Wilson O. and Margaret L. Weldon Fund was established in 1983 by a friend to honor Dr. Weldon, School of Religion Class of 1934 and trustee-emeritus of Duke University, and Mrs. Weldon. Income from the fund is for student scholarships.

The Wesley Endowment Fund was established in 1999 by Mr. and Mrs. Eric A. Law of Berkley, Michigan, to support and encourage new projects in the Divinity School, particularly in the fields of urban ministry, the arts, and global initiatives. It is named to honor the memory of an extraordinary eighteenth century English clergy family, Susanna and Samuel Wesley, and two of their sons, Charles Wesley and John Wesley, whose vision and work inaugurated the Methodist movement.

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The A. Morris and Annabel Williams Fund for Parish Ministry was established in 1983 by Mr. and Mrs. A. Morris Williams Jr. of Gladwyne, Pennsylvania, both graduates of Duke University. This fund honors A. Morris Williams, School of Religion Class of 1932, and the late Mrs. Williams. Income from the fund is designated for scholarships, continuing education, and creative program support for persons committed to Christian ministry through the local church.

The A. Morris and Annabel Williams Scholarship was established in 2005 by A. Morris Williams, Trinity College Class of 1962, Graduate School Class of 1963, and his wife, Ruth Whitmore Williams, Women's College Class of 1963, of Gladwyne, Pennsylvania, to honor his parents and to provide strong leadership for the church.

The Annabel and A. Morris Williams Sr. Fund was established in 2010 by Ruth W. Williams, Women's College Class of 1963, and A. Morris Williams Jr., Trinity College Class of 1962 and Graduate School Class of 1963, of Gladwyne, Pennsylvania. The endowment is established in memory of his parents and in celebration of worship and ministry through Goodson Chapel in Duke Divinity School.

The Ruth W. and A. Morris Williams Jr. Professorship was established in 1988 by Mr. and Mrs. A. Morris Williams Jr. of Gladwyne, Pennsylvania, both graduates of Duke University. The endowment income is restricted for use by the Divinity School for a professorship in the field of parish ministry studies.

The Walker A. Williams Jr. Memorial Scholarship Fund was established in 2017 by Douglas M. Lawson to celebrate the good life of Walker A. Williams Jr., who was a business partner, consultant, advocate for Africa, and friend. The fund provides for Divinity School student financial aid.

The Patricia Parker Willimon and William H. Willimon Scholarship Fund was established in 2006 by Will and Patsy Willimon of Birmingham, Alabama, as an expression of heartfelt appreciation for the Divinity School and as a continuing resource for the preparation of outstanding ministerial leadership for the church of Jesus Christ.

The C. Carl Woods Jr. Family Scholarship Endowment Fund was established in 1988 by Mr. Woods of Durham, North Carolina, to celebrate the many ties between three generations of his family and Duke University.

The Jane H. and Kenneth F. Wooten Jr. Scholarship Endowment Fund was established in 1999 by Jane Herring Wooten, Medical School Class of 1943, and her husband, Kenneth F. Wooten Jr., Law School Class of 1947, of Raleigh, North Carolina. The scholarship, to be funded through a planned gift, will especially benefit United Methodist students from the North Carolina Conference.

The Claude and Betty Jean Young Scholarship Fund was established in 2015 by H. Claude Young Jr., Trinity College Class of 1951 and Duke Divinity School Class of 1954, and his wife, Betty Jean Young, of Pittsboro, North Carolina, with deep appreciation for the splendid education and lasting friendships that the family has enjoyed through Duke University, and to encourage and support excellence in ministerial education in the Divinity School for the Church of Jesus Christ.

The York Family Scholarship Fund was established in 2003 by Vann and Ann York of High Point, North Carolina, to encourage excellence in ministerial education and to celebrate the many ties between members of the family (Lynn C. York, Trinity College Class of 1979; Elizabeth York Schiff, Trinity College Class of 1981, Law School Class of 1985; James A. Schiff, Trinity College Class of 1981; Gregory B. York, Trinity College Class of 1985; and Caren Copeland York, Trinity College Class of 1985), the United Methodist Church, and Duke University.

The Mary R. Zavada Memorial Scholarship in Catholic and Ecumenical Studies Fund was established in 2014 by John M. Zavada Jr. of Arlington, Virginia, in loving memory of his sister, Mary R. Zavada, in the spirit of advancing ecumenism and independent thinking among Christian traditions. Preference will be given to female students of any faith and ethnic background in the Doctor of Theology program who are pursuing Catholic and/or ecumenical studies.

Financial Assistance

Satisfactory Academic Progress

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 of admissions and 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.

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- 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.

Satisfactory Progress for Students Receiving Federal Student Aid

Federal regulations require that Duke Divinity School's Office of Financial Aid establish and implement a policy to measure whether students applying for and/or receiving financial aid are making satisfactory academic progress (SAP) towards a 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: Credit Hour Requirement, Grade Point Average, and Maximum Time Frame. Not meeting these requirements may result in loss of all financial aid.

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.

Three Measures of SAP

- Qualitative: Students in all programs must maintain a minimum cumulative GPA of 2.0 on a 4.0 scale;
- Quantitative: Based on their program in the chart below, students must complete a minimum percentage of cumulative credits attempted. Grades of F, I, NP, and W do not count as successful grades for purposes of meeting SAP standards. Only an incomplete grade that has been changed to a passing grade can be added to the number of hours completed for the semester of the original registration. It is the student's responsibility to notify the Office of Financial Aid once an incomplete grade has been changed to a valid grade. Transfer credits and repeated coursework will be included in the number of credits attempted and the number of credits completed; 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.

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

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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

Doctoral Programs

Doctor of Ministry

Doctor of Theology

Master's Programs

Master of Arts in Christian Practice

Master of Divinity (Hybrid)

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Master of Divinity (Residential)
Master of Theological Studies
Master of Theology

Certificates

Anglican Studies Certificate
Baptist Studies Certificate
Black Church Studies Certificate
Chaplaincy Certificate
Christian Education 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 DMin 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.

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 historically to the tradition 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.

Doctor of Ministry (D-DIV-DMN)

Academic Requirements

Fulfill all of the following requirements

- **OLDTEST 901** Old Testament and Leadership
- **DMINISTRY 901** Introduction to Christian Leadership
- **NEWTEST 901** The New Testament and Christian Leadership

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- **DMNISTRY 904** Communication: Inspiring and Guiding Change
 - **CHURHST 903** Ecclesial Leadership: An Historical Perspective
 - **DMNISTRY 903** Strategy: Forming and Implementing Vision
 - **XTIANTHE 904** Theology of Christian Leadership
 - **DMNISTRY 902** Preaching: Understanding and Interpreting Context
 - **DMNISTRY 906** The Doctor of Ministry Thesis Seminar
 - **DMNISTRY 905** Integration: Sustaining and Strengthening Mission
 - **DMNISTRY 907** Thesis Project Writing Phase
 - Spiritual Formation
 - Repeat **DMNISTRY 900** at least 5 times
 - Portfolio
 - Thesis
 - GPA
 - Greater than or equal to 3 CGPA
-

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; and
- completion of all requirements for the degree within a four-year period.

Administration

The DMin degree is structured on a cohort model that organizes learning around short-term (generally one-week) intensive 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 intensives and sustained through online communication. The five terms of coursework span approximately two academic years; tuition payments are distributed across six terms. With one exception (Thesis Seminar), DMin students will take all courses for a letter grade. DMin study 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 will compile a student portfolio that a faculty member will review in the student's fourth semester. Both the portfolio and the faculty member'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 two months before the upcoming Intensive Week. Students may only register with permission of the instructor. 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).

Recommended DMin Curricular Paradigm

TERM 1 (FALL)	TERM 2 (SPRING)
OLDTEST 901 (Old Testament)	NEWTES 901 (New Testament)
Cohort Course	Cohort Course
DMNISTRY 900 (Formation Seminar)	DMNISTRY 900 (Formation Seminar)
TERM 3 (SUMMER)	TERM 4 (FALL)
CHURHST 903 (Church History)	XTIANTHE 904 (Christian Theology)
Cohort Course	Cohort Course
DMNISTRY 900 (Formation Seminar)	DMNISTRY 900 (Formation Seminar)
TERM 5 (SPRING)	TERM 6 (SUMMER)
DMNISTRY 901 (Thesis Seminar)	DMNISTRY 907 (Thesis Writing Phase)
Cohort Course	
DMNISTRY 900 (Formation Seminar)	

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 is 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.
- DMin 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 will be administratively withdrawn from the doctoral program. A student may request to have the ThM awarded within one year of the withdrawal term.

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 also allows concentration in any of the theological disciplines, as they attend to the faith and practices of Christian communities. Creative interdisciplinary study with this focus is particularly encouraged.

Concentrations

The ThD program is designed to enable interdisciplinary and integrative study. Students work with their principal advisor to craft a primary concentration (of at least six courses) and a secondary concentration (of at least three courses) that embody their research interests and provide coherence to their study. These areas of concentration, which are expected to draw upon core areas of the theological curriculum, will be shaped to enable critical and constructive reflection on particular practices of Christian life and community.

Doctor of Theology (D-DIV-THD)

Academic Requirements

Fulfill all of the following requirements

- **XTIANTHE 950** Th.D. Seminar: Explorations in Practical Theology

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- Additional Coursework
Take at least 11 courses that match the following:
 - ** 800 or above
 - Other pre-approved courses may also count
 - Exams and Dissertation
 - Language 1
 - Language 2
 - Primary Area Exam
 - Secondary Area Exam
 - Dissertation Exam
 - Oral Defense Exam
 - Dissertation Proposal Defense
 - Dissertation Defense
 - Submission to Proquest
 - GPA
 - Greater than or equal to 3 CGPA
-

The program requirements for the degree of Doctor of Theology are:

- ordinarily, at least two academic years of full-time (three courses per semester) residency. Continuous registration in a continuation status from completion of coursework to completion of dissertation;
- twelve courses: ordinarily, at least six courses related to a primary concentration and at least three courses related to a secondary concentration;
- ThD students normally take Divinity School courses numbered at the 800 or 900 levels. With approval of the ThD director, they may enroll in Divinity courses at the 700 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.) All courses must be taken for a letter grade;
 - Students may normally take no more than three 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 three courses for credit) should inform ThD director.
 - Students may audit courses or take undergraduate courses that do not give graduate course credit (examples include recreational courses or foreign languages) while in coursework or continuation.
 - Students may not take courses for credit while in continuation without approval of the THD director.
- a core seminar that may count as one of the primary or secondary concentration courses;
- the student must maintain a cumulative grade point average of 3.0. A student who falls below this level may be dismissed from the program;
- demonstrated competence in two modern research languages other than English; additional proficiency may be required in light of the student's particular research interests. Students whose work focuses on scripture will also be required to demonstrate proficiency in Hebrew and Greek;
- 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; and
- 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.

Students may transfer in a maximum of three courses taken prior to matriculation if the following conditions are met in addition to the Transfer Credit Policy:

- Approval of the THD director;
- These courses have been taken after receiving the MDiv, MTS, or another degree that qualified the student for application to the ThD program;
- These courses have not been used to complete a previous degree;
- These courses have been offered at an appropriate graduate level (normally at an ATS-accredited school) and are 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 program at Duke Divinity School; and
- 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.

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 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 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 operates on a hybrid pedagogy of intensive residencies and online synchronous and asynchronous engagements. 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 historically to the tradition 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.

Master of Arts in Christian Practice (D-DIV-MACP)

Academic Requirements

Fulfill all of the following requirements

- Core Courses for each option (select one)

Fulfill any of the following requirements

Double counting allowed within the following sub-requirements unless specified otherwise

- Option 1: Complete Foundations Track

Fulfill all of the following requirements

- **PARISH 705** Introduction to Mission and Ministry
- **XTIANSTU 705** Cultivating Christian Imagination I
- **XTIANSTU 706** Cultivating Christian Imagination II
- Bible course: either NT (Spring) or OT (Fall)

Fulfill any of the following requirements

- **NEWTST 707** Introduction to the New Testament
- **OLDTEST 706** Introduction to the Old Testament
- Theology (Fall) or Church History (Spring)

Fulfill any of the following requirements

- **XTIANTHE 705** Introduction to Christian Theology
- **CHURHST 708** Introduction to Church History
- **LTS 730** Introduction to Christian Worship

- Option 2: Complete Congregations Track

Fulfill all of the following requirements

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- **PARISH 705** Introduction to Mission and Ministry
 - **NEWTEST 707** Introduction to the New Testament
 - **OLDTEST 706** Introduction to the Old Testament
 - **XTIANTHE 705** Introduction to Christian Theology
 - **CHURHST 708** Introduction to Church History
 - **LTS 730** Introduction to Christian Worship
 - Spiritual Formation
 - Repeat **XTIANPRC 701** at least 6 times
 - Electives

Take at least 6 courses from the following school: Divinity School

Minimum of 1 credits for each course counted

Other pre-approved courses may also count
 - Portfolio
 - GPA
 - Greater than or equal to 2 CGPA
-

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;
- the maintenance of a cumulative grade point average of at least 2.0; and
- completion of all requirements for the degree within four years.

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), and two additional core courses (either OLDTEST 706 or NEWTEST 707; and either CHURHST 708 or XTIANTHE 705).

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 706 (Introduction to Old Testament), NEWTEST 707 (Introduction to New Testament), CHURHST 708 (Introduction to Church History), LTS 730 (Introduction to Christian Worship), and XTIANTHE 705 (Introduction to Christian Theology). United Methodist students should complete PARISH 707/777 (Wesleyan Foundations), and PARISH 708/778 (UMC Mission and Practice).

The two tracks enable flexibility for students to pursue the MA either as a general theological degree or as one tailored to a specific interest (e.g., as a UMC Deacon, 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 church and in the 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 faculty member's final evaluation are submitted to the academic dean.

Recommended MA Curricular Paradigm

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TRACK ONE (FOUNDATIONS)	TRACK TWO (CONGREGATIONS)
Fall	Fall
PARISH 705 (Mission and Ministry/Cornerstone)	PARISH 705 (Mission and Ministry/Cornerstone)
XTIANSTU 705 (Cultivating Christian Imagination I)	OLDTEST 706 (Intro to Old Testament)
XTIANPRC 701 (Spiritual Formation/Ministry Integration)	XTIANPRC 701 (Spiritual Formation/Ministry Integration)
First Year Writing Assessment	First Year Writing Assessment
Spring	Spring
XTIANSTU 706 (Cultivating Christian Imagination II)	NEWTEST 707 (Intro to New Testament)
Elective (or Additional Core Course–NEWTEST 707 or CHURHST 708)	CHURHST 708 (Intro to Church History)
XTIANPRC 701 (Spiritual Formation/Ministry Integration)	XTIANPRC 701 (Spiritual Formation/Ministry Integration)
Summer	Summer
LTS 730 (Intro to Christian Worship)	LTS 730 (Intro to Christian Worship)
Elective	Elective
XTIANPRC 701 (Spiritual Formation/Ministry Integration)	XTIANPRC 701 (Spiritual Formation/Ministry Integration)
Fall	Fall
Elective (or Additional Core Course–OLDTEST 706 or XTIANTHE 705)	XTIANTHE 705 (Intro to Christian Theology)
Elective	Elective (UMC Deacons take PARISH 707/777)
XTIANPRC 701 (Spiritual Formation/Ministry Integration)	XTIANPRC 701 (Spiritual Formation/Ministry Integration)
Spring	Spring
Elective (or Additional Core Course)	Elective (UMC Deacons take PARISH 708/778)
Elective	Elective
XTIANPRC 701 (Spiritual Formation/Ministry Integration)	XTIANPRC 701 (Spiritual Formation/Ministry Integration)
<i>Student Portfolio submitted at the end of the term.</i>	<i>Student Portfolio submitted at the end of the term.</i>
Summer	Summer
Elective	Elective
Elective	Elective
XTIANPRC 701 (Capstone Course)	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.

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.

Master of Divinity (Hybrid)

Program Code: D-DIV-MDVH

Degree Designation: Master of Divinity

Department: Divinity School

Program Summary

The faculty of Duke Divinity School views the curriculum as not static but dynamic; constantly endeavors to review the curriculum as a whole and to tailor individual courses to meet the needs of a rapidly changing world; and periodically commits itself to overall curricular change. Major curricular revisions were instituted in 1948, 1959, 1967, 1987, and 2005.

This degree program is structured to elicit a positive response to (1) the challenge to provide an adequate professional education for ministry; (2) the needed variability of ministries in today's complex world; (3) the norms of university education; and (4) Christian traditions.

Aims of the Curriculum

The aims of the basic degree program are to instill in students a specific set of skills, which should be strongly advanced during the seminary years, including the ability to:

- read scripture and the great texts of Christian traditions with attentiveness, nuanced understanding, humility, and a lively imagination;
- think theologically, in a way that is both faithful to these traditions and responsive to the challenges of our time;
- think critically, both about the practices of the church and about the world in which the church finds itself—and to be agents of transformation in both;
- think ecumenically and globally, with sensitivity to insights that churches in the wider world can share with churches in North America;
- teach and preach the gospel with clarity, power, and reverence;
- minister in context—to act with compassion and effectiveness in order to provide leadership for the church's ministry of worship, service, and transformation in the world; and
- sustain a commitment to living a life ordered toward holiness, justice, peace, and reconciliation.

Of course, goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary with individuals and their own motives and incentives.

Through study and engagement within this program, students will be able to 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 historically to the tradition 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.

Master of Divinity (Hybrid) (D-DIV-MDVH)

Academic Requirements

Fulfill all of the following courses

- Core Courses

Fulfill all of the following courses

- **OLDTEST 752** Old Testament Interpretation I
- **OLDTEST 753** Old Testament Interpretation II
- **NEWTEST 754** New Testament Interpretation
- **CHURHST 750** Early and Medieval Christianity
- **XTIANTHE 755** Christian Theology
- **CHURHST 751** Early Modern, Modern, and American Christianity
- **XTIANETH 757** Christian Ethics
- **AMXTIAN 756** American Christianity
- **PREACHNG 758** Introduction to Christian Preaching

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- Church Ministry Limited Elective

Fulfill any of the following requirements

- **CHURMIN 761** Introduction to Christian Ministry: Ordained Leadership
- **CHURMIN 762** The Love of God and Neighbor
- **CHURMIN 763** The Holy Spirit and Ministry
- **HISTTHEO 811** History of Hell
- **LTS 804** The Role and Function of Music in Corporate Worship
- **PARISH 770** Forming Disciples in Wesleyan Tradition
- **PARISH 776** Local Church in Mission to God's World
- **PASTCARE 761** Introduction to the Ministry of Social Work
- **PASTCARE 762** Introduction to Issues in Cross-Cultural Pastoral Care and Counseling
- **SPIRIT 760** Introduction to Christian Spirituality
- **WXTIAN 764** God's Ministry of Reconciliation: Explorations in Missiology and Ecclesiology
- **XTIANEDU 713** Christian Formation in Congregations and Communities
- **XTIANEDU 760** Introduction to the Education of Christians
- **XTIANEDU 765** Education for Creation Care
- **XTIANETH 760** Sexuality: Bible, Church, and Controversy
- **XTIANETH 761** Health Care in Theological Context I
- **XTIANTHE 725** Christian Vocation
- **XTIANTHE 773** Introduction to Theology and the Arts
- **AMXTIAN 801** Donald Trump, TV Preachers, and the American Prosperity Gospel
- **CHURMIN 760** Introduction to the Ministry of Preaching
- **PARISH 784** 1979 Book of Common Prayer and the Principles of Anglican Worship
- Count **NEWTEST 801** only if taken at fall 2019 with section 01
- **PARISH 773** Presbyterian Polity, Worship and Sacraments
- **PARISH 809** Restorative Justice, Prison Ministry, and the Church
- Count **LTS 790** only if taken at fall 2022 with section 01

- New Testament Exegesis Limited Elective

Fulfill any of the following requirements

Other pre-approved courses may also count

- **NEWTEST 770** Exegesis of the English New Testament
- **NEWTEST 770A** Acts
- **NEWTEST 770C** I Corinthians
- **NEWTEST 770D** 1 Peter
- **NEWTEST 770G** Galatians
- **NEWTEST 770H** Hebrews
- **NEWTEST 770I** James
- **NEWTEST 770J** The Gospel and Epistles of John
- **NEWTEST 770L** Luke
- **NEWTEST 770PP** Philippians/Philemon
- **NEWTEST 770R** Romans
- **NEWTEST 770V** Revelation
- **NEWTEST 771** New Testament Bodies
- **NEWTEST 774** Proclaiming the Parables
- **NEWTEST 801** Church and Ministry in the New Testament
- **NEWTEST 802** Judaism and Christianity: Ancient Roots and Modern Perspectives
- **NEWTEST 808** The Paul Program: Mission, Community & Inclusion according to the Apostle Paul
- **NEWTEST 811** Race and Gender in Paul
- **NEWTEST 813** Paul & the Person
- **NEWTEST 816** Exegesis of the Infancy Narratives (English)
- **NEWTEST 870A** Acts
- **NEWTEST 870C** I Corinthians
- **NEWTEST 870D** 1 Peter

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- **NEWTEST 870E** Ephesians
- **NEWTEST 870G** Galatians
- **NEWTEST 870H** Exegesis of the Greek New Testament II: Hebrews
- **NEWTEST 870J** The Gospel and Epistles of John
- **NEWTEST 870K** Mark
- **NEWTEST 870L** Luke
- **NEWTEST 870M** Matthew
- **NEWTEST 870R** Romans
- **NEWTEST 870S** The Resurrection Narratives
- **NEWTEST 870Z** Colossians
- **NEWTEST 954** Studies in Pauline Theology
- **NEWTEST 958** Pauline Biography
- **NEWTEST 959** Advanced Greek Grammar and Reading
- **NEWTEST 817** The Old Testament in the New
- **NEWTEST 790** only if taken at summer 1 2023 with section 01
- **Practicing Theology in Ministry Limited Elective**
Fulfill any of the following requirements
Other pre-approved courses may also count
 - **AMXTIAN 760** North Carolina Christianity
 - **AMXTIAN 801** Donald Trump, TV Preachers, and the American Prosperity Gospel
 - **AMXTIAN 811** Pentecostalism
 - **CHURHST 764** Becoming Divine: A History of Eastern Orthodoxy
 - **CHURHST 803** The History of Biblical Interpretation: From Medieval to Modern Times
 - **CHURHST 810** Death, Grief, and Consolation, Ancient and Modern
 - **CHURHST 819** The Body in Early Christian Thought and Practice
 - **CHURHST 821** Worship History for Worship Renewal
 - **CHURHST 822** Heresies and Heretics
 - **CHURHST 823** Theological Assessment of Worship Song Lyrics
 - **CHURMIN 762** The Love of God and Neighbor
 - **HISTTHEO 800** The Theology of the Alexandrian School
 - **HISTTHEO 801** Augustine
 - **HISTTHEO 803** Luther and the Reformation in Germany
 - **HISTTHEO 809** Eros and Ecstasy: From Plato to Ps-Dionysius
 - **HISTTHEO 810** Christology before Nicaea
 - **HISTTHEO 811** History of Hell
 - **HISTTHEO 956** The Theology of the Cappadocians
 - **LTS 730** Introduction to Christian Worship
 - **LTS 763** Planning Contemporary Worship
 - **LTS 801** Worship History for Worship Renewal
 - **LTS 806** Preaching on the Sacraments: Patristic Imitation
 - **LTS 807** Theological Assessment of Worship Song Lyrics
 - **LTS 808** Teaching Worship
 - **NEWTEST 774** Proclaiming the Parables
 - **NEWTEST 800** Bible Study Programs for the Local Church
 - **NEWTEST 813** Paul & the Person
 - **NEWTEST 814** The Bible & Domestic Violence
 - **NEWTEST 816** Exegesis of the Infancy Narratives (English)
 - **OLDTEST 766** Biblical Prayer
 - **OLDTEST 768** Old Testament Wisdom
 - **OLDTEST 804** Biblical Perspectives on Prophecy
 - **OLDTEST 808** The Bible & Domestic Violence
 - **OLDTEST 810** Preaching the Psalms
 - **PARISH 750A** The Anglican Tradition

- **PARISH 759** Missio Ecclesiae: God's Mission of Evangelism
- **PARISH 760** Food, Eating, and the Life of Faith
- **PARISH 776** Local Church in Mission to God's World
- **PARISH 780** The Missional Church and Evangelism
- **PARISH 784** 1979 Book of Common Prayer and the Principles of Anglican Worship
- **PARISH 785** Anglican Spiritual Thought
- **PARISH 787** Power, Inequality, and Reconciliation
- **PARISH 791** Principles and Methods of Intercultural Leadership
- **PARISH 792** Cultivating Thriving Communities
- **PARISH 800** Women and Spiritual Memoir
- **PARISH 806** Caring for Creation
- **PARISH 807** The Theology and Spirituality of Place
- **PARISH 808** Agrarian Theology for an Urban World
- **PARISH 809** Restorative Justice, Prison Ministry, and the Church
- **PARISH 812** Listening Together: Christians and Muslims Reading Scriptures
- **PARISH 813** Introduction to Islam and Christian-Muslim Relations
- **PARISH 815** Women in Ministry
- **PARISH 818** Ministry with Millennials
- **PARISH 819** Disunity in Christ: Difference, Conflict, and Resolution in the Church
- **PASTCARE 760** Introduction to Pastoral Theology and Care
- **PASTCARE 761** Introduction to the Ministry of Social Work
- **PASTCARE 765** Pastoral Care through Anxiety and Depression
- **PASTCARE 766** Ministry and Care in the Contexts of Displacement and Loss
- **PASTCARE 804** Theology and Trauma
- **PASTCARE 805** Suffering and Dying in Cross-cultural Contexts
- **PASTCARE 807** Marriage and Family
- **PASTCARE 809** MDIV/MSW Capstone Seminar: Moving the Church Toward Social Action
- **PASTCARE 810** Theology, Mental Health and Human Flourishing
- **PASTCARE 812** Discipleship and Disability
- **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
- **PREACHNG 760** Preaching and the Church Year
- **PREACHNG 762** Proclaiming the Parables
- **PREACHNG 770** Theology in Preaching
- **PREACHNG 781** The Overshadowed Preacher: Body and Spirit in Sermon Performance
- **PREACHNG 782** Cross Cultural Preaching
- **PREACHNG 783** Hope for Creation?: An Exilic Perspective
- **NEWTEST 783** Hope for Creation?: An Exilic Perspective
- **OLDTEST 783** Hope for Creation?: An Exilic Perspective
- **PREACHNG 801** Preaching at the End of the World: Proclaiming Paul's Apocalyptic Gospel
- **PREACHNG 802** Principalities, Powers, and Preaching
- **PREACHNG 803** Proclamation for a Virtual Reality
- **PREACHNG 804** History of Preaching
- **PREACHNG 806** Preaching with Barth
- **PREACHNG 810** Preaching the Psalms
- **PREACHNG 811** Latin American Preaching Traditions
- **WXTIAN 811** Journeys of Reconciliation
- **WXTIAN 817** The Missions Theology of the Orthodox Church
- **WXTIAN 844** Equipped for Witness: Spirituality and Evangelism in the Eastern Church
- **XTIANEDU 766** Worship and Christian Formation
- **XTIANEDU 770** Baptism and Faith Formation
- **XTIANEDU 800** Bible Study Programs for the Local Church
- **XTIANEDU 804** Eating Together Faithfully: Education for Christian Foodways
- **XTIANETH 760** Sexuality: Bible, Church, and Controversy

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- **XTIANETH 805** Sex, Gender, and Discipleship
- **XTIANETH 811** Happiness, the Life of Virtue, and Friendship
- **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
- **XTIANTHE 760** The Free Church
- **XTIANTHE 761** Free Church Theology
- **XTIANTHE 773** Introduction to Theology and the Arts
- **XTIANTHE 779** Introduction to Latinx Theology
- **XTIANTHE 813** Leadership and Discipleship
- **XTIANTHE 815** Theology and Music
- **XTIANTHE 816** The Doctrine of the Trinity
- **XTIANTHE 817** Spirit, Worship, and Mission
- **XTIANTHE 952** Slavery and Obedience
- **LTS 742** The Art and Craft of Public Proclamation
- **PREACHNG 742** The Art and Craft of Public Proclamation
- **LTS 830** Survey of Christian Hymnody
- **PASTCARE 778** Death, Dying, and Bereavement
- **PASTCARE 813** The Disabled Church
- **XTIANTHE 762** Reformed Theologies
- World Christianity Limited Elective
Fulfill any of the following requirements
Other pre-approved courses may also count
 - **CHURHST 763** History of the Crusades
 - **CHURHST 764** Becoming Divine: A History of Eastern Orthodoxy
 - **CHURHST 818** Byzantium and Islam: Eastern Perspectives
 - **HISTREL 889** Religion, Restrictions, and Violence
 - **OLDTEST 807** Reading(s) for Our Lives: Contemporary African Biblical Interpretations
 - **PARISH 774** Local Polity, Global Vision: The Episcopal Church and the Anglican Communion
 - **PARISH 776** Local Church in Mission to God's World
 - **PARISH 791** Principles and Methods of Intercultural Leadership
 - **PARISH 813** Introduction to Islam and Christian-Muslim Relations
 - **PARISH 816** The Qur'an: An Introduction in the Context of Christian-Muslim Encounter
 - **PASTCARE 807** Marriage and Family
 - **PREACHNG 775** Preaching Place: The Challenge and Promise of a Global Gospel
 - **PREACHNG 782** Cross Cultural Preaching
 - **PREACHNG 811** Latin American Preaching Traditions
 - **RELIGION 889** Religion, Restrictions, and Violence
 - **SPIRIT 800** The Spirituality of the Eastern Church
 - **WXTIAN 760** World Christianity in America
 - **WXTIAN 764** God's Ministry of Reconciliation: Explorations in Missiology and Ecclesiology
 - **WXTIAN 765** World Christianity, Contemporary Politics, and Responses to Poverty
 - **WXTIAN 766** Being the Church
 - **WXTIAN 803** Beyond Borders: Latin American, Latino, and Hispanic Theologies
 - **WXTIAN 806** Contextualization of the Gospel: An Orthodox Perspective
 - **WXTIAN 807** The Nation State and Theology in Africa
 - **WXTIAN 811** Journeys of Reconciliation
 - **WXTIAN 813** American Foreign Missions and Chinese Christianity
 - **WXTIAN 814** Protestantism and the Making of Modern China
 - **WXTIAN 815** Modern Christianity Outside The West
 - **WXTIAN 816** Christianity's Encounter with Other Religions and Cultures: The Case of East Asia
 - **WXTIAN 817** The Missions Theology of the Orthodox Church
 - **WXTIAN 818** Pioneers in World Christianity
 - **WXTIAN 844** Equipped for Witness: Spirituality and Evangelism in the Eastern Church
 - **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice

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- **XTIANTHE 780** Recent Catholic Theology: Movements and Figures
- **XTIANTHE 808** Feminist Theology
- **XTIANTHE 819** Readings in Lesslie Newbigin's Theology
- **XTIANTHE 822** Theology of Las Casas
- **XTIANTHE 828** Readings in Eastern Orthodox Theology
- **XTIANTHE 837** Christianity and Democracy: A Theological Exploration
- **XTIANTHE 843** Theologies of Liberation in the US
- **XTIANTHE 849** Pneumatology: Global Perspectives on the Holy Spirit
- **XTIANTHE 952** Slavery and Obedience
- Count **WXTIAN 890** only if taken at summer 1 2022 or later and if taken at summer 2 2022 or earlier and with section 01
- **XTIANTHE 874** Asian American Identity, Community, and Christian Discipleship
- **WXTIAN 874** Asian American Identity, Community, and Christian Discipleship
- **WXTIAN 778** Global Readings of Scripture for Christian Ministry
- **WXTIAN 784** Introduction to Asian American Theology
- Count **XTIANTHE 790** only if taken at spring 2022 with section 01
- Count **WXTIAN 790** only if taken at summer 1 2023 with section 01
- Count **XTIANTHE 779** only if taken at fall 2021 with section 01
- Count **WXTIAN 790** only if taken at fall 2022 with section 01
- Black Church Studies Limited Elective
Fulfill any of the following requirements
 - **AMXTIAN 811** Pentecostalism
 - **BCS 760** Theology in the Black Church Traditions
 - **BCS 761** The Black Church in America
 - **BCS 767** Christianity, Race, and the American Nation
 - **BCS 805** African Americans and the Bible
 - **BCS 806** Segregated Sundays: Church, Race, Class, and Caste
 - **BCS 825** Religion and the Civil Rights Movement
 - **CHURHST 825** Religion and the Civil Rights Movement
 - **XTIANTHE 842** Womanist Theological Ethics
 - Count **BCS 763** only if taken at fall 2019 or later and if taken at fall 2021 or earlier
 - Count **BCS 766** only if taken at fall 2014 or later and if taken at fall 2021 or earlier
 - Count **PREACHNG 807** only if taken at fall 2019
 - Count **BCS 890** only if taken at summer 1 2022 with section 01
 - Count **BCS 790** only if taken at fall 2020 with section 01
 - Count **BCS 790** only if taken at summer 1 2023 with section 01
 - Count **PARISH 823** only if taken at summer 1 2023 with section 01
 - Count **PREACHNG 890** only if taken at fall 2020 with section 01
 - Count **BCS 890** only if taken at summer 1 2023 with section 01
 - **BCS 763** The Ethical and Political Thought of Martin Luther King, Jr.
- Middler Portfolio
- Senior Portfolio
- Spiritual Formation
Fulfill all of the following requirements
 - **XTIANPRC 702** Spiritual Formation MDV Hybrid Term 1
 - **XTIANPRC 703** Spiritual Formation MDV Hybrid Term 2
- Field Education
Fulfill any of the following requirements
Non-letter grade passed courses can satisfy this requirement
 - Field Education pathway 1 (400 hours at one time)
Take at least 1 course that matches the following:
 - **FIELDEDU 525**
 - Field Education pathway 2 (300 + CPE or 100)
Fulfill all of the following requirements

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- **FIELDDEDU 526** Hybrid MDIV Field Education 300 hours
- Choice of other:
 - Fulfill any of the following requirements
 - **FIELDDEDU 529** Hybrid MDIV Field Education 100 hours
 - **CPE 510** Level One Clinical Pastoral Education
 - **CPE 575** Level Two Clinical Pastoral Education in Pastoral Care and Counseling
- Field Education pathway 3 (100 hrs or CPE + hours)
 - Fulfill any of the following requirements
 - FE - 200 hours (100 + 100)
 - Take at least 2 courses that match the following:
 - **FIELDDEDU 530**
 - FE - 200 hours (100 + 100) again
 - Take at least 2 courses that match the following:
 - **FIELDDEDU 530**
 - FE - 200 hours
 - Take at least 1 course that matches the following:
 - **FIELDDEDU 527**
 - CPE
 - Take at least 1 course that matches the following:
 - **CPE 510**
 - **CPE 575**
- Field Education pathway 4 (200 + 200)
 - Take at least 2 courses that match the following:
 - **FIELDDEDU 527**
- GPA
 - Greater than or equal to 2 CGPA

The Basic Curriculum 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; approved field education; and three 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 elective work and individual program information. 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.

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 lists of offerings in 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 studies leading to specialized preparation in academic depth and professional ministerial competence.

Required courses may be staffed by one or more instructors and are planned to treat subject matter both in scope and depth at the graduate level.

The formulation of the student's course of studies is guided by certain broad but normative recommendations for the area distribution of courses and by the advice and counsel of appointed academic advisors or authorized directors. Students and advisors are directed to read diligently the paragraphs on elective studies and professional aims and distribution of elective studies.

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All academic programs are subject to review and emendation by the dean and the academic dean for the fulfillment of the aims of the curriculum. The declared vocational and professional objective of the student is of central importance both to the student and to the academic advisor in planning the student's comprehensive study program.

Hybrid MDiv students will be assigned academic advisors who teach in the hybrid program with 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 four 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 (Christian Practice 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. A normal academic load is two courses per term plus spiritual formation.
- 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 an approved spiritual formation program.
- 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 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; (3) field education; and (4) advisor evaluations of the student portfolio. 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. A self-evaluation prepared by the student is considered by the spiritual formation leader and field education supervisor. An evaluation of the student's learning is then completed by the spiritual formation leader and field education supervisor. The self-evaluations and evaluations are included in the fourth component of the evaluation process.

The fourth component of the evaluation process, academic advisor evaluations of the student portfolio, occurs twice during the hybrid 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 third year. The advisor evaluations consider the student's portfolio in light of the curricular aims. The student's portfolio is compiled over the duration of the degree program and includes self-evaluations, sample writing assignments, and evaluations from spiritual formation, field education, and coursework.

Sample student portfolios along with other direct and indirect means of discernment are considered annually by the curriculum committee and 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 website at divinity.duke.edu/academics.

Information from the portfolio 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. The evaluation is a graduation requirement that must be satisfied as any other requirement. Students who require significant additional work as judged by the evaluator 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:

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- 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 milestone.

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 field education should usually be completed at Duke or in the student's local setting.

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 in the discipline by completing the year-long course on Methodist doctrine, history, and polity (Care of Parish 707 and 708); one course in worship (Liturgical Studies 730); plus 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 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

For the facilitation of course planning, projections, and viability, students will be limited to no more than two courses taken across alternate plans of study. If a student plans to switch tracks permanently, the student may petition to change starting in the Office of Admissions. Several courses will remain for a single audience to facilitate cohort learning communities such as PARISH 705 for the MA and spiritual formation for distinctive communities. It is anticipated that UMC courses and elective courses may be among those eligible for cross-enrollment.

The Recommended Hybrid Master of Divinity Curricular Paradigm

(Required core courses in **bold**; required limited electives underlined.)

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FIRST YEAR		
Fall	Spring	Summer
OLDTEST 752	OLDTEST 753	Language or Limited Electives*
<u>Church Ministry (LE)*</u>	NEWTEST 754	Language or Limited Electives*
XTIANPRC 702 (Spiritual Formation as credit)	XTIANPRC 703 (Spiritual Formation as credit)	Formation for Ministry (Milestone)
First Year Writing Assessment		
SECOND YEAR		
Fall	Spring	Summer
XTIANTHE 755	XTIANETH 757	Language or Limited Electives*
CHURHST 750	CHURHST 751	Language or Limited Electives*
Formation for Ministry (Milestone)	Formation for Ministry (Milestone)	Formation for Ministry (Milestone)
THIRD YEAR		
Fall	Spring	Summer
AMXTIAN 756	<u>NT Exegesis (LE)</u>	Elective or NT Exegesis (LE)
PREACHNG 758	<u>Practicing Theology in Ministry (LE)</u>	Elective or <u>Practicing Theology in Ministry (LE)</u>
Formation for Ministry (Milestone)	Formation for Ministry (Milestone)	Formation for Ministry (Milestone)
FOURTH YEAR		
Fall	Spring	Summer
Elective	Elective	
Elective (or PREACHNG 758)	Elective	
Formation for Ministry (Milestone)	Formation for Ministry (Milestone)	

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 Black Church Studies and World Christianity Limited Electives. Those not wishing to take language may take electives instead.

The Recommended Hybrid Master of Divinity Curricular Paradigm (UMC)

(Required core courses in **bold**; required limited electives underlined.)

FIRST YEAR		
Fall	Spring	Summer
OLDTEST 752	OLDTEST 753	Language or Limited Electives *
<u>Church Ministry (LE) (PARISH 770 or equivalent)</u>	NEWTTEST 754	Language or Limited Electives *
XTIANPRC 702 (Spiritual Formation as credit)	XTIANPRC 703 (Spiritual Formation as credit)	Formation for Ministry (Milestone)
First Year Writing Assessment		
SECOND YEAR		
Fall	Spring	Summer
XTIANTHE 755	XTIANETH 757	Language or Limited Electives *
CHURHST 750	CHURHST 751	Language or Limited Electives *
Formation for Ministry (Milestone)	Formation for Ministry (Milestone)	Formation for Ministry (Milestone)
THIRD YEAR		
Fall	Spring	Summer
PREACHNG 758 or PARISH 707/777	Elective or PARISH 708/778	Elective
AMXTIAN 756	Elective	Worship - LTS 730 (PTM LE)
Formation for Ministry (Milestone)	Formation for Ministry (Milestone)	Formation for Ministry (Milestone)
FOURTH YEAR		
Fall	Spring	Summer
Mission or Evangelism or PARISH 707/777	Elective of PARISH 708/778	
Mission or Evangelism or PREACHNG 758	Elective	
Formation for Ministry (Milestone)	Formation for Ministry (Milestone)	

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 Black Church Studies and World Christianity Limited Electives. Those not wishing to take language may take electives instead.

UMC Courses

- PARISH 770 (Forming Disciples in the Wesleyan Tradition) or PARISH 780 (Missional Church and Evangelism)–or equivalent, counts as an evangelism course
- LTS 730 (Introduction to Christian Worship)
- PARISH 707/777 (Wesleyan Foundations for Mission, Practice, Belief)
- PARISH 708/778 (United Methodism: Mission, Practice, and Belief)
- PARISH 759 (Missio Ecclesiae: God's Mission of Evangelism), PARISH 780 (Missional Church and Evangelism)–or equivalent, counts as a mission 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 faculty of Duke Divinity School views the curriculum as not static but dynamic; constantly endeavors to review the curriculum as a whole and to tailor individual courses to meet the needs of a rapidly changing world; and periodically commits itself to overall curricular change. Major curricular revisions were instituted in 1948, 1959, 1967, 1987, and 2005.

This degree program is structured to elicit a positive response to (1) the challenge to provide an adequate professional education for ministry; (2) the needed variability of ministries in today's complex world; (3) the norms of university education; and (4) Christian traditions.

Aims of the Curriculum

The aims of the basic degree program are to instill in students a specific set of skills, which should be strongly advanced during the seminary years, including the ability to:

- read scripture and the great texts of Christian traditions with attentiveness, nuanced understanding, humility, and a lively imagination;
- think theologically, in a way that is both faithful to these traditions and responsive to the challenges of our time;
- think critically, both about the practices of the church and about the world in which the church finds itself—and to be agents of transformation in both;
- think ecumenically and globally, with sensitivity to insights that churches in the wider world can share with churches in North America;
- teach and preach the gospel with clarity, power, and reverence;
- minister in context—to act with compassion and effectiveness in order to provide leadership for the church's ministry of worship, service, and transformation in the world; and
- sustain a commitment to living a life ordered toward holiness, justice, peace, and reconciliation.

Of course, goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary with individuals and their own motives and incentives.

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 historically to the tradition 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.

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 The University of North Carolina at Chapel Hill. For distance education students at the School of Social Work, the program can be completed in five years instead of six. Completion of the dual degree requires strict adherence to course sequence and curriculum design. The program cannot be shortened significantly by taking courses in summer sessions 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. MDiv 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 (Pastoral Care 761 and 809) offered at Duke Divinity School are taken in the first and final year of study. The capstone course in the final year is co-led by a member of the University of North Carolina Social Work faculty and a member of the Duke Divinity School faculty. 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.

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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.

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

The MDiv/MPP degree 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 at 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, 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.

Master of Divinity (Residential) (D-DIV-MDV)

Academic Requirements

- Core Courses

Fulfill all of the following courses

- **OLDTEST 752** Old Testament Interpretation I
- **OLDTEST 753** Old Testament Interpretation II
- **NEWTTEST 754** New Testament Interpretation
- **CHURHST 750** Early and Medieval Christianity
- **XTIANTHE 755** Christian Theology
- **CHURHST 751** Early Modern, Modern, and American Christianity
- **XTIANETH 757** Christian Ethics
- **AMXTIAN 756** American Christianity
- **PREACHNG 758** Introduction to Christian Preaching

- Spiritual Formation resid MDV

Fulfill any of the following requirements

Take at least 2 courses in total from the sub-requirements

Non-letter grade passed courses can satisfy this requirement

- **CHURMIN 700** Spiritual Formation Groups
- **CHURMIN 701** Spiritual Formation Groups
- **CHURMIN 704** Anglican Spiritual Formation

- Field Education

Fulfill all of the following requirements

- **FIELDEDU 520** First Field Education/MDVR
- Options for second unit of FE

Fulfill any of the following requirements

Non-letter grade passed courses can satisfy this requirement

- **FIELDEDU 521** Second Field Education/MDVR
- **FIELDEDU 530** International Field Education/MDVR
- CPE Unit (2 credits in one course)
Take exactly 1 course that matches the following:
 - **CPE 510**
- CPE Extended Unit (2 credits over 2 terms)
Take exactly 2 courses that match the following:
 - **CPE 520**

- Black Church Studies Limited Elective

Fulfill any of the following requirements

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- **AMXTIAN 811** Pentecostalism
- **BCS 760** Theology in the Black Church Traditions
- **BCS 761** The Black Church in America
- **BCS 767** Christianity, Race, and the American Nation
- **BCS 805** African Americans and the Bible
- **BCS 806** Segregated Sundays: Church, Race, Class, and Caste
- **BCS 825** Religion and the Civil Rights Movement
- **CHURHST 825** Religion and the Civil Rights Movement
- **XTIANTHE 842** Womanist Theological Ethics
- Count **BCS 763** only if taken at fall 2019 or later and if taken at fall 2021 or earlier
- Count **BCS 766** only if taken at fall 2014 or later and if taken at fall 2021 or earlier
- Count **PREACHNG 807** only if taken at fall 2019
- Count **BCS 890** only if taken at summer 1 2022 with section 01
- Count **BCS 790** only if taken at fall 2020 with section 01
- Count **BCS 790** only if taken at summer 1 2023 with section 01
- Count **PARISH 823** only if taken at summer 1 2023 with section 01
- Count **PREACHNG 890** only if taken at fall 2020 with section 01
- Count **BCS 890** only if taken at summer 1 2023 with section 01
- **BCS 763** The Ethical and Political Thought of Martin Luther King, Jr.
- Church Ministry Limited Elective
Fulfill any of the following requirements
 - **CHURMIN 761** Introduction to Christian Ministry: Ordained Leadership
 - **CHURMIN 762** The Love of God and Neighbor
 - **CHURMIN 763** The Holy Spirit and Ministry
 - **HISTTHEO 811** History of Hell
 - **LTS 804** The Role and Function of Music in Corporate Worship
 - **PARISH 770** Forming Disciples in Wesleyan Tradition
 - **PARISH 776** Local Church in Mission to God's World
 - **PASTCARE 761** Introduction to the Ministry of Social Work
 - **PASTCARE 762** Introduction to Issues in Cross-Cultural Pastoral Care and Counseling
 - **SPIRIT 760** Introduction to Christian Spirituality
 - **WXTIAN 764** God's Ministry of Reconciliation: Explorations in Missiology and Ecclesiology
 - **XTIANEDU 713** Christian Formation in Congregations and Communities
 - **XTIANEDU 760** Introduction to the Education of Christians
 - **XTIANEDU 765** Education for Creation Care
 - **XTIANETH 760** Sexuality: Bible, Church, and Controversy
 - **XTIANETH 761** Health Care in Theological Context I
 - **XTIANTHE 725** Christian Vocation
 - **XTIANTHE 773** Introduction to Theology and the Arts
 - **AMXTIAN 801** Donald Trump, TV Preachers, and the American Prosperity Gospel
 - **CHURMIN 760** Introduction to the Ministry of Preaching
 - **PARISH 784** 1979 Book of Common Prayer and the Principles of Anglican Worship
 - Count **NEWTEST 801** only if taken at fall 2019 with section 01
 - **PARISH 773** Presbyterian Polity, Worship and Sacraments
 - **PARISH 809** Restorative Justice, Prison Ministry, and the Church
 - Count **LTS 790** only if taken at fall 2022 with section 01
- Practicing Theology in Ministry
Fulfill any of the following requirements
Other pre-approved courses may also count
 - **AMXTIAN 760** North Carolina Christianity
 - **AMXTIAN 801** Donald Trump, TV Preachers, and the American Prosperity Gospel
 - **AMXTIAN 811** Pentecostalism
 - **CHURHST 764** Becoming Divine: A History of Eastern Orthodoxy

- **CHURHST 803** The History of Biblical Interpretation: From Medieval to Modern Times
- **CHURHST 810** Death, Grief, and Consolation, Ancient and Modern
- **CHURHST 819** The Body in Early Christian Thought and Practice
- **CHURHST 821** Worship History for Worship Renewal
- **CHURHST 822** Heresies and Heretics
- **CHURHST 823** Theological Assessment of Worship Song Lyrics
- **CHURMIN 762** The Love of God and Neighbor
- **HISTTHEO 800** The Theology of the Alexandrian School
- **HISTTHEO 801** Augustine
- **HISTTHEO 803** Luther and the Reformation in Germany
- **HISTTHEO 809** Eros and Epectasy: From Plato to Ps-Dionysius
- **HISTTHEO 810** Christology before Nicaea
- **HISTTHEO 811** History of Hell
- **HISTTHEO 956** The Theology of the Cappadocians
- **LTS 730** Introduction to Christian Worship
- **LTS 763** Planning Contemporary Worship
- **LTS 801** Worship History for Worship Renewal
- **LTS 806** Preaching on the Sacraments: Patristic Imitation
- **LTS 807** Theological Assessment of Worship Song Lyrics
- **LTS 808** Teaching Worship
- **NEWTTEST 774** Proclaiming the Parables
- **NEWTTEST 800** Bible Study Programs for the Local Church
- **NEWTTEST 813** Paul & the Person
- **NEWTTEST 814** The Bible & Domestic Violence
- **NEWTTEST 816** Exegesis of the Infancy Narratives (English)
- **OLDTEST 766** Biblical Prayer
- **OLDTEST 768** Old Testament Wisdom
- **OLDTEST 804** Biblical Perspectives on Prophecy
- **OLDTEST 808** The Bible & Domestic Violence
- **OLDTEST 810** Preaching the Psalms
- **PARISH 750A** The Anglican Tradition
- **PARISH 759** Missio Ecclesiae: God's Mission of Evangelism
- **PARISH 760** Food, Eating, and the Life of Faith
- **PARISH 776** Local Church in Mission to God's World
- **PARISH 780** The Missional Church and Evangelism
- **PARISH 784** 1979 Book of Common Prayer and the Principles of Anglican Worship
- **PARISH 785** Anglican Spiritual Thought
- **PARISH 787** Power, Inequality, and Reconciliation
- **PARISH 791** Principles and Methods of Intercultural Leadership
- **PARISH 792** Cultivating Thriving Communities
- **PARISH 800** Women and Spiritual Memoir
- **PARISH 806** Caring for Creation
- **PARISH 807** The Theology and Spirituality of Place
- **PARISH 808** Agrarian Theology for an Urban World
- **PARISH 809** Restorative Justice, Prison Ministry, and the Church
- **PARISH 812** Listening Together: Christians and Muslims Reading Scriptures
- **PARISH 813** Introduction to Islam and Christian-Muslim Relations
- **PARISH 815** Women in Ministry
- **PARISH 818** Ministry with Millennials
- **PARISH 819** Disunity in Christ: Difference, Conflict, and Resolution in the Church
- **PASTCARE 760** Introduction to Pastoral Theology and Care
- **PASTCARE 761** Introduction to the Ministry of Social Work
- **PASTCARE 765** Pastoral Care through Anxiety and Depression

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- **PASTCARE 766** Ministry and Care in the Contexts of Displacement and Loss
- **PASTCARE 804** Theology and Trauma
- **PASTCARE 805** Suffering and Dying in Cross-cultural Contexts
- **PASTCARE 807** Marriage and Family
- **PASTCARE 809** MDIV/MSW Capstone Seminar: Moving the Church Toward Social Action
- **PASTCARE 810** Theology, Mental Health and Human Flourishing
- **PASTCARE 812** Discipleship and Disability
- **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
- **PREACHNG 760** Preaching and the Church Year
- **PREACHNG 762** Proclaiming the Parables
- **PREACHNG 770** Theology in Preaching
- **PREACHNG 781** The Overshadowed Preacher: Body and Spirit in Sermon Performance
- **PREACHNG 782** Cross Cultural Preaching
- **PREACHNG 783** Hope for Creation?: An Exilic Perspective
- **NEWTST 783** Hope for Creation?: An Exilic Perspective
- **OLDTEST 783** Hope for Creation?: An Exilic Perspective
- **PREACHNG 801** Preaching at the End of the World: Proclaiming Paul's Apocalyptic Gospel
- **PREACHNG 802** Principalities, Powers, and Preaching
- **PREACHNG 803** Proclamation for a Virtual Reality
- **PREACHNG 804** History of Preaching
- **PREACHNG 806** Preaching with Barth
- **PREACHNG 810** Preaching the Psalms
- **PREACHNG 811** Latin American Preaching Traditions
- **WXTIAN 811** Journeys of Reconciliation
- **WXTIAN 817** The Missions Theology of the Orthodox Church
- **WXTIAN 844** Equipped for Witness: Spirituality and Evangelism in the Eastern Church
- **XTIANEDU 766** Worship and Christian Formation
- **XTIANEDU 770** Baptism and Faith Formation
- **XTIANEDU 800** Bible Study Programs for the Local Church
- **XTIANEDU 804** Eating Together Faithfully: Education for Christian Foodways
- **XTIANETH 760** Sexuality: Bible, Church, and Controversy
- **XTIANETH 805** Sex, Gender, and Discipleship
- **XTIANETH 811** Happiness, the Life of Virtue, and Friendship
- **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
- **XTIANTHE 760** The Free Church
- **XTIANTHE 761** Free Church Theology
- **XTIANTHE 773** Introduction to Theology and the Arts
- **XTIANTHE 779** Introduction to Latinx Theology
- **XTIANTHE 813** Leadership and Discipleship
- **XTIANTHE 815** Theology and Music
- **XTIANTHE 816** The Doctrine of the Trinity
- **XTIANTHE 817** Spirit, Worship, and Mission
- **XTIANTHE 952** Slavery and Obedience
- **LTS 742** The Art and Craft of Public Proclamation
- **PREACHNG 742** The Art and Craft of Public Proclamation
- **LTS 830** Survey of Christian Hymnody
- **PASTCARE 778** Death, Dying, and Bereavement
- **PASTCARE 813** The Disabled Church
- **XTIANTHE 762** Reformed Theologies
- New Testament Exegesis
 - Fulfill any of the following requirements
 - Other pre-approved courses may also count
 - **NEWTST 770** Exegesis of the English New Testament

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- **NEWTEST 770A** Acts
- **NEWTEST 770C** I Corinthians
- **NEWTEST 770D** 1 Peter
- **NEWTEST 770G** Galatians
- **NEWTEST 770H** Hebrews
- **NEWTEST 770I** James
- **NEWTEST 770J** The Gospel and Epistles of John
- **NEWTEST 770L** Luke
- **NEWTEST 770PP** Philippians/Philemon
- **NEWTEST 770R** Romans
- **NEWTEST 770V** Revelation
- **NEWTEST 771** New Testament Bodies
- **NEWTEST 774** Proclaiming the Parables
- **NEWTEST 801** Church and Ministry in the New Testament
- **NEWTEST 802** Judaism and Christianity: Ancient Roots and Modern Perspectives
- **NEWTEST 808** The Paul Program: Mission, Community & Inclusion according to the Apostle Paul
- **NEWTEST 811** Race and Gender in Paul
- **NEWTEST 813** Paul & the Person
- **NEWTEST 816** Exegesis of the Infancy Narratives (English)
- **NEWTEST 870A** Acts
- **NEWTEST 870C** I Corinthians
- **NEWTEST 870D** 1 Peter
- **NEWTEST 870E** Ephesians
- **NEWTEST 870G** Galatians
- **NEWTEST 870H** Exegesis of the Greek New Testament II: Hebrews
- **NEWTEST 870J** The Gospel and Epistles of John
- **NEWTEST 870K** Mark
- **NEWTEST 870L** Luke
- **NEWTEST 870M** Matthew
- **NEWTEST 870R** Romans
- **NEWTEST 870S** The Resurrection Narratives
- **NEWTEST 870Z** Colossians
- **NEWTEST 954** Studies in Pauline Theology
- **NEWTEST 958** Pauline Biography
- **NEWTEST 959** Advanced Greek Grammar and Reading
- **NEWTEST 817** The Old Testament in the New
- **NEWTEST 790** only if taken at summer 1 2023 with section 01
- World Christianity
 - Fulfill any of the following requirements
 - Other pre-approved courses may also count
 - **CHURHST 763** History of the Crusades
 - **CHURHST 764** Becoming Divine: A History of Eastern Orthodoxy
 - **CHURHST 818** Byzantium and Islam: Eastern Perspectives
 - **HISTREL 889** Religion, Restrictions, and Violence
 - **OLDTEST 807** Reading(s) for Our Lives: Contemporary African Biblical Interpretations
 - **PARISH 774** Local Polity, Global Vision: The Episcopal Church and the Anglican Communion
 - **PARISH 776** Local Church in Mission to God's World
 - **PARISH 791** Principles and Methods of Intercultural Leadership
 - **PARISH 813** Introduction to Islam and Christian-Muslim Relations
 - **PARISH 816** The Qur'an: An Introduction in the Context of Christian-Muslim Encounter
 - **PASTCARE 807** Marriage and Family
 - **PREACHNG 775** Preaching Place: The Challenge and Promise of a Global Gospel
 - **PREACHNG 782** Cross Cultural Preaching

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- **PREACHNG 811** Latin American Preaching Traditions
- **RELIGION 889** Religion, Restrictions, and Violence
- **SPIRIT 800** The Spirituality of the Eastern Church
- **WXTIAN 760** World Christianity in America
- **WXTIAN 764** God's Ministry of Reconciliation: Explorations in Missiology and Ecclesiology
- **WXTIAN 765** World Christianity, Contemporary Politics, and Responses to Poverty
- **WXTIAN 766** Being the Church
- **WXTIAN 803** Beyond Borders: Latin American, Latino, and Hispanic Theologies
- **WXTIAN 806** Contextualization of the Gospel: An Orthodox Perspective
- **WXTIAN 807** The Nation State and Theology in Africa
- **WXTIAN 811** Journeys of Reconciliation
- **WXTIAN 813** American Foreign Missions and Chinese Christianity
- **WXTIAN 814** Protestantism and the Making of Modern China
- **WXTIAN 815** Modern Christianity Outside The West
- **WXTIAN 816** Christianity's Encounter with Other Religions and Cultures: The Case of East Asia
- **WXTIAN 817** The Missions Theology of the Orthodox Church
- **WXTIAN 818** Pioneers in World Christianity
- **WXTIAN 844** Equipped for Witness: Spirituality and Evangelism in the Eastern Church
- **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
- **XTIANTHE 780** Recent Catholic Theology: Movements and Figures
- **XTIANTHE 808** Feminist Theology
- **XTIANTHE 819** Readings in Lesslie Newbigin's Theology
- **XTIANTHE 822** Theology of Las Casas
- **XTIANTHE 828** Readings in Eastern Orthodox Theology
- **XTIANTHE 837** Christianity and Democracy: A Theological Exploration
- **XTIANTHE 843** Theologies of Liberation in the US
- **XTIANTHE 849** Pneumatology: Global Perspectives on the Holy Spirit
- **XTIANTHE 952** Slavery and Obedience
- Count **WXTIAN 890** only if taken at summer 1 2022 or later and if taken at summer 2 2022 or earlier and with section 01
- **XTIANTHE 874** Asian American Identity, Community, and Christian Discipleship
- **WXTIAN 874** Asian American Identity, Community, and Christian Discipleship
- **WXTIAN 778** Global Readings of Scripture for Christian Ministry
- **WXTIAN 784** Introduction to Asian American Theology
- Count **XTIANTHE 790** only if taken at spring 2022 with section 01
- Count **WXTIAN 790** only if taken at summer 1 2023 with section 01
- Count **XTIANTHE 779** only if taken at fall 2021 with section 01
- Count **WXTIAN 790** only if taken at fall 2022 with section 01
- Senior Portfolio
- Middler Portfolio

The Basic Curriculum 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 three 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 elective work and individual program information. 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 lists of offerings in advanced 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 studies leading to specialized preparation in academic depth and to professional ministerial competence.

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Required courses may be staffed by one or more instructors and are planned to treat subject matter both in scope and depth at the graduate level.

The formulation of the student's course of studies is guided by certain broad but normative recommendations for the area distribution of courses and by the advice and counsel of appointed academic advisors or authorized directors. Students and advisors are directed to read diligently the paragraphs on elective studies and professional aims and distribution of elective studies in the section on Administration of the Curriculum.

All academic programs are subject to review and emendation by the dean and the academic dean for the fulfillment of the aims of the curriculum. The declared vocational and professional objective of the student is of central importance both to the student and to the academic advisor in planning the student's comprehensive study program.

Six semesters of residential study are ordinarily required for the completion of the degree. With permission of the academic dean, certified nonresidential study, generally not exceeding the equivalent of four courses, may be permitted to a candidate for the basic degree. The normal academic load is four courses (units) per semester. 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; and
- 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 the student portfolio. 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. A self-evaluation prepared by the student is considered by the spiritual formation leader and field education supervisor/lay committee. An evaluation of the student's learning is then completed by the spiritual formation leader and field education supervisor and lay supervision committee. The self-evaluations and evaluations are included in the fourth component of the evaluation process.

The fourth component of the evaluation process, academic advisor evaluations of the student portfolio, occurs twice during 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 winter of the third year (or completion of sixteen to twenty course credits, spiritual formation, and two field education units). The advisor evaluations consider the student's portfolio in light of the curricular aims. The student's portfolio is compiled over the duration of the degree program and includes self-evaluations, sample writing assignments, and evaluations from spiritual formation, field education, and coursework.

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Sample student portfolios along with other direct and indirect means of discernment are considered annually by the curriculum committee and 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 website at divinity.duke.edu/academics.

Information from the portfolio 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. The evaluation is a graduation requirement that must be satisfied as any other requirement. Students who require significant additional work as judged by the evaluator 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. This 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 students must fulfill educational requirements in the discipline by completing the year-long course on Methodist doctrine, history, and polity (PARISH 707/777 and 708/778); one course in worship (LTS 730); plus 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., Methodists 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 the 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 in bold ; required limited electives <u>underlined</u> .)	
JUNIOR YEAR	
Fall Semester	Spring Semester
OLDTEST 752	OLDTEST 753
CHURHST 750	CHURHST 751
<u>Church Ministry (LE)</u>	NEWTEST 754
Biblical language or <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>	Biblical language or <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
Spiritual Formation	Spiritual Formation
First Year Writing Assessment	
Summer: Field Education 1	
MIDDLER YEAR	
Fall Semester	Spring Semester
XTIANTHE 755	XTIANETH 757
Biblical language or <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>	Biblical language or <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
PREACHNG 758/NT Exegesis (LE)	PREACHNG 758/NT Exegesis (LE)
AMXTIAN 756	Elective
Middler Review of Student Portfolio	
Summer: Field Education 2	
SENIOR YEAR	
Fall Semester	Spring Semester
<u>Practicing Theology in Ministry (LE)</u>	Elective

Elective	Elective
Elective	Elective
Elective	Elective
	Senior Review of Student Portfolio
Recommended Four-Year MDiv Curricular Paradigm for Student Pastors (classified in DukeHub as MDV4) (Required core courses in bold ; required limited electives <u>underlined</u> .)	
FIRST YEAR	
Fall Semester	Spring Semester
OLDTEST 752	OLDTEST 753
CHURHST 750	CHURHST 751 / <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
<u>Church Ministry (LE)*</u>	NEWTEST 754
Spiritual Formation	Spiritual Formation
Student Pastor Mentoring Group	Student Pastor Mentoring Group
First Year Writing Assessment	
SECOND YEAR	
Fall Semester	Spring Semester
XTIANTHE 755	XTIANETH 757
<u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u> or Biblical language	CHURHST 751 / <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
<u>NT Exegesis (LE)</u>	Biblical language or Elective
Student Pastor Mentoring Group	Student Pastor Mentoring Group
THIRD YEAR	
Fall Semester	Spring Semester
PREACHNG 758*	Elective
AMXTIAN 756	Elective
Elective	Elective
Student Pastor Mentoring Group	Student Pastor Mentoring Group
Middler Review of Student Portfolio	
FOURTH YEAR	
Fall Semester	Spring Semester
<u>Practicing Theology in Ministry (LE)</u>	Elective
Elective	Elective
Elective	Elective
Student Pastor Mentoring Group	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 PREACHING 758 requirement.	
Recommended Four-Year MDiv Curricular Paradigm: Flexible Pathway (Required core courses in bold ; required limited electives <u>underlined</u> .)	
FIRST YEAR	
Fall Semester	Spring Semester

OLDTEST 752	OLDTEST 753
CHURHST 750	CHURHST 751 / <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
<u>Church Ministry (LE)</u>	NEWTEST 754
Spiritual Formation	Spiritual Formation
First Year Writing Assessment	
Summer: Field Education 1	
SECOND YEAR	
Fall Semester	Spring Semester
XTIANTHE 755	XTIANETH 757
<u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u> or Biblical language	CHURHST 751 / <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
<u>NT Exegesis (LE)</u>	Biblical language or Elective
Summer: Field Education 2	
THIRD YEAR	
Fall Semester	Spring Semester
PREACHNG 758	Elective
AMXTIAN 756	Elective
Elective	Elective
Middler Review of Student Portfolio	
FOURTH YEAR	
Fall Semester	Spring Semester
<u>Practicing Theology in Ministry (LE)</u>	Elective
Elective	Elective
Elective	Elective
	Senior Review of Student Portfolio
Recommended MDiv Curricular Paradigm for United Methodist Students	
(Required core courses in bold ; required limited electives <u>underlined</u> .)	
JUNIOR YEAR	
Fall Semester	Spring Semester
OLDTEST 752	OLDTEST 753
CHURHST 750	CHURHST 751
<u>Church Ministry (LE)</u>	NEWTEST 754
Biblical language/ <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>	Biblical language/ <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
Spiritual Formation	Spiritual Formation
First Year Writing Assessment	
Summer: Field Education 1	
MIDDLER YEAR	
Fall Semester	Spring Semester
XTIANTHE 755	XTIANETH 757
<u>NT Exegesis (LE)</u>	Elective (Mission or Evangelism)*
PREACHNG 758 or Elective (Mission or Evangelism)*	PREACHNG 758 or <u>NT Exegesis (LE)</u>
Elective (Methodism PARISH 707/777)	Elective (Methodism Care of Parish 708)

Middler Review of Student Portfolio	
Summer: Field Education 1	
SENIOR YEAR	
Fall Semester	Spring Semester
Biblical language/ <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>	Biblical language/ <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
AMXTIAN 756	Elective
Elective (Worship–LTS 730)**	Elective
Elective (Mission or Evangelism)*	Elective
	Senior Review of Student Portfolio
<p>*UM 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.</p> <p>**Liturgical Studies 730 counts as Practicing Theology in Ministry Limited Elective.</p>	
Recommended Four-Year MDiv Curricular Paradigm for United Methodist Student Pastors (Required core courses in bold ; required limited electives <u>underlined</u> .)	
FIRST YEAR	
Fall Semester	Spring Semester
OLDTEST 752	OLDTEST 753
CHURHST 750	CHURHST 751 / <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
<u>Church Ministry (LE)*</u>	NEWTEST 754
Spiritual Formation	Spiritual Formation
First Year Writing Assessment	
Student Pastor Mentoring Group	
SECOND YEAR	
Fall Semester	Spring Semester
XTIANTHE 755	XTIANETH 757
Elective (Worship – LTS 730**) or <u>NT Exegesis (LE)</u>	CHURHST 751 / <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
Biblical language or <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>	Biblical language or <u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u>
Student Pastor Mentoring Group	Middler Review of Student Portfolio
THIRD YEAR	
Fall Semester	Spring Semester
Elective (Worship – LTS 730**) or <u>NT Exegesis (LE)</u>	Elective (Mission or Evangelism)
PREACHNG 758*	<u>Black Church Studies (LE)</u> or <u>World Christianity (LE)</u> or Elective
Elective (UMC-PARISH 707/777)***	Elective (UMC-PARISH 708/778)***
Student Pastor Mentoring Group	
Middler Review of Student Portfolio	
FOURTH YEAR	
Fall Semester	Spring Semester
AMXTIAN 756	Elective
Elective (Mission or Evangelism)***	Elective
Elective	Elective
	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 Social Work Dual Degree Program

Requirements for the MDiv

In the 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 Methodists). 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 website, under Forms and Paradigms.

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 requires strict adherence to course sequence and the 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 in **bold**; required limited electives underlined.) (Additional requirements for Methodists are indicated in parentheses.)

FIRST YEAR	
Fall Semester – Duke Divinity	Spring Semester – Duke Divinity
Spiritual Formation (non-credit)	Spiritual Formation (non-credit)
CHURHST 750	CHURHST 751
OLDTEST 752	OLDTEST 753
MDiv/MSW Integrative Elective–PASTCARE 761 (Fulfills Church Ministry LE)	NEWTEST 754
<u>Black Church Studies (LE)/World Christianity (LE)</u>	Elective
First Year Divinity Writing Assessment	
Academic Year Field Education Placement 1	Academic Year Field Education Placement 1
Summer: Optional Field Education Placement 1	
SECOND YEAR	
Fall Semester – Duke Divinity	Spring Semester – Duke Divinity
XTIANTHE 755	XTIANETH 757
Elective (UMC PARISH 707/777)	Elective (UMC–PARISH 708/778)

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Elective (UMC–Worship LTS 730) or PREACHNG 758	PREACHNG 758 or <u>NT Exegesis (LE)</u> or Elective
<u>NT Exegesis (LE)</u> or (UMC–Mission or Evangelism)	<u>Black Church Studies (LE)/World Christianity (LE)</u>
Middler Review of Student Portfolio	
Academic Year Field Education Placement 2	Academic Year Field Education Placement 2
Summer: Optional Field Education Placement 2	
THIRD YEAR	
Fall Semester – UNC School of Social Work	Spring Semester – UNC School of Social Work
Social Work 500 Human Development in Context: Infancy to Adolescence (HBSE) (3)	Social Work 505 Human Development in Context: Adulthood to Older Adulthood (HBSE) (3)
Social Work 501 Confronting Oppression and Institutional Discrimination (HBSE) (3)	Social Work 510 Foundations for Evidence-Based Practice & Program Evaluation (Research) (3)
Social Work 540 SW Practice with Individuals, Families, and Groups (Practice) (3)	Social Work 530 Foundations of Social Welfare Policy (Policy) (3)
Social Work 570 SW Practice with Organizations & Communities (Practice) (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 520 & Social Work 523 Practicum I and Foundation Field Seminar I (4)	Social Work 521 & Social Work 524 Practicum II and Field Seminar II (4)
FOURTH YEAR	
Fall Semester – Both Schools	Spring Semester – Both Schools
Social Work–Advanced Human Behavior in the Social Environment/Practice (3) or SoWo xxx Advanced theory/Practice (3)	MDiv/MSW Capstone PASTCARE 809 (Fulfills <u>PTM LE</u>)
AMXTIAN 756	Social Work 810 (Research) (3)
MDiv Elective (UMC–Mission or Evangelism)	MDiv Elective
Social Work 820 Practicum III (6)	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 in bold ; required limited electives <u>underlined</u> .) (Additional requirements for Methodists are indicated in parentheses.)	
FIRST YEAR	
Fall Semester – UNC School of Social Work	Spring Semester – UNC School of Social Work
Social Work 500 Human Development in Context: Infancy to Adolescence (HBSE) (3)	Social Work 505 Human Development in Context: Adulthood to Older Adulthood (HBSE) (3)
Social Work 501 Confronting Oppression and Institutional Discrimination (HBSE) (3)	Social Work 510 Foundations for Evidence-Based Practice & Program Evaluation (Research) (3)
Social Work 540 SW Practice with Individuals, Families, and Groups (Practice) (3)	Social Work 530 Foundations of Social Welfare Policy (Policy) (3)
Social Work 570 Practice with Organizations & Communities (Practice) (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 520 and Social Work 523 Practicum I and Foundation Field Seminar I (4)	Social Work 521 and Social Work 524 Social Work Practicum II and Field Seminar II (4)
SECOND YEAR	
Fall Semester – Duke Divinity	Spring Semester – Duke Divinity

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Spiritual Formation (non-credit)	Spiritual Formation (non-credit)
CHURHST 750	CHURHST 751
OLDTEST 752	OLDTEST 753
MDiv/MSW Integrative–PASTCARE 761 (Fulfills <u>Church Ministry LE</u>)	NEWTST 754
<u>Black Church Studies (LE)/World Christianity (LE)</u>	<u>Black Church Studies (LE)/World Christianity (LE)</u>
First Year Divinity Writing Assessment	
Academic Year Field Education Placement 1	Academic Year Field Education Placement 1
Summer: Optional Field Education Placement 1	
THIRD YEAR	
Fall Semester – Duke Divinity	Spring Semester – Duke Divinity
XTIANTHE 755	XTIANETH 757
Elective (UMC–PARISH 707/777)	Elective (UMC–PARISH 708/778)
Elective (UMC–Worship LTS 730) or PREACHNG 758	PREACHNG 758 or Elective
Elective (UMC–Mission or Evangelism)	Elective (UMC–Mission or Evangelism)
Middler Review of Student Portfolio	
Academic Year Field Education Placement 2	Academic Year Field Education Placement 2
Summer: Optional Field Education Placement 2	
FOURTH YEAR	
Fall Semester – Both Schools	Spring Semester – Both Schools
Social Work XXX Advanced Theory/Practice (3)	MDiv/MSW Capstone PASTCARE 809 (Fulfills <u>PTM LE</u>)
<u>NT Exegesis (LE)/World Christianity (LE)</u>	Social Work 810 (Research) (3)
AMXTIAN 756	<u>NT Exegesis (LE)</u> or MDiv Elective
Social Work 820 Practicum III (6)	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 in bold ; required limited electives <u>underlined</u> .) (Additional requirements for Methodists are indicated in parentheses.)	
FIRST YEAR	
Fall Semester	Spring Semester
Spiritual Formation (non-credit)	Spiritual Formation (non-credit)
CHURHST 750	CHURHST 751
OLDTEST 752	OLDTEST 753
MDiv/MSW Integrative Elective PASTCARE 761 (Fulfills <u>Church Ministry LE</u>)	NEWTST 754
<u>World Christianity LE/Black Church Studies (LE)</u>	Elective
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 Semester	Spring Semester
XTIANTHE 755	XTIANETH 757
Elective (UMC–PARISH 707/777)	Elective (UMC–PARISH 708/778)
Elective (UMC–Worship LTS 730)	Preaching 758

Elective (UMC–Mission or Evangelism)	Black Church (LE)/World Christianity (LE)
Middler Review of Student Portfolio	
SUMMER AT 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 Semester	Spring Semester
Social Work xxx Advanced Theory/Practice (3)	MDiv/MSW Capstone PASTCARE 809 (Fulfills PTMLE)
Social Work xxx Elective (3)	MDiv New Testament Exegesis (LE)
AMXTIAN 756	Social Work 810 Advanced Research (3)
MDiv Senior Review of Student Portfolio	Social Work xxx Elective (3)
Social Work 820 Social Work Practicum III (6)	Social Work 821 Social Work Practicum IV (6)
(Integrative Field Placement – continues from the Summer Session)	
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 as:

1. foundation for a graduate research degree (PhD);
2. preparation for lay religious careers;
3. grounding for teaching, research, or practice in another field (e.g., history, psychology, music);
4. enhancement of institutional leadership roles; or
5. personal enrichment.

There are two curricular tracks available to students. MTS 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. MTS Focus, which allows greater curricular flexibility and requires the naming of a concentration, 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 MTS. 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.

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 historically to the tradition and responsive to the challenges of our time.
- Improve skills related to research, critical thinking, and theological argumentation.

Master of Theological Studies (D-TS-MTS)

Academic Requirements

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Fulfill any of the following track's requirements

GPA greater than or equal to 3 CGPA required

MTS Core

Fulfill all of the following requirements

- MTS Core - core courses
 - Fulfill all of the following requirements
 - **CHURHST 750** Early and Medieval Christianity
 - **CHURHST 751** Early Modern and Modern Christianity
 - **OLDTEST 752** Old Testament Interpretation I
 - **OLDTEST 753** Old Testament Interpretation II
 - **NEWTTEST 754** New Testament Interpretation
 - **XTIANTHE 755** Christian Theology
 - **XTIANETH 757** Christian Ethics
- Senior Portfolio
- Thesis

MTS Focus

Fulfill all of the following requirements

- MTS Focus core courses
 - Fulfill all of the following requirements
 - Church History
 - Fulfill any of the following requirements
 - **CHURHST 750** Early and Medieval Christianity
 - **CHURHST 751** Early Modern and Modern Christianity
 - **NEWTTEST 754** New Testament Interpretation
 - **OLDTEST 752** Old Testament Interpretation I
 - Theol/Ethics
 - Fulfill any of the following requirements
 - **XTIANTHE 755** Christian Theology
 - **XTIANETH 757** Christian Ethics
- Senior Portfolio
- Thesis

MTS Focus - Biblical

Fulfill all of the following requirements

- MTS Focus core courses
 - Fulfill all of the following requirements
 - Church History
 - Fulfill any of the following requirements
 - **CHURHST 750** Early and Medieval Christianity
 - **CHURHST 751** Early Modern and Modern Christianity
 - **NEWTTEST 754** New Testament Interpretation
 - **OLDTEST 752** Old Testament Interpretation I
 - Theol/Ethics
 - Fulfill any of the following requirements
 - **XTIANTHE 755** Christian Theology
 - **XTIANETH 757** Christian Ethics
- **OLDTEST 753** Old Testament Interpretation II
- English Exegesis
 - Fulfill all of the following requirements

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- NT exegesis
Take at least 1 course that matches the following:
 - NEWTEST 770A to NEWTEST 870Z
- OT exegesis
Take at least 1 course that matches the following:
 - OLDTEST 770A to OLDTEST 870Z
- Either NT or OT
Take at least 1 course that matches the following:
 - NEWTEST 770A to NEWTEST 870Z
 - OLDTEST 770A to OLDTEST 870Z
- Bible Electives
Take at least 2 courses that match the following:
 - NEWTEST 760 to NEWTEST 999
 - OLDTEST 760 to OLDTEST 999
- Senior Portfolio
- Thesis

MTS Focus - Biblical (NT)

Fulfill all of the following requirements

- Focus core courses
Fulfill all of the following requirements
 - Church History
Fulfill any of the following requirements
 - **CHURHST 750** Early and Medieval Christianity
 - **CHURHST 751** Early Modern and Modern Christianity
 - **NEWTEST 754** New Testament Interpretation
 - **OLDTEST 752** Old Testament Interpretation I
 - Theol/Ethics
Fulfill any of the following requirements
 - **XTIANTHE 755** Christian Theology
 - **XTIANETH 757** Christian Ethics
- **OLDTEST 753** Old Testament Interpretation II
- **NEWTEST 760** Hellenistic Greek
- **NEWTEST 761** Hellenistic Greek
- Greek Exegesis
Take at least 2 courses that match the following:
 - NEWTEST 770A to NEWTEST 870Z
- Bible Elective
Take at least 1 course that matches the following:
 - NEWTEST 770 to NEWTEST 999
 - NEWTEST 770A to NEWTEST 870Z
 - OLDTEST 762 to OLDTEST 999
 - OLDTEST 770A to OLDTEST 870Z
- Senior Portfolio
- Thesis

MTS Focus - Biblical (OT)

Fulfill all of the following requirements

- MTS Focus core courses
Fulfill all of the following requirements
 - Church History
Fulfill any of the following requirements

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- **CHURHST 750** Early and Medieval Christianity
- **CHURHST 751** Early Modern and Modern Christianity
- **NEWTEST 754** New Testament Interpretation
- **OLDTEST 752** Old Testament Interpretation I
- Theol/Ethics
- Fulfill any of the following requirements
 - **XTIANTHE 755** Christian Theology
 - **XTIANETH 757** Christian Ethics
- **OLDTEST 760** Introduction to Biblical Hebrew I
- **OLDTEST 761** Introduction to Biblical Hebrew II
- **OLDTEST 753** Old Testament Interpretation II
- Hebrew Exegesis
- Take at least 2 courses that match the following:
 - OLDTEST 770A to OLDTEST 870Z
- Bible Elective
- Take at least 1 course that matches the following:
 - NEWTEST 770 to NEWTEST 999
 - NEWTEST 770A to NEWTEST 870Z
 - OLDTEST 770 to OLDTEST 999
 - OLDTEST 770A to OLDTEST 870Z
- Senior Portfolio
- Thesis

MTS Focus - History

Fulfill all of the following requirements

Double counting allowed up to 1 courses within the following sub-requirements unless specified otherwise

- MTS Focus core courses
- Fulfill all of the following requirements
 - Church History
 - Fulfill any of the following requirements
 - **CHURHST 750** Early and Medieval Christianity
 - **CHURHST 751** Early Modern and Modern Christianity
 - **NEWTEST 754** New Testament Interpretation
 - **OLDTEST 752** Old Testament Interpretation I
 - Theol/Ethics
 - Fulfill any of the following requirements
 - **XTIANTHE 755** Christian Theology
 - **XTIANETH 757** Christian Ethics
- History
- Take at least 6 courses that match the following:
 - CHURHST 750 CHURHST 751
 - AMXTIAN 756 to AMXTIAN 999
 - CHURHST 760 to CHURHST 999
 - HISTTHEO 790 to HISTTHEO 999
 - WXTIAN 760 to WXTIAN 999
- **Senior Portfolio**
- **Thesis**

MTS Focus-Theology and Ethics

Fulfill all of the following requirements

Double counting allowed up to 1 courses within the following sub-requirements unless specified otherwise

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- MTS Focus core courses
Fulfill all of the following requirements
 - Church History
Fulfill any of the following requirements
 - **CHURHST 750** Early and Medieval Christianity
 - **CHURHST 751** Early Modern and Modern Christianity
 - **NEWTEST 754** New Testament Interpretation
 - **OLDTEST 752** Old Testament Interpretation I
 - Theo/Ethics
Fulfill any of the following requirements
 - **XTIANTHE 755** Christian Theology
 - **XTIANETH 757** Christian Ethics
- Theology Focus
Take at least 6 courses that match the following:
 - XTIANETH 700 to XTIANETH 999
 - XTIANTHE 700 to XTIANTHE 999
- 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;
- OLDTEST 752 and 753, NEWTEST 754, CHURCHST 750 and 751, XTIANTHE 755, and XTIANETH 757 for those in MTS Core;
 - Any core course may be satisfied by Advanced Placement
- 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) for those in MTS Focus;
 - 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, or as an independent study, or as an additional paper outside current course work. The writing 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 a faculty member; and
- 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 Semester	Spring Semester
CHURHST 750	CHURHST 751
OLDTEST 752	OLDTEST 753
Elective	NEWTTEST 754
Elective or biblical language	Elective or biblical language
Spiritual Formation optional	Spiritual Formation optional
First Year Writing Assessment	
SECOND YEAR	
Fall Semester	Spring Semester
XTIANTHE 755	XTIANETH 757
Elective	Elective (or optional directed study on thesis)
Elective	Elective
Elective	Elective
	MTS Portfolio Review

Recommended MTS Curricular Paradigm for MTS Focus and Dual Degrees

There is greater detail about the MTS Focus paradigm and paradigms for dual degrees 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. This 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 quite 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 three-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 four-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

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student during the third year of study counting toward the research year in the MD degree program. 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 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 a student's 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 they relate to serving the church, academy, and world.

Master of Theology (D-THM-THM)

Academic Requirements

Fulfill all of the following requirements

Minimum of 1 credits for each course counted

Take at least 8 courses in total from the sub-requirements

Count courses if taken during or after Fall 2023

Courses may double count without any limit with other programs unless specified otherwise

- Concentration Topics

Fulfill any of the following requirements

Take at least 4 courses from the same sub-requirement

Other pre-approved courses may also count

Courses may double count without any limit with other requirements unless specified otherwise

- Bible

Take at least 1 course that matches the following:

- NEWTEST 754 OLDTEST 752 OLDTEST 753
- NEWTEST 770 to NEWTEST 999
- OLDTEST 760 to OLDTEST 999

- History

Take at least 1 course that matches the following:

- CHURHST 750 CHURHST 751
- AMXTIAN 800 to AMXTIAN 999
- CHURHST 762 to CHURHST 999
- HISTREL 762 to HISTREL 890
- HISTTHEO 790 to HISTTHEO 999

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- WXTIAN 760 to WXTIAN 999
- Ministry
 - Take at least 1 course that matches the following:
 - PREACHNG 758
 - CHURMIN 762 to CHURMIN 999
 - CPE 500 to CPE 510Z
 - LTS 760 to LTS 999
 - PARISH 707 to PARISH 999
 - PASTCARE 760 to PASTCARE 999
 - PREACHNG 760 to PREACHNG 999
 - SPIRIT 760 to SPIRIT 999
 - XTIANEDU 760 to XTIANEDU 999
- Theology
 - Take at least 1 course that matches the following:
 - XTIANETH 757
 - XTIANTHE 755
 - BCS 760 to BCS 999
 - XTIANETH 760 to XTIANETH 999
 - XTIANTHE 725 to XTIANTHE 999
- Final Project
 - Fulfill any of the following requirements
 - Thesis
 - Name the directed study for thesis
 - Comprehensive Exam
- GPA
 - Greater than or equal to 3 CGPA

The general requirements for the degree of master of theology are:

- Eight-course units 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 consists of four questions formulated by the student's advisor, in consultation with the ThM director. The questions are designed to require of the student 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 in the semester which the student will graduate;

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- 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, may take place at a coffee shop or similar 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;
- During the defense, students have an opportunity to respond to written feedback they have received regarding the thesis. 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 students 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;
- ThM students must take all of 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. (Equivalency to be determined by the academic dean); and
- There are no general language requirements. However, classical or modern languages may be required for certain programs (for example, in biblical studies, Hebrew or Greek may be required).
- A portfolio is to be submitted in the student's final term.

ThM students seeking a concentration in pastoral care may reach out to the Office of Ministerial Formation for information on Clinical Pastoral Education. A maximum of three-course credits may be granted for Clinical Pastoral Education (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; and
- 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 their certificate in Anglican studies in one, two, or three years in conjunction with the MDiv, MTS, or ThM degrees.

Anglican Studies Certificate (D-ANGLIC-C)

Academic Requirements

Anglican Studies for MDVR

Fulfill all of the following requirements

- **PARISH 750A** The Anglican Tradition
- **PARISH 784** 1979 Book of Common Prayer and the Principles of Anglican Worship
- Anglican Electives MDV

Fulfill any of the following requirements; other pre-approved courses may also count

- **PARISH 773** Presbyterian Polity, Worship and Sacraments
- **PARISH 784** 1979 Book of Common Prayer and the Principles of Anglican Worship
- **PARISH 785** Anglican Spiritual Thought
- **PARISH 814** Modern Voices from the Anglican Tradition
- **XTIANTHE 815** Theology and Music
- **XTIANTHE 847** Theology of Rowan Williams
- **CHURHST 762** The English Reformation
- **XTIANTHE 819** Readings in Lesslie Newbigin's Theology
- **PARISH 774** Local Polity, Global Vision: The Episcopal Church and the Anglican Communion
- **PARISH 776** Local Church in Mission to God's World
- **LTS 731** The Church Year
- **PREACHNG 760** Preaching and the Church Year
- **XTIANTHE 953** John Henry Newman: Life & Thought
- Anglican Spiritual Formation
 - Repeat **CHURMIN 704** at least 4 times
- Field Education in Epis/Anglican Setting
- Portfolio Review Middler with AEHS
- Portfolio Review Senior with AEHS

Anglican Studies for MTS

Fulfill all of the following requirements

- **PARISH 750A** The Anglican Tradition
- **PARISH 784** 1979 Book of Common Prayer and the Principles of Anglican Worship
- Anglican Electives MTS

Fulfill any of the following requirements; other pre-approved courses may also count

- **PARISH 773** Presbyterian Polity, Worship and Sacraments
- **PARISH 784** 1979 Book of Common Prayer and the Principles of Anglican Worship
- **PARISH 785** Anglican Spiritual Thought
- **PARISH 814** Modern Voices from the Anglican Tradition
- **XTIANTHE 815** Theology and Music
- **XTIANTHE 847** Theology of Rowan Williams
- **CHURHST 762** The English Reformation
- **XTIANTHE 819** Readings in Lesslie Newbigin's Theology
- **PARISH 774** Local Polity, Global Vision: The Episcopal Church and the Anglican Communion
- **PARISH 776** Local Church in Mission to God's World
- **LTS 731** The Church Year

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- **PREACHNG 760** Preaching and the Church Year
- **XTIANTHE 953** John Henry Newman: Life & Thought
- Anglican Spiritual Formation
 - Repeat **CHURMIN 704** at least 3 times
- Advisory Meeting with AEHS

Anglican Studies for THM

Fulfill all of the following requirements; at least 3 credits in total

- Anglican Courses THM
 - Fulfill any of the following requirements; other pre-approved courses may also count
 - **PARISH 773** Presbyterian Polity, Worship and Sacraments
 - **PARISH 784** 1979 Book of Common Prayer and the Principles of Anglican Worship
 - **PARISH 785** Anglican Spiritual Thought
 - **PARISH 814** Modern Voices from the Anglican Tradition
 - **XTIANTHE 815** Theology and Music
 - **XTIANTHE 847** Theology of Rowan Williams
 - **CHURHST 762** The English Reformation
 - **XTIANTHE 819** Readings in Lesslie Newbigin's Theology
 - **PARISH 774** Local Polity, Global Vision: The Episcopal Church and the Anglican Communion
 - **PARISH 776** Local Church in Mission to God's World
 - **LTS 731** The Church Year
 - **PREACHNG 760** Preaching and the Church Year
 - **XTIANTHE 953** John Henry Newman: Life & Thought
- Anglican Spiritual Formation
 - Repeat **CHURMIN 704** at least 2 times
- Advisory meetings with AEHS

Other pre-approved electives may count; exception requests can be made to the certificate director.

Below are recommended timing for Anglican coursework in the residential MDV and MTS. THM students should work with their program director and Anglican house to consider the timing of coursework.

Recommended Anglican Paradigm—Residential MDiv	
(Required core courses in bold ; required limited electives <u>underlined</u> .)	
SECOND YEAR	
Fall Semester	Spring Semester
<u>Anglican Tradition</u> (PARISH 750A)	Introduction to Christian Preaching (PREACHNG 758)
	<u>Anglican Studies Elective</u> /Elective
THIRD YEAR	
Fall Semester	Spring Semester
<u>Anglican Theology and BCP</u> (PARISH 784)	<u>Anglican Studies Elective</u> /Elective
Recommended Anglican Paradigm—MTS	
(Required core courses in bold ; required limited electives <u>underlined</u> .)	
FIRST YEAR	
Fall Semester	Spring Semester
<u>Anglican Tradition</u> (PARISH 750A)	<u>Anglican Studies Elective</u> /Elective
SECOND YEAR	
Fall Semester	Spring Semester
<u>Anglican Theology and BCP</u> (PARISH 784)	<u>Anglican Studies Elective</u> /Elective

Baptist Studies Certificate

Program Code: D-BAPTST-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/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.

Baptist Studies Certificate (D-BAPTST-C)

Academic Requirements

For MDVR or MDVH students

- Baptist core courses
 - Fulfill all of the following requirements
 - **XTIANTHE 760** The Free Church
 - **XTIANTHE 761** Free Church Theology
- Baptist elective (or Elective with Baptist component approved by director)
 - Fulfill any of the following requirements
 - Other pre-approved courses may also count
 - **LTS 730** Introduction to Christian Worship
 - **BCS 766** Deep River: Howard Thurman, Spirituality, and the Prophetic Life
 - **BCS 760** Theology in the Black Church Traditions
 - **BCS 763** The Ethical and Political Thought of Martin Luther King, Jr.
 - **XTIANTHE 951** Roger Williams: Life and Thought
 - **WXTIAN 820** History and Theology of Integral Mission
- Field Education in Baptist setting
- Portfolio Review - Middler
- Portfolio Review - Senior

Other pre-approved courses may count with the approval of the director.

Black Church Studies Certificate

Program Code: D-BLACK-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/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 in the field of Black Church studies. MDiv students also have a field education requirement.

Academic Requirements

For MDVR

Fulfill all of the following requirements

- Courses: two BCS courses and one AAAS Issues course
Take at least 3 courses that match the following:
 - AMXTIAN 811 PARISH 802 PARISH 815 PARISH 823 PREACHNG 807 XTIANTHE 842
 - AAAS 503 to AAAS 999
 - BCS 760 to BCS 999
- Field Education in Black Church or African American nonprofit
- Participate in OBCS Lecture Events

For MDVH

Fulfill all of the following requirements

- Courses: two BCS courses and one AAAS Issues course
Take at least 3 courses that match the following:
 - AMXTIAN 811 PARISH 802 PARISH 815 PARISH 823 PREACHNG 807 XTIANTHE 842
 - AAAS 503 to AAAS 990
 - BCS 760 to BCS 999
- Field Education in Black Church or African American nonprofit/Formation for Ministry
- Participate in OBCS lecture events

For MTS

Fulfill all of the following requirements

- Courses: two BCS courses and one AAAS Issues course
Take at least 3 courses that match the following:
 - AMXTIAN 811 PARISH 802 PARISH 815 PARISH 823 PREACHNG 807 XTIANTHE 842
 - AAAS 503 to AAAS 990
 - BCS 760 to BCS 999
- Thesis related to the Black Church
- Participate in OBCS lecture events

For THM

Fulfill all of the following requirements

- Courses: two BCS courses and one AAAS Issues course
Take at least 2 courses that match the following:
 - AMXTIAN 811 PARISH 802 PARISH 815 PARISH 823 PREACHNG 807 XTIANTHE 842
 - AAAS 503 to AAAS 900
 - BCS 760 to BCS 999
- Thesis related to the Black Church
- Participate in OBCS lecture events

For MACP

Fulfill all of the following requirements

- BCS courses
Take at least 2 courses that match the following:
 - AMXTIAN 811 PARISH 802 PARISH 815 PARISH 823 PREACHNG 807 XTIANTHE 842
 - BCS 760 to BCS 999
- BCS assignment in another course, with permission of the instructor

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- Integration paper - essay articulating how coursework integrates with current vocation with specific reference to the certificate
- Participate in OBSC lecture events

Coursework for MDV, MTS, and THM include courses from the Divinity School (two courses in Black Church Studies) and Duke's African/African-American Studies Program (AAAS) (one course). The non-Divinity course in African/African American issues can be from another Duke University department (e.g., history, sociology, public policy, health, etc.) with the approval of the certificate director. Exception requests may be made to the certificate director.

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, 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 including Duke University Hospital, Duke Chapel, and others.

Chaplaincy Certificate (D-CHAPL-C)

Academic Requirements

For MDVR

Fulfill all of the following requirements

At least 3 credits in total

- **PASTCARE 760** Introduction to Pastoral Theology and Care
- **PASTCARE 860** Advanced Pastoral Care for Chaplaincy
- Chaplaincy-Related Elective
 - Take at least 1 credits from a course set manually defined by the institution.

- Possible Choices of Electives

Fulfill the following requirements if needed

Other pre-approved courses may also count

- **PASTCARE 760** Introduction to Pastoral Theology and Care
- **PASTCARE 804** Theology and Trauma
- **BCS 765** African-American Spirituality
- **AMXTIAN 813** American Theodicy
- **XTIANETH 807** Advanced Theological Bioethics
- **XTIANETH 765** Attending to Persons in Pain
- **WXTIAN 803** Beyond Borders: Latin American, Latino, and Hispanic Theologies
- **HISTREL 763** Blessings: Introduction to Jewish Prayer
- **CHURHST 810** Death, Grief, and Consolation, Ancient and Modern
- **HISTREL 760** Engaging with Islam and Muslims as Faithful Christians
- **OLDTEST 770P** Old Testament Psalms
- **XTIANETH 783** The Care of Souls and the Ethics of War
- Upper Level Pastoral Care courses
 - Take at least 1 course that matches the following:
 - **PASTCARE 800 to PASTCARE 999**
- Spiritual Formation
 - Take at least 1 course from a course set manually defined by the institution. By default, this course may count:

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- **CHURMIN 704 to CHURMIN 713**
- One Full CPE Unit
Fulfill any of the following requirements
 - Parish-Based CPE
Take at least 1 course that matches the following:
 - CPE 500
 - Level One CPE
 - Take at least 2 credits from the following subject code: CPE
- Approved Formational Experience
- Middler Portfolio Conversation with Certificate Director

For MTS

Fulfill all of the following requirements

At least 3 credits in total

- **PASTCARE 760** Introduction to Pastoral Theology and Care
- **PASTCARE 860** Advanced Pastoral Care for Chaplaincy
- Chaplaincy-Related Elective
 - Take at least 1 credits from a course set manually defined by the institution
- Possible Choices of Electives
Fulfill the following requirements if needed
Other pre-approved courses may also count
 - **PASTCARE 760** Introduction to Pastoral Theology and Care
 - **PASTCARE 804** Theology and Trauma
 - **BCS 765** African-American Spirituality
 - **AMXTIAN 813** American Theodicy
 - **XTIANETH 807** Advanced Theological Bioethics
 - **XTIANETH 765** Attending to Persons in Pain
 - **WXTIAN 803** Beyond Borders: Latin American, Latino, and Hispanic Theologies
 - **HISTREL 763** Blessings: Introduction to Jewish Prayer
 - **CHURHST 810** Death, Grief, and Consolation, Ancient and Modern
 - **HISTREL 760** Engaging with Islam and Muslims as Faithful Christians
 - **OLDTEST 770P** Old Testament Psalms
 - **XTIANETH 783** The Care of Souls and the Ethics of War
- Upper Level Pastoral Care courses
Take at least 1 course that matches the following:
 - PASTCARE 800 to PASTCARE 999
- Spiritual Formation
Take at least 1 course from a course set manually defined by the institution. By default, this course may count:
 - CHURMIN 704 to CHURMIN 713
- Approved Formational Experience
- Thesis with a Focus or Subfocus Related to Chaplaincy or Pastoral Care

For THM

Fulfill all of the following requirements

At least 2 credits in total

- **PASTCARE 860** Advanced Pastoral Care for Chaplaincy
- Chaplaincy-Related Elective (800+ level)
 - Take at least 1 credits from a course set manually defined by the institution.
- Possible Choices of Electives
Fulfill the following requirements if needed
Other pre-approved courses may also count

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- **PASTCARE 760** Introduction to Pastoral Theology and Care
- **PASTCARE 804** Theology and Trauma
- **BCS 765** African-American Spirituality
- **AMXTIAN 813** American Theodicy
- **XTIANETH 807** Advanced Theological Bioethics
- **XTIANETH 765** Attending to Persons in Pain
- **WXTIAN 803** Beyond Borders: Latin American, Latino, and Hispanic Theologies
- **HISTREL 763** Blessings: Introduction to Jewish Prayer
- **CHURHST 810** Death, Grief, and Consolation, Ancient and Modern
- **HISTREL 760** Engaging with Islam and Muslims as Faithful Christians
- **OLDTEST 770P** Old Testament Psalms
- **XTIANETH 783** The Care of Souls and the Ethics of War
- Upper Level Pastoral Care courses
 - Take at least 1 course that matches the following:
 - PASTCARE 800 to PASTCARE 999
- Approved Formational Experience
- Thesis with a Focus or Subfocus Related to Chaplaincy or Pastoral Care

Guidance for MDiv residential, ThM and MTS students on Elective Choice and Formational Requirements

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.

Christian Education Certificate

Program Code: D-XTEDU-C

Degree Designation: Certificate

Department: Divinity School

Website: divinity.duke.edu/academics/certificates/christian-education

Program Summary

The Divinity School offers a certificate in Christian education within the master of divinity (residential and hybrid) and master of arts curriculum. This certificate benefits persons seeking to practice as church educators, teachers, college chaplains, youth workers, or health care workers. Since educational ministry is rightly understood as organic to the church's ministries of outreach, worship, mission, and nurture, persons called to parish ministry will find the certificate equally beneficial in preparing them for congregational leadership.

Christian Education Certificate (D-XTEDU-C)

Academic Requirements

For MDVR

Fulfill all of the following requirements

- Courses
 - Fulfill all of the following requirements
 - Take at least 4 courses in total from the sub-requirements
 - **XTIANEDU 760** Introduction to the Education of Christians
 - Christian Education Electives
 - Fulfill any of the following requirements

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Other pre-approved courses may also count

- **XIANEDU 706** The Youth Minister as Leader
- **XIANEDU 707** Youth Minister as Evangelist
- **XIANEDU 710** The Art of Biblical Interpretation
- **XIANEDU 712** The Youth Minister as Pastor
- **XIANEDU 761** Introduction to the Praxis of Youth Ministry
- **XIANEDU 763** Curriculum and Pedagogy in the Church
- **XIANEDU 765** Education for Creation Care
- **XIANEDU 766** Worship and Christian Formation
- **XIANEDU 768** Education and the Worshipping Arts
- **XIANEDU 769** Discipleship and Adult Catechesis
- **XIANEDU 770** Baptism and Faith Formation
- **XIANEDU 790** Christian Education Topics Course
- **XIANEDU 800** Bible Study Programs for the Local Church
- **XIANEDU 801** Explorations in Pauline Anthropology
- **XIANEDU 802** Paul's 'Mother Tongue': Interpreting and Approaching Paul's Parental Metaphors
- **XIANEDU 803** Imitation and Transformation in the Letters of Paul
- **XIANEDU 804** Eating Together Faithfully: Education for Christian Foodways
- **XIANEDU 805** Christian Education for Public Ministry
- **XIANEDU 890** Topics in Christian Education
- **PASTCARE 812** Discipleship and Disability
- **LTS 808** Teaching Worship
- **NEWTEST 800** Bible Study Programs for the Local Church
- **NEWTEST 813** Paul & the Person
- **PARISH 760** Food, Eating, and the Life of Faith
- **PASTCARE 810** Theology, Mental Health and Human Flourishing
- **SPIRIT 760** Introduction to Christian Spirituality

- Field Education

For MDVH

Fulfill all of the following requirements

- Courses

Fulfill all of the following requirements

Take at least 4 courses in total from the subrequirements

- **XIANEDU 760** Introduction to the Education of Christians
- Christian Education Electives

Fulfill any of the following requirements

Other pre-approved courses may also count

- **XIANEDU 706** The Youth Minister as Leader
- **XIANEDU 707** Youth Minister as Evangelist
- **XIANEDU 710** The Art of Biblical Interpretation
- **XIANEDU 712** The Youth Minister as Pastor
- **XIANEDU 761** Introduction to the Praxis of Youth Ministry
- **XIANEDU 763** Curriculum and Pedagogy in the Church
- **XIANEDU 765** Education for Creation Care
- **XIANEDU 766** Worship and Christian Formation
- **XIANEDU 768** Education and the Worshipping Arts
- **XIANEDU 769** Discipleship and Adult Catechesis
- **XIANEDU 770** Baptism and Faith Formation
- **XIANEDU 790** Christian Education Topics Course
- **XIANEDU 800** Bible Study Programs for the Local Church
- **XIANEDU 801** Explorations in Pauline Anthropology

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- **XTIANEDU 802** Paul's 'Mother Tongue': Interpreting and Approaching Paul's Parental Metaphors
- **XTIANEDU 803** Imitation and Transformation in the Letters of Paul
- **XTIANEDU 804** Eating Together Faithfully: Education for Christian Foodways
- **XTIANEDU 805** Christian Education for Public Ministry
- **XTIANEDU 890** Topics in Christian Education
- **PASTCARE 812** Discipleship and Disability
- **LTS 808** Teaching Worship
- **NEWTTEST 800** Bible Study Programs for the Local Church
- **NEWTTEST 813** Paul & the Person
- **PARISH 760** Food, Eating, and the Life of Faith
- **PASTCARE 810** Theology, Mental Health and Human Flourishing
- **SPIRIT 760** Introduction to Christian Spirituality
- Field Education within Formation for Ministry

For MACP

Fulfill all of the following requirements

- Courses

Fulfill all of the following requirements

Take at least 3 courses in total from the sub-requirements

- Christian Education Core Courses

Fulfill any of the following requirements

- **XTIANEDU 760** Introduction to the Education of Christians
- **XTIANEDU 713** Christian Formation in Congregations and Communities

- Christian Education Elective OR Another Course with CE Purpose

Fulfill any of the following requirements

Other pre-approved courses may also count

- **XTIANEDU 706** The Youth Minister as Leader
- **XTIANEDU 707** Youth Minister as Evangelist
- **XTIANEDU 710** The Art of Biblical Interpretation
- **XTIANEDU 712** The Youth Minister as Pastor
- **XTIANEDU 761** Introduction to the Praxis of Youth Ministry
- **XTIANEDU 763** Curriculum and Pedagogy in the Church
- **XTIANEDU 765** Education for Creation Care
- **XTIANEDU 766** Worship and Christian Formation
- **XTIANEDU 768** Education and the Worshipping Arts
- **XTIANEDU 769** Discipleship and Adult Catechesis
- **XTIANEDU 770** Baptism and Faith Formation
- **XTIANEDU 790** Christian Education Topics Course
- **XTIANEDU 800** Bible Study Programs for the Local Church
- **XTIANEDU 801** Explorations in Pauline Anthropology
- **XTIANEDU 802** Paul's 'Mother Tongue': Interpreting and Approaching Paul's Parental Metaphors
- **XTIANEDU 803** Imitation and Transformation in the Letters of Paul
- **XTIANEDU 804** Eating Together Faithfully: Education for Christian Foodways
- **XTIANEDU 805** Christian Education for Public Ministry
- **XTIANEDU 890** Topics in Christian Education
- **PASTCARE 812** Discipleship and Disability
- **LTS 808** Teaching Worship
- **NEWTTEST 800** Bible Study Programs for the Local Church
- **NEWTTEST 813** Paul & the Person
- **PARISH 760** Food, Eating, and the Life of Faith
- **PASTCARE 810** Theology, Mental Health and Human Flourishing
- **SPIRIT 760** Introduction to Christian Spirituality

- Vocational Integration Summary

Guidance for MDV and MTS Electives

A final Christian Education elective can be substituted (with prior approval) with one graded assignment in another course for Christian educational purposes.

Guidance for MA Students Co-Curricular Requirements

- Completion of one assignment related to Christian Education for a non-CE course, with permission from the instructor; and
- Completion of a 500-word summary of how coursework integrates with current vocation, with specific reference to the CE certificate.

Faith-based Organising, 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 a Christian basis for involvement in either campaigning and advocacy work, community organizing, community development, conflict transformation, solidarity economy, or related forms of social, political, and economic witness. 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 part of involvement 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 Ormond Center, 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.

Lists of electives that count for certificates can be found on certificate websites (divinity.duke.edu/academics/certificates) and in Stellic (duke.stellic.com).

Faith-based Organising, Advocacy, and Social Transformation Certificate (D-FOAST-C)

Academic Requirements

For MDVR

Fulfill all of the following requirements

- Courses
 - Take at least 3 courses in total from the sub-requirements
 - Core Courses
 - Fulfill any of the following requirements
 - **PARISH 792** Cultivating Thriving Communities
 - **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
 - **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
 - **PARISH 802** Prophetic Ministry: Shaping Communities of Justice
 - One Div Elective
 - **BCS 763** The Ethical and Political Thought of Martin Luther King, Jr.
 - **PARISH 792** Cultivating Thriving Communities
 - **PARISH 802** Prophetic Ministry: Shaping Communities of Justice
 - **PARISH 807** The Theology and Spirituality of Place
 - **PARISH 809** Restorative Justice, Prison Ministry, and the Church

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- **PASTCARE 761** Introduction to the Ministry of Social Work
 - **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
 - **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
 - **XTIANETH 814** Christianity and Capitalism: A Theological Exploration
 - **XTIANTHE 841** Political Theology
 - **XTIANTHE 842** Womanist Theological Ethics
 - **WXTIAN 820** History and Theology of Integral Mission
 - **XTIANTHE 779** Introduction to Latinx Theology
 - Count **XTIANETH 890** only if taken at fall 2023 with section 01
 - Count **XTIANETH 890** only if taken at fall 2021 with section 02
 - Elective on area of policy or practice
 - Listen to Podcast and Reflection
 - Project or Field Education
 - Spiritual Formation
- Take at least 2 courses that match the following:
- **CHURMIN 708**
 - **CHURMIN 709**

For MDVH

Fulfill all of the following requirements

- Courses
- Fulfill any of the following requirements
- Take at least 3 courses in total from the subrequirements
- Core Courses
- Fulfill any of the following requirements
- **PARISH 792** Cultivating Thriving Communities
 - **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
 - **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
 - **PARISH 802** Prophetic Ministry: Shaping Communities of Justice
- Two Electives in Divinity
- Fulfill any of the following requirements
- **BCS 763** The Ethical and Political Thought of Martin Luther King, Jr.
 - **PARISH 792** Cultivating Thriving Communities
 - **PARISH 802** Prophetic Ministry: Shaping Communities of Justice
 - **PARISH 807** The Theology and Spirituality of Place
 - **PARISH 809** Restorative Justice, Prison Ministry, and the Church
 - **PASTCARE 761** Introduction to the Ministry of Social Work
 - **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
 - **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
 - **XTIANETH 814** Christianity and Capitalism: A Theological Exploration
 - **XTIANTHE 841** Political Theology
 - **XTIANTHE 842** Womanist Theological Ethics
 - **WXTIAN 820** History and Theology of Integral Mission
 - **XTIANTHE 779** Introduction to Latinx Theology
 - Count **XTIANETH 890** only if taken at fall 2023 with section 01
 - Count **XTIANETH 890** only if taken at fall 2021 with section 02
- Listen to Podcast & Reflection
 - Project or Field Education within Formation for Ministry

For MTS

Fulfill all of the following requirements

- Courses

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Fulfill any of the following requirements

At least 3 credits in total

- Core Courses

Fulfill any of the following requirements

- **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
- **PARISH 792** Cultivating Thriving Communities
- **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
- **PARISH 802** Prophetic Ministry: Shaping Communities of Justice

- Two Div Electives

Fulfill any of the following requirements

- **BCS 763** The Ethical and Political Thought of Martin Luther King, Jr.
- **PARISH 792** Cultivating Thriving Communities
- **PARISH 802** Prophetic Ministry: Shaping Communities of Justice
- **PARISH 807** The Theology and Spirituality of Place
- **PARISH 809** Restorative Justice, Prison Ministry, and the Church
- **PASTCARE 761** Introduction to the Ministry of Social Work
- **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
- **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
- **XTIANETH 814** Christianity and Capitalism: A Theological Exploration
- **XTIANTHE 841** Political Theology
- **XTIANTHE 842** Womanist Theological Ethics
- **WXTIAN 820** History and Theology of Integral Mission
- **XTIANTHE 779** Introduction to Latinx Theology
- Count **XTIANETH 890** only if taken at fall 2023 with section 01
- Count **XTIANETH 890** only if taken at fall 2021 with section 02

- Thesis
- Listen to Podcast and Reflection

For MACP

Fulfill all of the following requirements

- Courses

Fulfill any of the following requirements

Take at least 2 courses in total from the sub-requirements

- Core Courses

Fulfill any 2 of the following requirements

- **PARISH 792** Cultivating Thriving Communities
- **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
- **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
- **PARISH 802** Prophetic Ministry: Shaping Communities of Justice

- Third Course, Includes related assignment approved by instructor

Fulfill any of the following requirements

- **BCS 763** The Ethical and Political Thought of Martin Luther King, Jr.
- **PARISH 792** Cultivating Thriving Communities
- **PARISH 802** Prophetic Ministry: Shaping Communities of Justice
- **PARISH 807** The Theology and Spirituality of Place
- **PARISH 809** Restorative Justice, Prison Ministry, and the Church
- **PASTCARE 761** Introduction to the Ministry of Social Work
- **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
- **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
- **XTIANETH 814** Christianity and Capitalism: A Theological Exploration
- **XTIANTHE 841** Political Theology
- **XTIANTHE 842** Womanist Theological Ethics

- **WXTIAN 820** History and Theology of Integral Mission
 - **XTIANHE 779** Introduction to Latinx Theology
 - Count **XTIANETH 890** only if taken at fall 2023 with section 01
 - Count **XTIANETH 890** only if taken at fall 2021 with section 02
 - Listen to Podcast and Reflection
 - Vocational Integration Summary
-

Guidance for Non-Divinity Electives and Co-Curricular Requirements for Residential MDiv Students

- Completion of one elective course focused on an area of policy or practice (e.g., healthcare, public health, 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).
- Participation in one 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.
- Listen to all episodes of the first series of the “Listen, Organize, Act!” podcast (available from the Ormond Center website) and write a 1000-word reflection on key points of learning from the podcast.
- Participation 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.
- It is recommended, but not required that the student undertake a version of the 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.
- It is recommended but not required that students undertake the Summer Institute for Reconciliation.

Guidance for Co-Curricular Requirements for Hybrid MDiv Students

- Participation/volunteer in either one 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.
- Listen to all episodes of the first series of the “Listen, Organize, Act!” podcast (available from the Ormond Center website) 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.
- It is recommended, but not required, that the student undertake a version of the 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.
- It is recommended but not required, that students undertake the Summer Institute for Reconciliation.

Guidance for Thesis and Co-Curricular Requirements for MTS Students

- Write a thesis on a topic related to the certificate, as negotiated with faculty directors.
- Listen to all episodes of the first series of the “Listen, Organize, Act!” podcast (available from the Ormond Center website) 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.
- It is recommended, but not required, that the student participate/volunteer in one independent civic engagement or social action project or appropriate church placement that involves some aspect of social, political, or economic witness.

Guidance for Final Elective and Co-Curricular Requirements for MA Students

- Complete an assignment related to the aims and objectives of the certificate in a third course (arranged with the instructor)
- Participation/volunteer in either one 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.

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- Listen to all episodes of the first series of the “Listen, Organize, Act!” podcast (available from the Ormond Center website) 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.
- Complete a 1000-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 a 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, it is also the birthplace of the environmental justice movement, with its roots in the rural Black Church.

Lists of electives that count for certificates can be found on certificate websites (divinity.duke.edu/academics/certificates) and in Stellic (duke.stellic.com).

Faith, Food, and Environmental Justice Certificate (D-FFEJ-C)

Academic Requirements

Fulfill all of the following requirements

- Core Courses

Fulfill any of the following requirements

- **PARISH 760** Food, Eating, and the Life of Faith
- **PARISH 806** Caring for Creation
- **PARISH 807** The Theology and Spirituality of Place
- **PARISH 808** Agrarian Theology for an Urban World
- **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
- **PARISH 820** U.S. Food Policy

- Divinity Electives - Topic of related issue

Fulfill any of the following requirements

Other pre-approved courses may also count

- Approved

Fulfill any of the following requirements

- **PREACHNG 775** Preaching Place: The Challenge and Promise of a Global Gospel
- **XTIANEDU 765** Education for Creation Care
- **PARISH 820** U.S. Food Policy
- **PARISH 821** Global Food Policy
- **PARISH 822** Charitable Foods
- **XTIANTHE 842** Womanist Theological Ethics
- **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation

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- May be approved - speak with director

Fulfill the following requirements if needed

- **PREACHNG 802** Principalities, Powers, and Preaching
- **XTIANTHE 841** Political Theology
- **PARISH 788** Ethics and Native America: American Indian Literature and Liturgy
- **OLDTEST 951** Creation, Cosmology, and World Order
- **XTIANTHE 814** Eschatology
- **XTIANTHE 830** Theology in Ecological Context
- **OLDTEST 806** Biblical Bodies
- **HISTTHEO 808** Patristic Readings of Romans 5-8
- **CHURHST 819** The Body in Early Christian Thought and Practice
- **WXTIAN 764** God's Ministry of Reconciliation: Explorations in Missiology and Ecclesiology
- **XTIANTHE 843** Theologies of Liberation in the US
- **XTIANETH 814** Christianity and Capitalism: A Theological Exploration
- **BCS 800** Black Women, Womanist Thought and the Church
- **PARISH 787** Power, Inequality, and Reconciliation
- **CHURMIN 762** The Love of God and Neighbor
- **WXTIAN 811** Journeys of Reconciliation
- **PARISH 802** Prophetic Ministry: Shaping Communities of Justice
- Non-Divinity Course with clear and identifiable focus on issue
- Conference Attendance
- **For MDVR only:** Project or Field Placement
- **For MTS only:** Thesis Focus

Other pre-approved courses may count; students may consult with the certificate director.

Guidance on Electives and Co-Curricular Requirements:

- One elective course outside the Divinity School 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;
- Participation in either an independent environmental engagement/action project or appropriate field education placement that involves some aspect of environmental or socio-ecological witness; and
- Attendance at either 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.

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 program 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 program examines intersections of gender with race, ethnicity, class, and sexuality, and asks what these questions mean for the church and for the common work.

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Students in the certificate program 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 project and present their work in a senior colloquium.

The work of the GTSM program also extends beyond the certificate into developing new courses that use the study of gender and sexuality as a primary analytical lens, fostering scholarship and academic dialogue across fields and positions, bringing guest lecturers to the Divinity School, sponsoring training in pastoral responses to domestic violence, and encouraging the community to engage with students' work at the senior colloquia.

Gender, Sexuality, Theology, and Ministry Certificate (D-GTM-C)

Academic Requirements

Fulfill all of the following requirements

For THD, MTS, MDVR & MDVH

At least 3 credits in total

- Courses

Fulfill any of the following requirements

- GSF courses

Take at least 1 course that matches the following:

- GSF 500 to GSF 999
- SXL 500 to SXL 999

- DIV GSTM ELECTIVES

Fulfill any of the following requirements

- Always count

Fulfill any of the following requirements

- **PREACHNG 774** Women Preaching
- **XTIANTHE 857** Love and Desire
- **NEWTST 973** Divine Embodiment: Biblical Portrayals and Beyond
- **XTIANETH 817** Womanist Bioethics
- **PREACHNG 781** The Overshadowed Preacher: Body and Spirit in Sermon Performance
- **XTIANETH 805** Sex, Gender, and Discipleship
- **PARISH 802** Prophetic Ministry: Shaping Communities of Justice
- **PARISH 815** Women in Ministry
- Count **XTIANTHE 790** only if taken at spring 2019 with section 01
- Count **XTIANTHE 790** only if taken at spring 2020 with section 01
- Count **XTIANTHE 890** only if taken at spring 2021 with section 01
- Count **XTIANTHE 790** only if taken at spring 2022 with section 01

- May be approved - speak with director

Fulfill the following requirements if needed

- **XTIANETH 810** Soren Kierkegaard
- **OLDTEST 808** The Bible & Domestic Violence
- **NEWTST 816** Exegesis of the Infancy Narratives (English)
- **OLDTEST 769** Prophecy in the Body
- **PASTCARE 807** Marriage and Family
- **OLDTEST 820** Queering the Old Testament
- **PARISH 800** Women and Spiritual Memoir
- **NEWTST 811** Race and Gender in Paul
- **OLDTEST 806** Biblical Bodies
- **HISTREL 889** Religion, Restrictions, and Violence
- **AMXTIAN 812** Women and Power in Modern American Churches
- **XTIANETH 800** War in the Christian Tradition

- Contextual Learning or Research Project Proposal
- Contextual Learning or Research Project Completion

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- Participation in colloquium

For MACP

At least 2 credits in total

- Courses

Fulfill any of the following requirements

- GSF courses

Take at least 1 course that matches the following:

- GSF 500 to GSF 999
- SXL 500 to SXL 999

- DIV GSTM ELECTIVES

Fulfill any of the following requirements

- Always count

Fulfill any of the following requirements

- **PREACHNG 774** Women Preaching
 - **XTIANTHE 857** Love and Desire
 - **NEWTST 973** Divine Embodiment: Biblical Portrayals and Beyond
 - **XTIANETH 817** Womanist Bioethics
 - **PREACHNG 781** The Overshadowed Preacher: Body and Spirit in Sermon Performance
 - **XTIANETH 805** Sex, Gender, and Discipleship
 - **PARISH 802** Prophetic Ministry: Shaping Communities of Justice
 - **PARISH 815** Women in Ministry
 - Count **XTIANTHE 790** only if taken at spring 2019 with section 01
 - Count **XTIANTHE 790** only if taken at spring 2020 with section 01
 - Count **XTIANTHE 890** only if taken at spring 2021 with section 01
 - Count **XTIANTHE 790** only if taken at spring 2022 with section 01
 - May be approved - speak with director
- Fulfill the following requirements if needed
- **XTIANETH 810** Soren Kierkegaard
 - **OLDTEST 808** The Bible & Domestic Violence
 - **NEWTST 816** Exegesis of the Infancy Narratives (English)
 - **OLDTEST 769** Prophecy in the Body
 - **PASTCARE 807** Marriage and Family
 - **OLDTEST 820** Queering the Old Testament
 - **PARISH 800** Women and Spiritual Memoir
 - **NEWTST 811** Race and Gender in Paul
 - **OLDTEST 806** Biblical Bodies
 - **HISTREL 889** Religion, Restrictions, and Violence
 - **AMXTIAN 812** Women and Power in Modern American Churches
 - **XTIANETH 800** War in the Christian Tradition

- Assignment Related to GSTM
- Vocational Integration Summary
- Participation in colloquium

Guidance for Coursework and Co-Curricular Requirements for MDiv (Residential and Hybrid), MTS, and ThD Students

- Completion of three courses in gender studies: a graduate-level course in the Program in Gender, Sexuality, and Feminist Studies or an approved alternative; and two courses within the Divinity School or Duke University Department of Religion with a clear focus on gender studies;
- Completion of a contextual learning or research project in the area of gender, sexuality, theology, and ministry. The project may be conducted in one of four ways:

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- 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); and
- Participation in a colloquium by students 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.

Guidance for Coursework and Co-Curricular Requirements for MA Students

- Completion of two courses in gender studies within the Divinity School or the Duke University Department of Religion (hybrid or residential), or an approved alternative, with a clear focus on gender studies;
- Completion of one assignment related to Gender, Sexuality, Theology, and Ministry for a non-GSTM course, with permission from the instructor;
- If feasible, students will participate in a colloquium to discuss their contextual learning projects and/or to share the results of their research; and
- 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 program, 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.

Latinx Studies Certificate (D-LATINX-C)

Academic Requirements

Fulfill all of the following requirements

At least 3 credits in total

- Latinx core courses

Fulfill all of the following requirements

- **XTIANTHE 779** Introduction to Latinx Theology
 - Hispanic Summer Program course (by approved transfer credit) or equivalent

- Latinx Elective

Fulfill any of the following requirements

Other pre-approved courses may also count

- **BCS 762** Christian Identity and the Formation of the Racial World
 - **BCS 767** Christianity, Race, and the American Nation
 - **BCS 802** Race, Modernity, and Theology
 - **WXTIAN 767** Introduction to Latin American Theology
 - **XTIANTHE 780** Recent Catholic Theology: Movements and Figures
 - **XTIANTHE 822** Theology of Las Casas

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- **XTIANTHE 849** Pneumatology: Global Perspectives on the Holy Spirit
 - **WXTIAN 802** Popular Revivals in 21st Century World Christianity
 - **WXTIAN 803** Beyond Borders: Latin American, Latino, and Hispanic Theologies
 - **WXTIAN 820** History and Theology of Integral Mission
 - **WXTIAN 845** Foundations of Conflict Transformation: Theology, Theory and Practice
 - Count **XTIANTHE 890** only if taken at summer 1 2023 with section 01
 - Count **XTIANTHE 890** only if taken at spring 2021 with section 01
 - Spiritual Formation
 - Take exactly 2 courses that match the following:
 - CHURMIN 707
 - For MDVR: Field Education
-

Requirements for MDiv Residential and MTS Students:

- Two courses in Latinx Studies:
 - XTIANTHE 779 (Introduction to Latinx Theology), also offered in the hybrid format as needed;
 - At least one course in the Hispanic Summer Program or its equivalent;
- One course from a list of approved electives;
- A minimum of one-year participation in *Caminantes*; and
- (MDiv only) At least one field education placement in a Hispanic-Latinx context or the equivalent in the form of a contextual engagement project.

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, including the United Methodist Church, African Methodist Episcopal Church, African Methodist Episcopal Zion Church, and Korean Methodist Church.

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, the 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.

Methodist Wesleyan Studies Certificate (D-WES-C)

Academic Requirements

For MDVR

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- Methodist Wesleyan Core Course
Fulfill any of the following requirements
 - **PARISH 707** Wesleyan Foundations for Mission, Practice, Belief
 - **PARISH 777** Wesleyan Foundations for Mission, Practice, and Belief
- Methodist Wesleyan Electives
Fulfill any 2 of the following requirements
Other pre-approved courses may also count
 - **AMXTIAN 800** Studies in American Methodism
 - **CHURHST 809** Life and Times of the Wesleys
 - **CHURMIN 761** Introduction to Christian Ministry: Ordained Leadership
 - **HISTTHEO 950** Theology of John Wesley
 - **LTS 730** Introduction to Christian Worship
 - **PARISH 708** United Methodism: Mission, Practice, and Belief
 - **PARISH 759** Missio Ecclesiae: God's Mission of Evangelism
 - **PARISH 768** Philanthropy and the Church
 - **PARISH 770** Forming Disciples in Wesleyan Tradition
 - **PARISH 778** United Methodism: Mission, Practice, Belief
 - **PARISH 779** Women and Evangelism
 - **PARISH 780** The Missional Church and Evangelism
 - **PARISH 801** Evangelism and Leadership
 - **PASTCARE 760** Introduction to Pastoral Theology and Care
 - **PASTCARE 765** Pastoral Care through Anxiety and Depression
 - **PASTCARE 766** Ministry and Care in the Contexts of Displacement and Loss
 - **PASTCARE 778** Death, Dying, and Bereavement
 - **XTIANTHE 824** John Wesley, Methodism & Ecumenism
 - **XTIANTHE 854** Contemporary Methodist Theology
 - **XTIANTHE 858** Pentecostal Theology
- Spiritual Formation
 - Repeat **CHURMIN 706** at least 2 times
- Field Education in Methodist/Wesleyan Context

For MDVH

- Methodist Wesleyan Core Course
Fulfill any of the following requirements
 - **PARISH 707** Wesleyan Foundations for Mission, Practice, Belief
 - **PARISH 777** Wesleyan Foundations for Mission, Practice, and Belief
- Methodist Wesleyan Electives
Fulfill any 2 of the following requirements
Other pre-approved courses may also count
 - **AMXTIAN 800** Studies in American Methodism
 - **CHURHST 809** Life and Times of the Wesleys
 - **CHURMIN 761** Introduction to Christian Ministry: Ordained Leadership
 - **HISTTHEO 950** Theology of John Wesley
 - **LTS 730** Introduction to Christian Worship
 - **PARISH 708** United Methodism: Mission, Practice, and Belief
 - **PARISH 759** Missio Ecclesiae: God's Mission of Evangelism
 - **PARISH 768** Philanthropy and the Church
 - **PARISH 770** Forming Disciples in Wesleyan Tradition
 - **PARISH 778** United Methodism: Mission, Practice, Belief
 - **PARISH 779** Women and Evangelism
 - **PARISH 780** The Missional Church and Evangelism
 - **PARISH 801** Evangelism and Leadership

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- **PASTCARE 760** Introduction to Pastoral Theology and Care
- **PASTCARE 765** Pastoral Care through Anxiety and Depression
- **PASTCARE 766** Ministry and Care in the Contexts of Displacement and Loss
- **PASTCARE 778** Death, Dying, and Bereavement
- **XTIANTHE 824** John Wesley, Methodism & Ecumenism
- **XTIANTHE 854** Contemporary Methodist Theology
- **XTIANTHE 858** Pentecostal Theology
- Wesleyan Formation for Ministry - 2 units
- Field Education in Methodist/Wesleyan Context

For MTS

- Methodist Wesleyan Core Course
 - Fulfill any of the following requirements
 - **PARISH 707** Wesleyan Foundations for Mission, Practice, Belief
 - **PARISH 777** Wesleyan Foundations for Mission, Practice, and Belief
- Methodist Wesleyan Electives
 - Fulfill any 2 of the following requirements
 - Other pre-approved courses may also count
 - **AMXTIAN 800** Studies in American Methodism
 - **CHURHST 809** Life and Times of the Wesleys
 - **CHURMIN 761** Introduction to Christian Ministry: Ordained Leadership
 - **HISTTHEO 950** Theology of John Wesley
 - **LTS 730** Introduction to Christian Worship
 - **PARISH 708** United Methodism: Mission, Practice, and Belief
 - **PARISH 759** Missio Ecclesiae: God's Mission of Evangelism
 - **PARISH 768** Philanthropy and the Church
 - **PARISH 770** Forming Disciples in Wesleyan Tradition
 - **PARISH 778** United Methodism: Mission, Practice, Belief
 - **PARISH 779** Women and Evangelism
 - **PARISH 780** The Missional Church and Evangelism
 - **PARISH 801** Evangelism and Leadership
 - **PASTCARE 760** Introduction to Pastoral Theology and Care
 - **PASTCARE 765** Pastoral Care through Anxiety and Depression
 - **PASTCARE 766** Ministry and Care in the Contexts of Displacement and Loss
 - **PASTCARE 778** Death, Dying, and Bereavement
 - **XTIANTHE 824** John Wesley, Methodism & Ecumenism
 - **XTIANTHE 854** Contemporary Methodist Theology
 - **XTIANTHE 858** Pentecostal Theology
- Coursework/Vocation Integration Essay

For MACP

- Methodist Wesleyan Core Course
 - Fulfill any of the following requirements
 - **PARISH 707** Wesleyan Foundations for Mission, Practice, Belief
 - **PARISH 777** Wesleyan Foundations for Mission, Practice, and Belief
- Methodist Wesleyan Electives
 - Fulfill any 2 of the following requirements
 - Other pre-approved courses may also count
 - **AMXTIAN 800** Studies in American Methodism
 - **CHURHST 809** Life and Times of the Wesleys
 - **CHURMIN 761** Introduction to Christian Ministry: Ordained Leadership
 - **HISTTHEO 950** Theology of John Wesley

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- **LTS 730** Introduction to Christian Worship
- **PARISH 708** United Methodism: Mission, Practice, and Belief
- **PARISH 759** Missio Ecclesiae: God's Mission of Evangelism
- **PARISH 768** Philanthropy and the Church
- **PARISH 770** Forming Disciples in Wesleyan Tradition
- **PARISH 778** United Methodism: Mission, Practice, Belief
- **PARISH 779** Women and Evangelism
- **PARISH 780** The Missional Church and Evangelism
- **PARISH 801** Evangelism and Leadership
- **PASTCARE 760** Introduction to Pastoral Theology and Care
- **PASTCARE 765** Pastoral Care through Anxiety and Depression
- **PASTCARE 766** Ministry and Care in the Contexts of Displacement and Loss
- **PASTCARE 778** Death, Dying, and Bereavement
- **XTIANTHE 824** John Wesley, Methodism & Ecumenism
- **XTIANTHE 854** Contemporary Methodist Theology
- **XTIANTHE 858** Pentecostal Theology
- Coursework/Vocation Integration Essay
- Formation Project

Guidance for Co-Curricular Requirements for MA and MTS Students

- A 500-word essay explaining how the student's coursework integrates with current vocation/work with specific reference to Certificate in Methodist/Wesleyan Studies
- (MA only) 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 can be discerned, and suitable training in some of the most important skills needed for that task can be acquired. The model of church planting followed is shaped above all by the practices of the apostle Paul, who was a highly sophisticated and successful, bi-vocational missionary to a pagan 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 church in the US, especially those informed by commodification; of racial and racist dynamics; and of different points of view concerning sexual activity and gender construction. Students are also invited to acquire some of the key spiritual and formational skills that will sustain them through the challenges of church planting, and enable them to catechize new converts effectively. Some of the key practical questions attending church planting are also addressed like how to start things up, and the role and significance of money.

The certificate comprises three courses, a designated advanced spiritual formation group, an appropriate field education placement, and participation in a relevant church-planting and-equipping event or network.

The certificate can be pursued along a Methodist/Wesleyan track and an ecumenical track.

Lists of electives that count for certificates can be found on certificate websites (divinity.duke.edu/academics/certificates) and in Stellic (duke.stellic.com).

Missional Innovation Certificate (D-CMI-C)

Academic Requirements

For MDVR

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- Courses

Fulfill any of the following requirements

Take at least 3 courses in total from the sub-requirements

- **NEWTST 808** The Paul Program: Mission, Community & Inclusion according to the Apostle Paul
- Electives (Ecumenical Track - 2; Methodist Track - 1 plus 1 Methodist course)

Fulfill any of the following requirements

Other pre-approved courses may also count

Courses may double count without any limit with other requirements unless specified otherwise

- **AMXTIAN 756** American Christianity
- **AMXTIAN 801** Donald Trump, TV Preachers, and the American Prosperity Gospel
- **LTS 836** Preaching on the Sacraments: Patristic Imitation
- **OLDTEST 764** Old Testament and Missional Theology
- **PARISH 705** Introduction to Mission and Ministry
- **PARISH 792** Cultivating Thriving Communities
- **PREACHNG 809** Preaching on the Sacraments: Patristic Imitation
- **SPIRIT 800** The Spirituality of the Eastern Church
- **XTIANTHE 819** Readings in Lesslie Newbigin's Theology
- **XTIANTHE 817** Spirit, Worship, and Mission
- **WXTIAN 816** Christianity's Encounter with Other Religions and Cultures: The Case of East Asia
- **WXTIAN 817** The Missions Theology of the Orthodox Church
- **WXTIAN 818** Pioneers in World Christianity
- Methodist Courses
- Fulfill the following requirements if needed
 - **PARISH 759** Missio Ecclesiae: God's Mission of Evangelism
 - **PARISH 777** Wesleyan Foundations for Mission, Practice, and Belief
 - **PARISH 778** United Methodism: Mission, Practice, Belief
 - **PARISH 780** The Missional Church and Evangelism
- Count **LTS 790** only if taken at fall 2023 with section 01
- Count **PARISH 790** only if taken at fall 2023 with section 01

- Spiritual Formation

- Repeat **CHURMIN 709** at least 2 times

- Field Education

- Event Attendance

For MDVH

- Courses

Fulfill any of the following requirements

Take at least 3 courses in total from the sub-requirements

- **NEWTST 808** The Paul Program: Mission, Community & Inclusion according to the Apostle Paul
- Electives (Ecumenical Track - 2; Methodist Track - 1 plus 1 Methodist course)

Fulfill any of the following requirements

Other pre-approved courses may also count

Courses may double count without any limit with other requirements unless specified otherwise

- **AMXTIAN 756** American Christianity
- **AMXTIAN 801** Donald Trump, TV Preachers, and the American Prosperity Gospel
- **LTS 836** Preaching on the Sacraments: Patristic Imitation
- **OLDTEST 764** Old Testament and Missional Theology
- **PARISH 705** Introduction to Mission and Ministry
- **PARISH 792** Cultivating Thriving Communities
- **PREACHNG 809** Preaching on the Sacraments: Patristic Imitation
- **SPIRIT 800** The Spirituality of the Eastern Church
- **XTIANTHE 819** Readings in Lesslie Newbigin's Theology
- **XTIANTHE 817** Spirit, Worship, and Mission

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- **WXTIAN 816** Christianity's Encounter with Other Religions and Cultures: The Case of East Asia
- **WXTIAN 817** The Missions Theology of the Orthodox Church
- **WXTIAN 818** Pioneers in World Christianity
- Methodist Courses
 - Fulfill the following requirements if needed
 - **PARISH 759** Missio Ecclesiae: God's Mission of Evangelism
 - **PARISH 777** Wesleyan Foundations for Mission, Practice, and Belief
 - **PARISH 778** United Methodism: Mission, Practice, Belief
 - **PARISH 780** The Missional Church and Evangelism
 - Count **LTS 790** only if taken at fall 2023 with section 01
 - Count **PARISH 790** only if taken at fall 2023 with section 01
- Field Education within Formation for Ministry
- Event Attendance
- Formation

For MACP

- Courses
 - Fulfill all of the following requirements
 - **NEWTES 808** The Paul Program: Mission, Community & Inclusion according to the Apostle Paul
 - **PARISH 705** Introduction to Mission and Ministry
 - **One Elective**
 - Fulfill any of the following requirements
 - Other pre-approved courses may also count
 - Courses may double count without any limit with other requirements unless specified otherwise
 - **AMXTIAN 756** American Christianity
 - **AMXTIAN 801** Donald Trump, TV Preachers, and the American Prosperity Gospel
 - **LTS 836** Preaching on the Sacraments: Patristic Imitation
 - **OLDTEST 764** Old Testament and Missional Theology
 - **PARISH 705** Introduction to Mission and Ministry
 - **PARISH 792** Cultivating Thriving Communities
 - **PREACHNG 809** Preaching on the Sacraments: Patristic Imitation
 - **SPIRIT 800** The Spirituality of the Eastern Church
 - **XTIANTHE 819** Readings in Lesslie Newbigin's Theology
 - **XTIANTHE 817** Spirit, Worship, and Mission
 - **WXTIAN 816** Christianity's Encounter with Other Religions and Cultures: The Case of East Asia
 - **WXTIAN 817** The Missions Theology of the Orthodox Church
 - **WXTIAN 818** Pioneers in World Christianity
 - **Methodist Courses**
 - Fulfill the following requirements if needed
 - **PARISH 759** Missio Ecclesiae: God's Mission of Evangelism
 - **PARISH 777** Wesleyan Foundations for Mission, Practice, and Belief
 - **PARISH 778** United Methodism: Mission, Practice, Belief
 - **PARISH 780** The Missional Church and Evangelism
 - Count **LTS 790** only if taken at fall 2023 with section 01
 - Count **PARISH 790** only if taken at fall 2023 with section 01
- MI Assignment in non-MI Course
- Vocational Integration Summary

Guidance for Requirements for MDV (hybrid and residential) Students

Students may focus on Ecumenical Track or a Methodist Track. The Ecumenical Track includes two general electives, while the Methodist Track includes one general elective and one Methodist course.

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- Completion of a field education placement under the close supervision of a recognized church planter or pioneer currently gathering, converting, and disciplining (MDVH – Field Education and Formation within Formation for Ministry)
- Attendance at an annual event where practitioners discuss mission and evangelism, or attendance at an equivalent intensive and relevant course of instruction as approved by the directors

Guidance for Co-Curricular Requirements for MA Students

- Completion of one assessment/assignment related to MI for a non-MI course
- Completion of summary of how coursework integrates with current vocation/work with specific reference to the certificate in Missional Innovation

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. The goal is to prepare students to be more faithful and effective preachers, as well as to equip students 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 not only be valuable for students planning to enter parish ministry, but also for students considering advanced work in homiletics.

Preaching Certificate (D-PREACH-C)

Academic Requirements

For MDVR Student Pastor

Fulfill all of the following requirements

- **CHURMIN 760** Introduction to the Ministry of Preaching
- Preaching electives

Take at least 4 courses that match the following:

- PREACHNG 700 to PREACHNG 999

For MDVR Non-Student Pastor and MDVH

Fulfill all of the following requirements

- **PREACHNG 758** Introduction to Christian Preaching
- Preaching electives

Take at least 3 courses that match the following:

- PREACHNG 700 to PREACHNG 999

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 the ministry (see Matthew 25:36). This certificate can normally be earned within the MDiv, MTS, and ThD degree programs.

Prison Studies Certificate (D-PRISON-C)

Academic Requirements

For THD

- Serve as a TA for Project TURN course or Plan B
- Significant Research Project related to Carceral Studies
- Coursework on Carceral Studies

Fulfill any of the following requirements

At least 2 credits in total

- DIV courses

Take at least 1 course that matches the following:

- XTIANSTU 707
- AMXTIAN 756 to AMXTIAN 999
- BCS 760 to BCS 999
- CHURHST 750 to CHURHST 999
- CHURMIN 760 to CHURMIN 999
- CPE 500 to CPE 580
- CPE 500 to CPE 510Z
- DIVINITY 575 to DIVINITY 998
- HISTREL 762 to HISTREL 999
- HISTTHEO 790 to HISTTHEO 999
- LTS 709 to LTS 999
- NEWTEST 754 to NEWTEST 999
- OLDTEST 752 to OLDTEST 999
- PARISH 707 to PARISH 999
- PASTCARE 760 to PASTCARE 999
- PREACHNG 758 to PREACHNG 999
- RELIGION 530 to RELIGION 999
- RELIGION 530S to RELIGION 999S
- SPIRIT 760 to SPIRIT 999
- WXTIAN 760 to WXTIAN 999
- XTIANEDU 702 to XTIANEDU 999
- XTIANETH 757 to XTIANETH 999
- XTIANTHE 755 to XTIANTHE 999
- Non-Div Course

For MDVR

- Core Prison Course

Fulfill any of the following requirements

- **PARISH 809** Restorative Justice, Prison Ministry, and the Church
- **PARISH 719S** Restorative Justice, Prison Ministry, and the Church

- Project TURN Elective
- Other Elective

Fulfill any of the following requirements

Other pre-approved courses may also count

Courses may double count without any limit with other requirements unless specified otherwise

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- **BCS 763** The Ethical and Political Thought of Martin Luther King, Jr.
 - **CHURMIN 762** The Love of God and Neighbor
 - **PARISH 780** The Missional Church and Evangelism
 - **PASTCARE 806** Naming the Powers: Pastoral Care and the Spiritual World
 - **PREACHNG 802** Principalities, Powers, and Preaching
 - **XTIANETH 804** Theological Dimensions of American Law and Politics
 - **XTIANETH 806** Masculinity and Ministry
 - **XTIANTHE 804** Theology, Justice and the Intellectual Life
 - **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
 - **XTIANTHE 813** Leadership and Discipleship
 - **XTIANTHE 952** Slavery and Obedience
 - Count **LTS 731** only if taken at spring 2023 with section 01
 - Field Education
 - Spiritual Formation
- Take exactly 2 courses that match the following:
- **CHURMIN 709**

For MTS

- Core Prison Course
- Fulfill any of the following requirements
- **PARISH 809** Restorative Justice, Prison Ministry, and the Church
 - **PARISH 719S** Restorative Justice, Prison Ministry, and the Church
- Project TURN Elective
 - Other Elective
- Fulfill any of the following requirements
- Other pre-approved courses may also count
- Courses may double count without any limit with other requirements unless specified otherwise
- **BCS 763** The Ethical and Political Thought of Martin Luther King, Jr.
 - **CHURMIN 762** The Love of God and Neighbor
 - **PARISH 780** The Missional Church and Evangelism
 - **PASTCARE 806** Naming the Powers: Pastoral Care and the Spiritual World
 - **PREACHNG 802** Principalities, Powers, and Preaching
 - **XTIANETH 804** Theological Dimensions of American Law and Politics
 - **XTIANETH 806** Masculinity and Ministry
 - **XTIANTHE 804** Theology, Justice and the Intellectual Life
 - **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
 - **XTIANTHE 813** Leadership and Discipleship
 - **XTIANTHE 952** Slavery and Obedience
 - Count **LTS 731** only if taken at spring 2023 with section 01
- Prison-focused Thesis

Guidance on Requirements for Residential MDiv Students

- Completion of core prison course
- Participation in a Project TURN course taught on-site in a local prison.
- Completion of one 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). An appropriate course or directed study approved by the certificate director may be substituted for this requirement.
- Completion of a suitable field education placement
- Participation in a designated prison-oriented spiritual formation group, or, on petition, completing an approved research project

Requirements for MTS Students

- Completion of core prison course

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- Participation in a Project TURN course taught on-site in a local prison
- Completion of one 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). Examples of such courses named above. An appropriate directed study approved by the certificate director may be substituted for this requirement.
- Completion of an MTS 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

- Completion of two 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 a Teaching Assistant for one 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.
 - Plan B would be simply attendance in a TURN course or the approved equivalent
- Complete a 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.

Responsibility for administering the CRAFT program rests with the director of ThD program or that individual's designee. This certificate is only available for ThD students.

Certificate in Reflective and Faithful Teaching (D-CRAFT-C)

Academic Requirements

Fulfill all of the following requirements

Courses may double count without any limit with other programs unless specified otherwise

- **XTIANTHE 950** Th.D. Seminar: Explorations in Practical Theology
- CRAFT learning sessions

Fulfill all of the following requirements

- What is Being Taught
- Where Is It Being Taught
- Who is Teaching
- Who Is Taught
- How Is It Taught
- How Is It Taught
- Why Is It Taught

- CRAFT Course Tracking Form
- CRAFT Teaching Portfolio Review
- CRAFT Teaching Evaluation Form

CRAFT requires participation in the THD seminar, as well as co-curricular programming focused on teaching and learning and related deliverables.

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 pursue a certificate in theology, medicine, and culture instead.

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. The certificate in theology and health care 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.

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.

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. The program requires 5 units for completion and other integrative components.

The residential certificate is also available to Doctor of Medicine students during the third year of student counting toward the research year in the MD degree program. The program 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 for one or both of the CCI 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.

Theology and Health Care Certificate (D-THC-R-C)

Academic Requirements

Residential Certificate Requirements

Fulfill all of the following requirements

At least 6 credits in total

- Core Courses
 - Fulfill any 2 of the following requirements
 - **CHURHST 750** Early and Medieval Christianity
 - **CHURHST 751** Early Modern and Modern Christianity
 - **XTIANTHE 755** Christian Theology

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- **XTIANETH 757** Christian Ethics
- **OLDTEST 752** Old Testament Interpretation I
- **OLDTEST 753** Old Testament Interpretation II
- **NEWTTEST 754** New Testament Interpretation
- **XTIANSTU 705** Cultivating Christian Imagination I
- **XTIANSTU 706** Cultivating Christian Imagination II
- Health Care Courses
 - Fulfill all of the following requirements
 - **XTIANETH 761** Health Care in Theological Context I
 - **XTIANETH 763** Health Care in Theological Context II
- Spiritual Formation
 - Repeat **XTIANSTU 707** at least 2 times
- GPA
 - Greater than or equal to 3 CGPA

Dual Degree: DIV THCR/MD

Fulfill all of the following requirements

At least 6 credits in total

- Core Courses
 - Fulfill any 2 of the following requirements
 - **CHURHST 750** Early and Medieval Christianity
 - **CHURHST 751** Early Modern and Modern Christianity
 - **XTIANTHE 755** Christian Theology
 - **XTIANETH 757** Christian Ethics
 - **OLDTEST 752** Old Testament Interpretation I
 - **OLDTEST 753** Old Testament Interpretation II
 - **NEWTTEST 754** New Testament Interpretation
 - **XTIANSTU 705** Cultivating Christian Imagination I
 - **XTIANSTU 706** Cultivating Christian Imagination II
- Health Care Courses
 - Fulfill all of the following requirements
 - **XTIANETH 761** Health Care in Theological Context I
 - **XTIANETH 763** Health Care in Theological Context II
- Spiritual Formation
 - Repeat **XTIANSTU 707** at least 2 times

Dual Degree: DIV THCR/OTD

Fulfill all of the following requirements

At least 5 credits in total

- **XTIANETH 761** Health Care in Theological Context I
- **XTIANETH 763** Health Care in Theological Context II
- **XTIANSTU 705** Cultivating Christian Imagination I
- **XTIANSTU 706** Cultivating Christian Imagination II
- Elective
 - Take at least 1 credits from a course set manually defined by the institution.
- Certificate-Infused OTD Requirements
 - Take at least 1 course from a course set manually defined by the institution.

Requirements for Residential Divinity Students and Dual Program with Doctor of Medicine

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- Completion of two core courses focused on scripture, Christian theology, and/or church history
- Completion of XTIANETH 761 and 763 (Health Care in Theological Context), 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;
- Completion of 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 two (or more) elective courses offered within the Divinity School

Requirements for Occupational Therapy Students

- Completion of two core courses focused on scripture, Christian theology, and/or church history
- Completion of XTIANETH 761 and 763 (Health Care in Theological Context), 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;
- One Divinity Theology, Medicine, Culture (TMC) elective or OTD elective designed for this program
- OTD requirements:
 - OTD Formation for Service Courses I – V and OTD Capstone I, II
 - OTD Advanced Practice Course (APC) related to themes of spirituality, faith communities, and/or religious participation or a DDS TMC-approved elective
- OTD Capstone Experience with at least one learning objective clearly connected to the C-THC
 - Presentation of Capstone Project and Experience at the DDS TMC Showcase (typically in mid-late April) or another comparable and mutually agreed upon public venue (e.g., the Conference on Medicine and Religion).
 - 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 pursue certificate in theology, medicine, and culture instead.

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. The certificate in theology and health care 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).

Pathways for C-THC to Divinity 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

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Imagination Courses may apply for advanced placement for one or both of the CCI 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.

Theology and Health Care Certificate (Hybrid) (D-THC-H-C)

Academic Requirements

Up to 2 courses may double count with other programs unless specified otherwise

At least 6 credits in total

Health Care Track

Fulfill all of the following requirements

- Core Courses
 - Fulfill all of the following requirements
 - **XTIANETH 761** Health Care in Theological Context I
 - **XTIANETH 763** Health Care in Theological Context II
 - **XTIANSTU 705** Cultivating Christian Imagination I
 - **XTIANSTU 706** Cultivating Christian Imagination II
- Spiritual Formation
 - Repeat **XTIANSTU 708** at least 2 times
- GPA
 - Greater than or equal to 3 CGPA

Mental Health Track

Fulfill all of the following requirements

- Core Courses
 - Fulfill all of the following requirements
 - **XTIANETH 761** Health Care in Theological Context I
 - **XTIANSTU 705** Cultivating Christian Imagination I
 - **XTIANSTU 706** Cultivating Christian Imagination II
 - **PASTCARE 779** Christian Approaches to Mental Health Care
- Spiritual Formation
 - Fulfill all of the following requirements
 - **XTIANSTU 708** Spiritual Formation and Vocation in Health Care
 - **XTIANSTU 709** Spiritual Formation and Vocation in Mental Health Care
- GPA
 - Greater than or equal to 3 CGPA

Requirements for Hybrid Students – Health Care Track

- Completion of 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;
- Completion of 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.
- Completion of 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.
- Completion of 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 in the spring.
- Optional completion of two (or more) elective courses offered within the Divinity School.

Requirements for Hybrid Students - Mental Health Track

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- Completion of 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;
- Completion of 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;
- Completion of 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.
- Completion of XTIANSTU 708 and 709 (Spiritual Formation and Vocation in Health Care and Spiritual Formation and Vocation in Mental 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. Mental Health Track students will meet in a separate section in the spring.
- 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. The certificate is open to students in the MDiv, hybrid MDiv, MTS, MA, and ThM degree programs.

Certificate in Theology and the Arts (D-TA-C)

Academic Requirements

For THM, MTS & MDVR

Fulfill all of the following requirements

At least 3 credits in total

- **XTIANTHE 773** Introduction to Theology and the Arts
- Electives

Fulfill any of the following requirements

- **BCS 768** Religion, Race, & Relationship in Film
- **BCS 769** Popular Apocalypse: Religion, Race, Popular Culture, and the Eschatological Imagination
- **LTS 804** The Role and Function of Music in Corporate Worship
- **LTS 830** Survey of Christian Hymnody
- **NEWTST 803** The Passion Narratives
- **OLDTEST 861** Classical Hebrew Poetry
- **OLDTEST 972** The Psalms, Theology, and the Arts in Jewish and Christian Traditions
- **PARISH 762** Christianity and Contemporary Literature
- **PARISH 764** The Poetic Imagination
- **PARISH 800** Women and Spiritual Memoir
- **PARISH 807** The Theology and Spirituality of Place
- **SPIRIT 802** Spiritual Writing Workshop
- **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
- **XTIANTHE 815** Theology and Music
- **XTIANTHE 852** Modern Theological Anthropology I: Pascal
- **XTIANTHE 857** Love and Desire
- **XTIANTHE 968** The Theological Aesthetics of the Image
- **XTIANTHE 781** Modern Catholic Writing: Faith, Witness, Ecology
- **XTIANTHE 782** Poetry and/as Theology: Part I - G. M. Hopkins, Paul Claudel, R. M. Rilke
- **XTIANTHE 783** Poetry and/as Theology II: T. S. Eliot, Czeslaw Milosz, Geoffrey Hill

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- **XTIANTHE 859** Christianity and Western Literature
- **XTIANTHE 970** Modern Christology and Chalcedon
- **XTIANTHE 972** Advanced Studies in Theology and the Arts
- **XTIANTHE 860** Theology and Film
- **HISTTHEO 760** Images of God
- **LTS 834** The Role and Function of Music in Corporate Worship
- **XTIANTHE 856** Theology through Visual Art and the Theology of Art
- **XTIANTHE 845** Beauty, Suffering, and the Cross
- Count **XTIANTHE 890** only if taken at summer 1 2023 with section 01
- Count **XTIANTHE 890** only if taken at fall 2023 with section 01
- Project
- Participation in Events

For MDVH

Fulfill all of the following requirements

At least 3 credits in total

- **XTIANTHE 773** Introduction to Theology and the Arts
- Electives

Fulfill any of the following requirements

- **BCS 768** Religion, Race, & Relationship in Film
- **BCS 769** Popular Apocalypse: Religion, Race, Popular Culture, and the Eschatological Imagination
- **LTS 804** The Role and Function of Music in Corporate Worship
- **LTS 830** Survey of Christian Hymnody
- **NEWTST 803** The Passion Narratives
- **OLDTEST 861** Classical Hebrew Poetry
- **OLDTEST 972** The Psalms, Theology, and the Arts in Jewish and Christian Traditions
- **PARISH 762** Christianity and Contemporary Literature
- **PARISH 764** The Poetic Imagination
- **PARISH 800** Women and Spiritual Memoir
- **PARISH 807** The Theology and Spirituality of Place
- **SPIRIT 802** Spiritual Writing Workshop
- **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
- **XTIANTHE 815** Theology and Music
- **XTIANTHE 852** Modern Theological Anthropology I: Pascal
- **XTIANTHE 857** Love and Desire
- **XTIANTHE 968** The Theological Aesthetics of the Image
- **XTIANTHE 781** Modern Catholic Writing: Faith, Witness, Ecology
- **XTIANTHE 782** Poetry and/as Theology: Part I - G. M. Hopkins, Paul Claudel, R. M. Rilke
- **XTIANTHE 783** Poetry and/as Theology II: T. S. Eliot, Czeslaw Milosz, Geoffrey Hill
- **XTIANTHE 859** Christianity and Western Literature
- **XTIANTHE 970** Modern Christology and Chalcedon
- **XTIANTHE 972** Advanced Studies in Theology and the Arts
- **XTIANTHE 860** Theology and Film
- **HISTTHEO 760** Images of God
- **LTS 834** The Role and Function of Music in Corporate Worship
- **XTIANTHE 856** Theology through Visual Art and the Theology of Art
- **XTIANTHE 845** Beauty, Suffering, and the Cross
- Count **XTIANTHE 890** only if taken at summer 1 2023 with section 01
- Count **XTIANTHE 890** only if taken at fall 2023 with section 01
- Project within Formation for Ministry
- Participation in Events

For MACP

Fulfill all of the following requirements

At least 2 credits in total

- **XTIANTHE 773** Introduction to Theology and the Arts
- Electives

Fulfill any of the following requirements

- **BCS 768** Religion, Race, & Relationship in Film
 - **BCS 769** Popular Apocalypse: Religion, Race, Popular Culture, and the Eschatological Imagination
 - **LTS 804** The Role and Function of Music in Corporate Worship
 - **LTS 830** Survey of Christian Hymnody
 - **NEWTES 803** The Passion Narratives
 - **OLDTEST 861** Classical Hebrew Poetry
 - **OLDTEST 972** The Psalms, Theology, and the Arts in Jewish and Christian Traditions
 - **PARISH 762** Christianity and Contemporary Literature
 - **PARISH 764** The Poetic Imagination
 - **PARISH 800** Women and Spiritual Memoir
 - **PARISH 807** The Theology and Spirituality of Place
 - **SPIRIT 802** Spiritual Writing Workshop
 - **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
 - **XTIANTHE 815** Theology and Music
 - **XTIANTHE 852** Modern Theological Anthropology I: Pascal
 - **XTIANTHE 857** Love and Desire
 - **XTIANTHE 968** The Theological Aesthetics of the Image
 - **XTIANTHE 781** Modern Catholic Writing: Faith, Witness, Ecology
 - **XTIANTHE 782** Poetry and/as Theology: Part I - G. M. Hopkins, Paul Claudel, R. M. Rilke
 - **XTIANTHE 783** Poetry and/as Theology II: T. S. Eliot, Czesław Miłosz, Geoffrey Hill
 - **XTIANTHE 859** Christianity and Western Literature
 - **XTIANTHE 970** Modern Christology and Chalcedon
 - **XTIANTHE 972** Advanced Studies in Theology and the Arts
 - **XTIANTHE 860** Theology and Film
 - **HISTTHEO 760** Images of God
 - **LTS 834** The Role and Function of Music in Corporate Worship
 - **XTIANTHE 856** Theology through Visual Art and the Theology of Art
 - **XTIANTHE 845** Beauty, Suffering, and the Cross
 - Count **XTIANTHE 890** only if taken at summer 1 2023 with section 01
 - Count **XTIANTHE 890** only if taken at fall 2023 with section 01
- Arts Assignment in a Non-Arts class
 - Participation in Events
 - Vocational Integration

Guidance for MDiv (Residential and Hybrid), MTS, and ThM Students Co-Curricular Requirements

- 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 (MDVH - within Formation for Ministry)
- Regular participation in bimonthly certificate colloquies and events sponsored by Duke Initiatives in Theology and the Arts

Guidance for MA Students Co-Curricular Requirements

- Completion of one assignment related to theology and the arts for a non-theology and the arts course, with permission from the instructor
- Completion of a 500-word summary of how coursework integrates with current vocation, with specific reference to the certificate in theology and the arts
- Regular participation, if feasible, in bimonthly CTA colloquies and DITA-sponsored events

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.

It 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 in pastoral theology.

Theology, Medicine, and Culture Certificate (D-TMC-C)

Academic Requirements

For MDVH, MDVR, MTS, THM

Fulfill all of the following requirements

- TMC Courses

Fulfill all of the following requirements

Take at least 3 courses in total from the sub-requirements

- TMC Two-Course Sequence

Fulfill any of the following requirements

- **XTIANETH 761** Health Care in Theological Context I
- **XTIANETH 763** Health Care in Theological Context II

- TMC Electives

Fulfill any of the following requirements

Other pre-approved courses may also count

- **OLDTEST 769** Prophecy in the Body
- **PASTCARE 804** Theology and Trauma
- **PASTCARE 812** Discipleship and Disability
- **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
- **PARISH 806** Caring for Creation
- **PASTCARE 761** Introduction to the Ministry of Social Work
- **PASTCARE 765** Pastoral Care through Anxiety and Depression
- **XTIANETH 811** Happiness, the Life of Virtue, and Friendship
- **XTIANETH 815** End of Life Care and Theological Ethics
- **CHURHST 810** Death, Grief, and Consolation, Ancient and Modern
- **OLDTEST 770Z** Ezekiel
- **PASTCARE 766** Ministry and Care in the Contexts of Displacement and Loss
- **NEWTEST 814** The Bible & Domestic Violence
- **PREACHNG 807** Balm in Gilead: The Spirituals as a Homiletical Resource

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- **XTIANETH 763** Health Care in Theological Context II
 - **XTIANETH 764** Health and Holiness
 - **XTIANTHE 845** Beauty, Suffering, and the Cross
 - **CHURHST 819** The Body in Early Christian Thought and Practice
 - **CHURHST 954** Death and Dying in Late Antiquity
 - **NEWTEST 771** New Testament Bodies
 - **NEWTEST 813** Paul & the Person
 - **OLDTEST 806** Biblical Bodies
 - **PARISH 760** Food, Eating, and the Life of Faith
 - **PARISH 817** Theology and Social Science
 - **PASTCARE 762** Introduction to Issues in Cross-Cultural Pastoral Care and Counseling
 - **PASTCARE 810** Theology, Mental Health and Human Flourishing
 - **XTIANETH 765** Attending to Persons in Pain
 - **XTIANETH 807** Advanced Theological Bioethics
 - **XTIANTHE 842** Womanist Theological Ethics
 - **XTIANTHE 970** Modern Christology and Chalcedon
 - **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
 - **CPE 510** Level One Clinical Pastoral Education
 - **CPE 500** Parish-Based CPE - Duke Hospital
 - **CPE 5100** Level One CPE
 - **CPE 550** Level One Clinical Pastoral Education, Transferred
 - **CPE 575** Level Two Clinical Pastoral Education in Pastoral Care and Counseling
 - **CPE 580** Level Two Clinical Pastoral Education, Transferred
 - **PARISH 786** Organized Compassion: History and Ethics of Humanitarianism
 - **PARISH 821** Global Food Policy
 - **PARISH 822** Charitable Foods
 - **PASTCARE 760** Introduction to Pastoral Theology and Care
 - **PASTCARE 806** Naming the Powers: Pastoral Care and the Spiritual World
 - **XTIANETH 816** Healthcare, Inequities and Theological Ethics
 - **XTIANSTU 705** Cultivating Christian Imagination I
 - **XTIANSTU 707** Spiritual Formation and Community Engagement for Theology, Medicine and Culture
 - **XTIANSTU 708** Spiritual Formation and Vocation in Health Care
 - **XTIANTHE 809** The Theology of Death and Martyrdom
 - **XTIANTHE 851** Transhumanism, Theology, and Embodiment
 - **PARISH 820** U.S. Food Policy
 - **XTIANETH 783** The Care of Souls and the Ethics of War
 - **XTIANETH 817** Womanist Bioethics
 - **CHURMIN 762** The Love of God and Neighbor
- Practical Ministry Component
 - Research Paper
 - TMC Programs Participation

For MACP

Fulfill all of the following requirements

At least 2 credits in total

- TMC Courses
 - Fulfill all of the following requirements
 - Take at least 2 courses in total from the sub-requirements
 - TMC Two-Course Sequence
 - Fulfill any of the following requirements
 - **XTIANETH 761** Health Care in Theological Context I
 - **XTIANETH 763** Health Care in Theological Context II

- TMC Electives

Fulfill any of the following requirements

Other pre-approved courses may also count

- **OLDTEST 769** Prophecy in the Body
- **PASTCARE 804** Theology and Trauma
- **PASTCARE 812** Discipleship and Disability
- **XTIANETH 813** Listen, Organize, Act: Churches, Politics, and Community Transformation
- **PARISH 806** Caring for Creation
- **PASTCARE 761** Introduction to the Ministry of Social Work
- **PASTCARE 765** Pastoral Care through Anxiety and Depression
- **XTIANETH 811** Happiness, the Life of Virtue, and Friendship
- **XTIANETH 815** End of Life Care and Theological Ethics
- **CHURHST 810** Death, Grief, and Consolation, Ancient and Modern
- **OLDTEST 770Z** Ezekiel
- **PASTCARE 766** Ministry and Care in the Contexts of Displacement and Loss
- **NEWTEST 814** The Bible & Domestic Violence
- **PREACHNG 807** Balm in Gilead: The Spirituals as a Homiletical Resource
- **XTIANETH 763** Health Care in Theological Context II
- **XTIANETH 764** Health and Holiness
- **XTIANTHE 845** Beauty, Suffering, and the Cross
- **CHURHST 819** The Body in Early Christian Thought and Practice
- **CHURHST 954** Death and Dying in Late Antiquity
- **NEWTEST 771** New Testament Bodies
- **NEWTEST 813** Paul & the Person
- **OLDTEST 806** Biblical Bodies
- **PARISH 760** Food, Eating, and the Life of Faith
- **PARISH 817** Theology and Social Science
- **PASTCARE 762** Introduction to Issues in Cross-Cultural Pastoral Care and Counseling
- **PASTCARE 810** Theology, Mental Health and Human Flourishing
- **XTIANETH 765** Attending to Persons in Pain
- **XTIANETH 807** Advanced Theological Bioethics
- **XTIANTHE 842** Womanist Theological Ethics
- **XTIANTHE 970** Modern Christology and Chalcedon
- **XTIANTHE 812** The Doctrine of Creation and Theological Anthropology
- **CPE 510** Level One Clinical Pastoral Education
- **CPE 500** Parish-Based CPE - Duke Hospital
- **CPE 5100** Level One CPE
- **CPE 550** Level One Clinical Pastoral Education, Transferred
- **CPE 575** Level Two Clinical Pastoral Education in Pastoral Care and Counseling
- **CPE 580** Level Two Clinical Pastoral Education, Transferred
- **PARISH 786** Organized Compassion: History and Ethics of Humanitarianism
- **PARISH 821** Global Food Policy
- **PARISH 822** Charitable Foods
- **PASTCARE 760** Introduction to Pastoral Theology and Care
- **PASTCARE 806** Naming the Powers: Pastoral Care and the Spiritual World
- **XTIANETH 816** Healthcare, Inequities and Theological Ethics
- **XTIANSTU 705** Cultivating Christian Imagination I
- **XTIANSTU 707** Spiritual Formation and Community Engagement for Theology, Medicine and Culture
- **XTIANSTU 708** Spiritual Formation and Vocation in Health Care
- **XTIANTHE 809** The Theology of Death and Martyrdom
- **XTIANTHE 851** Transhumanism, Theology, and Embodiment
- **PARISH 820** U.S. Food Policy
- **XTIANETH 783** The Care of Souls and the Ethics of War

- **XTIANETH 817** Womanist Bioethics
 - **CHURMIN 762** The Love of God and Neighbor
 - Research paper
 - TMC Programs Participation
-

Requirements for MDiv (Residential and Hybrid), MTS, and ThM Students

- Completion of at least three courses that explore the intersections of theology, medicine, and culture; one of these courses must be one semester of the two-course sequence XTIANETH 761 and 763 (Health Care in Theological Context).
- Participation in a program, elective, or professional service that offers practical ministry-related experience in a health care setting.
- Completion of a 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.

Requirements for MA Students

- Completion of at least two courses that explore the intersections of theology, medicine, and culture; one of these courses must be one semester of the two-course sequence XTIANETH 761 and 763 (Health Care in Theological Context).
- Completion of a research paper that directly engages the intersection of theology, medicine, and culture. This paper may be done as part of a class and, if feasible, may be presented publicly at a TMC seminar or year-end symposium.
- If feasible, 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.

Worship Certificate

Program Code: D-WORSHP-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.

Lists of electives that count for certificates can be found on certificate websites (divinity.duke.edu/academics/certificates) and in Stellic (duke.stellic.com).

Worship Certificate (D-WORSHP-C)

Academic Requirements

For MDVH

Fulfill all of the following requirements

- Courses that end in 00 to 29
Courses may double count without any limit with other requirements unless specified otherwise
Take at least 1 course that matches the following:
 - LTS 700 to LTS 729
 - LTS 800 to LTS 829

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- Courses that end 30 - 59
Courses may double count without any limit with other requirements unless specified otherwise
Take at least 1 course that matches the following:
 - LTS 730 to LTS 759
 - LTS 830 to LTS 859
 - Count LTS 790 only if taken at fall 2022 with section 01
- Elective
Fulfill any of the following requirements
Up to 1 course may double count with other requirements unless specified otherwise
 - Any other LTS course
Take at least 1 course that matches the following:
 - LTS 700 to LTS 999
 - Non-LTS courses
Fulfill any of the following requirements
 - **CHURMIN 763** The Holy Spirit and Ministry
 - **HISTTHEO 760** Images of God
 - **NEWTES 801** Church and Ministry in the New Testament
 - **NEWTES 809** Imitation and Transformation in the Letters of Paul
 - **OLDTES 766** Biblical Prayer
 - **PARISH 781** Leadership in the Ancient and Contemporary Church
 - **PARISH 803** What's 'Christian' about Christian Leadership
 - **SPIRIT 760** Introduction to Christian Spirituality
 - **XTIANEDU 766** Worship and Christian Formation
 - **XTIANTHE 725** Christian Vocation
 - **XTIANTHE 773** Introduction to Theology and the Arts
 - **XTIANTHE 801** Theological Grounding for the Practice of Ministry: Gender and Strategic Leadership
 - **XTIANTHE 815** Theology and Music
 - **XTIANTHE 817** Spirit, Worship, and Mission
 - **XTIANTHE 846** Music and Scripture
- Field Education
- Attendance at worship event

For MDVR

Fulfill all of the following requirements

- Courses that end in 00 to 29
Courses may double count without any limit with other requirements unless specified otherwise
Take at least 1 course that matches the following:
 - LTS 700 to LTS 729
 - LTS 800 to LTS 829
- Courses that end 30 - 59
Courses may double count without any limit with other requirements unless specified otherwise
Take at least 1 course that matches the following:
 - LTS 730 to LTS 759
 - LTS 830 to LTS 859
 - Count LTS 790 only if taken at fall 2022 with section 01
- Elective
Fulfill any of the following requirements
Up to 1 course may double count with other requirements unless specified otherwise
 - Any other LTS course
Take at least 1 course that matches the following:
 - LTS 700 to LTS 999
 - Non-LTS courses

Duke University

Fulfill any of the following requirements

- **CHURMIN 763** The Holy Spirit and Ministry
 - **HISTTHEO 760** Images of God
 - **NEWTEST 801** Church and Ministry in the New Testament
 - **NEWTEST 809** Imitation and Transformation in the Letters of Paul
 - **OLDTEST 766** Biblical Prayer
 - **PARISH 781** Leadership in the Ancient and Contemporary Church
 - **PARISH 803** What's 'Christian' about Christian Leadership
 - **SPIRIT 760** Introduction to Christian Spirituality
 - **XTIANEDU 766** Worship and Christian Formation
 - **XTIANTHE 725** Christian Vocation
 - **XTIANTHE 773** Introduction to Theology and the Arts
 - **XTIANTHE 801** Theological Grounding for the Practice of Ministry: Gender and Strategic Leadership
 - **XTIANTHE 815** Theology and Music
 - **XTIANTHE 817** Spirit, Worship, and Mission
 - **XTIANTHE 846** Music and Scripture
- Field Education
 - Spiritual Formation
 - Repeat **CHURMIN 714** at least 2 times
 - Attendance at worship event

For MACP

Fulfill all of the following requirements

- Courses that end in 00 to 29
Courses may double count without any limit with other requirements unless specified otherwise
Take at least 1 course that matches the following:
 - LTS 700 to LTS 729
 - LTS 800 to LTS 829
- Courses that end 30 - 59
Courses may double count without any limit with other requirements unless specified otherwise
Take at least 1 course that matches the following:
 - LTS 730 to LTS 759
 - LTS 830 to LTS 859
 - Count **LTS 790** only if taken at fall 2022 with section 01
- Elective
Fulfill any of the following requirements
Up to 1 course may double count with other requirements unless specified otherwise
 - Any other LTS course
Take at least 1 course that matches the following:
 - LTS 700 to LTS 999
 - Non-LTS courses
Fulfill any of the following requirements
 - **CHURMIN 763** The Holy Spirit and Ministry
 - **HISTTHEO 760** Images of God
 - **NEWTEST 801** Church and Ministry in the New Testament
 - **NEWTEST 809** Imitation and Transformation in the Letters of Paul
 - **OLDTEST 766** Biblical Prayer
 - **PARISH 781** Leadership in the Ancient and Contemporary Church
 - **PARISH 803** What's 'Christian' about Christian Leadership
 - **SPIRIT 760** Introduction to Christian Spirituality
 - **XTIANEDU 766** Worship and Christian Formation
 - **XTIANTHE 725** Christian Vocation

Duke University

- **XTIANTHE 773** Introduction to Theology and the Arts
- **XTIANTHE 801** Theological Grounding for the Practice of Ministry: Gender and Strategic Leadership
- **XTIANTHE 815** Theology and Music
- **XTIANTHE 817** Spirit, Worship, and Mission
- **XTIANTHE 846** Music and Scripture
- Attendance at worship event

For MTS

Fulfill all of the following requirements

- Courses that end in 00 to 29
Courses may double count without any limit with other requirements unless specified otherwise
Take at least 1 course that matches the following:
 - LTS 700 to LTS 729
 - LTS 800 to LTS 829
- Courses that end 30 - 59
Courses may double count without any limit with other requirements unless specified otherwise
Take at least 1 course that matches the following:
 - LTS 730 to LTS 759
 - LTS 830 to LTS 859
 - Count **LTS 790** only if taken at fall 2022 with section 01
- Elective
Fulfill any of the following requirements
Up to 1 course may double count with other requirements unless specified otherwise
 - Any other LTS course
Take at least 1 course that matches the following:
 - LTS 700 to LTS 999
 - Non-LTS courses
Fulfill any of the following requirements
 - **CHURMIN 763** The Holy Spirit and Ministry
 - **HISTTHEO 760** Images of God
 - **NEWTTEST 801** Church and Ministry in the New Testament
 - **NEWTTEST 809** Imitation and Transformation in the Letters of Paul
 - **OLDTEST 766** Biblical Prayer
 - **PARISH 781** Leadership in the Ancient and Contemporary Church
 - **PARISH 803** What's 'Christian' about Christian Leadership
 - **SPIRIT 760** Introduction to Christian Spirituality
 - **XTIANEDU 766** Worship and Christian Formation
 - **XTIANTHE 725** Christian Vocation
 - **XTIANTHE 773** Introduction to Theology and the Arts
 - **XTIANTHE 801** Theological Grounding for the Practice of Ministry: Gender and Strategic Leadership
 - **XTIANTHE 815** Theology and Music
 - **XTIANTHE 817** Spirit, Worship, and Mission
 - **XTIANTHE 846** Music and Scripture
- Worship-focused Thesis
- Attendance at worship event

Guidance for co-curricular elements

- Attendance at one annual worship-focused ministry event each year after declaring for the certificate (minimum of one attendance at an event), approved by the faculty advisor for the certificate
- (MDivR only) A minimum of one year's participation in an advanced spiritual formation group in worship, CHURMIN 714 (Lost in Wonder, Love, & Praise)

- (MDivR only) A field education component or contextual engagement project with an emphasis on worship
- (MDivH only) Field Education and other Formation within Formation for Ministry
- (MTS only) A thesis that is on a topic related to the certificate, as negotiated with the faculty director

All Courses

AMXTIAN756 - American Christianity

Subject	Catalog Number	Title
AMXTIAN	756	American Christianity
Description A consideration of the nature of Christianity in America and the history of its development		

AMXTIAN790 - Topics in American Christianity

Subject	Catalog Number	Title
AMXTIAN	790	Topics in American Christianity
Description Topics vary. May be repeated for credit		

AMXTIAN800 - Studies in American Methodism

Subject	Catalog Number	Title
AMXTIAN	800	Studies in American Methodism
Description Research seminar devoted to selected topics in the Wesleyan and Methodist traditions in America		

AMXTIAN801 - Donald Trump, TV Preachers, and the American Prosperity Gospel

Subject	Catalog Number	Title
AMXTIAN	801	Donald Trump, TV Preachers, and the American Prosperity Gospel
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		

AMXTIAN802 - The Image of the Clergy in American Popular Culture

Subject	Catalog Number	Title
AMXTIAN	802	The Image of the Clergy in American Popular Culture

Description

This course will examine prevalent images of the American popular culture from the early colonial period to the present, with emphasis on the post-World War II era

AMXTIAN804 - Worship in the Wesleyan Tradition

Subject	Catalog Number	Title
AMXTIAN	804	Worship in the Wesleyan Tradition

Description

A study of the historical, theological, liturgical, and sociological influences which have shaped the worship patterns of the Episcopal Church and the major American denominations that claim a Wesleyan heritage. Historical and contemporary liturgies will be examined, and concerns related to the leadership of contemporary liturgies will be discussed. Prerequisite: Care of the Parish 707 and 708; Liturgical Studies 730 recommended.

AMXTIAN807 - The Social Organization of American Religion

Subject	Catalog Number	Title
AMXTIAN	807	The Social Organization of American Religion

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.

AMXTIAN809 - Evangelical Traditions in America

Subject	Catalog Number	Title
AMXTIAN	809	Evangelical Traditions in America

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?

AMXTIAN810 - Jonathan Edwards and the Puritan Tradition

Subject	Catalog Number	Title
AMXTIAN	810	Jonathan Edwards and the Puritan Tradition

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?

AMXTIAN812 - Women and Power in Modern American Churches

Subject	Catalog Number	Title
AMXTIAN	812	Women and Power in Modern American Churches

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

AMXTIAN811 - Pentecostalism

Subject	Catalog Number	Title
AMXTIAN	811	Pentecostalism

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

AMXTIAN813 - American Theodicy

Subject	Catalog Number	Title
AMXTIAN	813	American Theodicy

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

AMXTIAN814 - Christianity and Politics in American History

Subject	Catalog Number	Title
AMXTIAN	814	Christianity and Politics in American History

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

AMXTIAN890 - Selected Topics in American Christianity

Subject	Catalog Number	Title
AMXTIAN	890	Selected Topics in American Christianity

Description

Topics vary. May be repeated for credit

AMXTIAN950 - American Religious Biography

Subject	Catalog Number	Title
AMXTIAN	950	American Religious Biography

Description

A study of the leading biographers of American religious figures and of the qualities of a successful biography

AMXTIAN951 - Interpretations of American Religion

Subject	Catalog Number	Title
AMXTIAN	951	Interpretations of American Religion

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

BCS760 - Theology in the Black Church Traditions

Subject	Catalog Number	Title
BCS	760	Theology in the Black Church Traditions

Description

An introduction to Black theology emphasizing classical expressions, critical developments and implications for liberating ministries and public witness

BCS761 - The Black Church in America

Subject	Catalog Number	Title
BCS	761	The Black Church in America

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

BCS762 - Christian Identity and the Formation of the Racial World

Subject	Catalog Number	Title
BCS	762	Christian Identity and the Formation of the Racial World

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

BCS763 - The Ethical and Political Thought of Martin Luther King, Jr.

Subject	Catalog Number	Title
BCS	763	The Ethical and Political Thought of Martin Luther King, Jr.

Description

An examination of the life of Martin Luther King, Jr., his theology, and his continuing influence on the church's ministry

BCS764 - Contemporary Black Culture and Consciousness

Subject	Catalog Number	Title
BCS	764	Contemporary Black Culture and Consciousness

Description

A theological investigation of prevailing cultural, political, social, and economic motifs in Black cultural life and their relation to theology and the life of the church. Recommended prerequisite: Black Church Studies 761, Christian Theology 755, or equivalents

BCS765 - African-American Spirituality

Subject	Catalog Number	Title
BCS	765	African-American Spirituality

BCS766 - Deep River: Howard Thurman, Spirituality, and the Prophetic Life

Subject	Catalog Number	Title
BCS	766	Deep River: Howard Thurman, Spirituality, and the Prophetic Life

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

BCS767 - Christianity, Race, and the American Nation

Subject	Catalog Number	Title
BCS	767	Christianity, Race, and the American Nation

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.

BCS768 - Religion, Race, & Relationship in Film

Subject	Catalog Number	Title
BCS	768	Religion, Race, & Relationship in Film

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?'

BCS769 - Popular Apocalypse: Religion, Race, Popular Culture, and the Eschatological Imagination

Subject	Catalog Number	Title
BCS	769	Popular Apocalypse: Religion, Race, Popular Culture, and the Eschatological Imagination

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?

BCS790 - Selected Topics in Black Church History

Subject	Catalog Number	Title
BCS	790	Selected Topics in Black Church History

Description

Topics vary. May be repeated for credit

BCS800 - Black Women, Womanist Thought and the Church

Subject	Catalog Number	Title
BCS	800	Black Women, Womanist Thought and the Church

Description

Recommended prerequisite: Christian Theology 755 or equivalent, and one BCS elective

BCS802 - Race, Modernity, and Theology

Subject	Catalog Number	Title
BCS	802	Race, Modernity, and Theology

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.

BCS805 - African Americans and the Bible

Subject	Catalog Number	Title
BCS	805	African Americans and the Bible

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.

BCS806 - Segregated Sundays: Church, Race, Class, and Caste

Subject	Catalog Number	Title
BCS	806	Segregated Sundays: Church, Race, Class, and Caste

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.

BCS807 - Religion, Race and Politics in American Life

Subject	Catalog Number	Title
BCS	807	Religion, Race and Politics in American Life

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.

BCS825 - Religion and the Civil Rights Movement

Subject	Catalog Number	Title
BCS	825	Religion and the Civil Rights Movement

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

CHURHST701 - Latin Reading

Subject	Catalog Number	Title
CHURHST	701	Latin Reading

Description

Focus on reading Latin texts with some consideration of grammar, syntax, and prose style of various classical texts

CHURHST708 - Introduction to Church History

Subject	Catalog Number	Title
CHURHST	708	Introduction to Church History

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'

CHURHST750 - Early and Medieval Christianity

Subject	Catalog Number	Title
CHURHST	750	Early and Medieval Christianity

Description

A survey of the history of Christianity from the end of the first century to the late Middle Ages.

CHURHST751 - Early Modern and Modern Christianity

Subject	Catalog Number	Title
CHURHST	751	Early Modern and Modern Christianity

Description

A survey of the history of Christianity from the early modern into the modern period.

CHURHST760 - Introduction to Ecclesiastical Latin

Subject	Catalog Number	Title
CHURHST	760	Introduction to Ecclesiastical Latin

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.

CHURHST761 - Introduction to Ecclesiastical Latin

Subject	Catalog Number	Title
CHURHST	761	Introduction to Ecclesiastical Latin

Description

Continuation of Church History 760

CHURHST762 - The English Reformation

Subject	Catalog Number	Title
CHURHST	762	The English Reformation

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

CHURHST763 - History of the Crusades

Subject	Catalog Number	Title
CHURHST	763	History of the Crusades

Description

This course will thoroughly examine the historical record of the Crusades and grapple with their legacy for Western Christians today

CHURHST764 - Becoming Divine: A History of Eastern Orthodoxy

Subject	Catalog Number	Title
CHURHST	764	Becoming Divine: A History of Eastern Orthodoxy

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.

CHURHST765 - Greek Patristic Texts

Subject	Catalog Number	Title
CHURHST	765	Greek Patristic Texts

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 Thecla, 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

CHURHST782S - English Reformation II: Confessions in Conflicts in the Seventeenth Century

Subject	Catalog Number	Title
CHURHST	782S	English Reformation II: Confessions in Conflicts in the Seventeenth Century

Description

The religious history of England in the seventeenth century surveys the construction of Anglican, Presbyterian, and Congregational confessional identities alongside religious radicalism, antiformalism, and heterodoxies that surfaced in the tumult of war and revolution.

CHURHST790 - Topics in Church History

Subject	Catalog Number	Title
CHURHST	790	Topics in Church History

Description

Topics vary. May be repeated for credit

CHURHST800 - The Christian Mystical Tradition in the Medieval Centuries

Subject	Catalog Number	Title
CHURHST	800	The Christian Mystical Tradition in the Medieval Centuries

Description

Reading and discussion of the writings of medieval Christian mystics (in translation). Each year offers a special focus, such as: Women at Prayer; Fourteenth-Century Mystics; and Spanish Mystics. Less well-known writers (Hadewijch, Birgitta of Sweden, and Catherine of Genoa) as well as giants (Eckhart, Ruusbroec, Tauler, Suso, Teresa of Avila, Julian of Norwich, Catherine of Siena, and Bernard of Clairvaux) are included. Also offered as Medieval and Renaissance Studies 672 and Religion 742

CHURHST803 - The History of Biblical Interpretation: From Medieval to Modern Times

Subject	Catalog Number	Title
CHURHST	803	The History of Biblical Interpretation: From Medieval to Modern Times

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

CHURHST804 - Prophecy and Reformation: Prophecy in the Early Modern Era

Subject	Catalog Number	Title
CHURHST	804	Prophecy and Reformation: Prophecy in the Early Modern Era

Description

Prophecy is a very powerful theme and tool in the Early Modern era that informs the ways many of the key leaders of the Protestant Reformations were viewed by their contemporaries, strongly shapes the new vision of the Protestant pastor and his duties, and guides and informs the ways in which the church and church leaders can and should interact with and possibly challenge the state and state leaders. This course examines this theme of Prophecy and the Reformation from several different angles

CHURHST807 - Women in the Medieval Church

Subject	Catalog Number	Title
CHURHST	807	Women in the Medieval Church

Description

The history of the Medieval Church told from its women figures. Attention to the life and writings of saints, heretics, abbesses, queens, mystics, recluses, virgins, bishops' wives, and reformers. Topic varies

CHURHST810 - Death, Grief, and Consolation, Ancient and Modern

Subject	Catalog Number	Title
CHURHST	810	Death, Grief, and Consolation, Ancient and Modern

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

CHURHST814 - Baptism in the First Eight Centuries of the Church

Subject	Catalog Number	Title
CHURHST	814	Baptism in the First Eight Centuries of the Church

Description

This seminar, using entirely primary source material, will look at: 1. liturgical texts (sacramentaries, missals); 2. commentaries (explanations and interpretations of the mass); 3. archaeological and iconographic evidence; and 4. ecclesiastical legislation on the Eucharist (ecumenical and local councils, capitularies, and canon law collections). Students will write a final research paper on any aspect of the influence or role of Eucharist belief and Eucharistic celebration on the life of the church. Prerequisite: Church History 750 or equivalent

CHURHST817 - The Celebration and Interpretation of the Eucharist in the First Eight Centuries of the Church

Subject	Catalog Number	Title
CHURHST	817	The Celebration and Interpretation of the Eucharist in the First Eight Centuries of the Church

Description

This seminar, using entirely primary source material, will look at: 1) liturgical texts (sacramentaries, missals); 2) commentaries (explanations and interpretations of the mass); 3) archaeological and iconographic evidence; and 4) ecclesiastical legislation on the Eucharist (ecumenical and local councils, capitularies, canon law collections). Students will write a final research paper on any aspect of the influence or role of Eucharist belief and Eucharistic celebration on the life of the church. Recommended prerequisite: Church History 750 or equivalent.

CHURHST819 - The Body in Early Christian Thought and Practice

Subject	Catalog Number	Title
CHURHST	819	The Body in Early Christian Thought and Practice

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.

CHURHST821 - Worship History for Worship Renewal

Subject	Catalog Number	Title
CHURHST	821	Worship History for Worship Renewal

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

CHURHST822 - Heresies and Heretics

Subject	Catalog Number	Title
CHURHST	822	Heresies and Heretics

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

CHURHST823 - Theological Assessment of Worship Song Lyrics

Subject	Catalog Number	Title
CHURHST	823	Theological Assessment of Worship Song Lyrics

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

CHURHST824 - Biblical Interpretation in Early Christianity

Subject	Catalog Number	Title
CHURHST	824	Biblical Interpretation in Early Christianity

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

CHURHST825 - Religion and the Civil Rights Movement

Subject	Catalog Number	Title
CHURHST	825	Religion and the Civil Rights Movement

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

CHURHST890 - Topics in Church History

Subject	Catalog Number	Title
CHURHST	890	Topics in Church History

Description

Topics vary. May be repeated for credit

CHURHST891 - History of Biblical Interpretation in Modernity

Subject	Catalog Number	Title
CHURHST	891	History of Biblical Interpretation in Modernity

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.

CHURHST903 - Ecclesial Leadership: An Historical Perspective

Subject	Catalog Number	Title
CHURHST	903	Ecclesial Leadership: An Historical Perspective

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

CHURHST950 - Readings in Latin Ecclesiastical Literature: Four Carolingian Debates

Subject	Catalog Number	Title
CHURHST	950	Readings in Latin Ecclesiastical Literature: Four Carolingian Debates

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

CHURHST951 - The Radical Reformation

Subject	Catalog Number	Title
CHURHST	951	The Radical Reformation

Description

Protestant movements of dissent in the sixteenth and seventeenth centuries. Special attention will be devoted to the migration of ecclesiastical separation from the specter of schism to mainstream religiosity.

CHURHST952 - Jewish/Christian Encounter with Late Antiquity

Subject	Catalog Number	Title
CHURHST	952	Jewish/Christian Encounter with Late Antiquity

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

CHURHST953 - Asceticism and Monasticism in Early Christianity

Subject	Catalog Number	Title
CHURHST	953	Asceticism and Monasticism in Early Christianity

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

CHURHST954 - Death and Dying in Late Antiquity

Subject	Catalog Number	Title
CHURHST	954	Death and Dying in Late Antiquity

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

CHURHST990 - Topics in Church History

Subject	Catalog Number	Title
CHURHST	990	Topics in Church History

Description

Topics vary. May be repeated for credit

CHURMIN700 - Spiritual Formation Groups

Subject	Catalog Number	Title
CHURMIN	700	Spiritual Formation Groups

Description

1: fall; 2: spring. Instructor consent required to drop course

CHURMIN701 - Spiritual Formation Groups

Subject	Catalog Number	Title
CHURMIN	701	Spiritual Formation Groups

Description

1: fall; 2: spring

CHURMIN704 - Anglican Spiritual Formation

Subject	Catalog Number	Title
CHURMIN	704	Anglican Spiritual Formation

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

CHURMIN705 - Advanced Spiritual Formation

Subject	Catalog Number	Title
CHURMIN	705	Advanced Spiritual Formation

Description

Advanced spiritual formation groups. Optional opportunity for 2nd and 3rd year students to participate in spiritual formation groups. Consent of instructor is required

CHURMIN706 - Wesleyan Discipleship Groups

Subject	Catalog Number	Title
CHURMIN	706	Wesleyan Discipleship Groups

Description

Spiritual Formation Group of Wesleyan interest. Course fulfills Methodist/Wesleyan Studies certificate.

CHURMIN707 - Caminantes

Subject	Catalog Number	Title
CHURMIN	707	Caminantes

Description

Meeting of the Caminantes group.

CHURMIN708 - Center for Reconciliation: Berean Cohort

Subject	Catalog Number	Title
CHURMIN	708	Center for Reconciliation: Berean Cohort

Description

Center for Reconciliation Berean Cohort.

CHURMIN709 - Sustaining Practices: Ministry at the Margins

Subject	Catalog Number	Title
CHURMIN	709	Sustaining Practices: Ministry at the Margins

Description

Spiritual Formation group.

CHURMIN710 - Writing as Spiritual Discipline

Subject	Catalog Number	Title
CHURMIN	710	Writing as Spiritual Discipline

Description

Spiritual formation group.

CHURMIN711 - Orthodox Spirituality

Subject	Catalog Number	Title
CHURMIN	711	Orthodox Spirituality

Description

Spiritual Formation.

CHURMIN712 - Reformed Spiritual Formation

Subject	Catalog Number	Title
CHURMIN	712	Reformed Spiritual Formation

Description

Reformed spiritual formation.

CHURMIN713 - TMC Spiritual Formation MTS Second Years

Subject	Catalog Number	Title
CHURMIN	713	TMC Spiritual Formation MTS Second Years

Description

Continuation of Spiritual Formation program for TMC after year 1.

CHURMIN714 - Lost In Wonder, Love, and Praise

Subject	Catalog Number	Title
CHURMIN	714	Lost In Wonder, Love, and Praise

Description

Spiritual Formation that counts for Worship certificate.

CHURMIN760 - Introduction to the Ministry of Preaching

Subject	Catalog Number	Title
CHURMIN	760	Introduction to the Ministry of Preaching

Description

This course is open to student pastors only and fulfills their required limited elective in Church Ministry

CHURMIN761 - Introduction to Christian Ministry: Ordained Leadership

Subject	Catalog Number	Title
CHURMIN	761	Introduction to Christian Ministry: Ordained Leadership

Description

A general introduction to critical reflection on the history, theology, and practice of ordained ministry in Christian communities

CHURMIN762 - The Love of God and Neighbor

Subject	Catalog Number	Title
CHURMIN	762	The Love of God and Neighbor

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

CHURMIN763 - The Holy Spirit and Ministry

Subject	Catalog Number	Title
CHURMIN	763	The Holy Spirit and Ministry

Description

Christian ministry is utterly dependent on the Holy Spirit. This course explores the work of the Spirit in the practice of ministry

CHURMIN800 - Shaping Christian Institutions: Vocation, Community, and Innovation

Subject	Catalog Number	Title
CHURMIN	800	Shaping Christian Institutions: Vocation, Community, and Innovation

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)

CIF503A - Choir

Subject	Catalog Number	Title
CIF	503A	Choir

Description

A noncredit course for those participating in choir and desiring that involvement to show on the transcript

CIF503B - Choir

Subject	Catalog Number	Title
CIF	503B	Choir

Description

Continuation of Colloquia/Interfield/Field Education 503A

CPE500 - Parish-Based CPE - Duke Hospital

Subject	Catalog Number	Title
CPE	500	Parish-Based CPE - Duke Hospital

Description

Parish-Based CPE - Duke Hospital

CPE510 - Level One Clinical Pastoral Education

Subject	Catalog Number	Title
CPE	510	Level One Clinical Pastoral Education

Description

Units of basic CPE offered in the summer, fall, and spring in programs accredited by ACPE. Two course units each, maximum credit

CPE510A - Level One CPE - Alamance Regional Medical Center

Subject	Catalog Number	Title
CPE	510A	Level One CPE - Alamance Regional Medical Center

Description

Level One CPE - Alamance Regional Medical Center

CPE510B - Level One CPE - North Carolina Baptist Hospital

Subject	Catalog Number	Title
CPE	510B	Level One CPE - North Carolina Baptist Hospital

Description

Level One CPE - North Carolina Baptist Hospital

CPE510D - Level One CPE - Duke Hospital

Subject	Catalog Number	Title
CPE	510D	Level One CPE - Duke Hospital

Description

Semester long units of CPE in the summer, fall, and spring semesters. The program is accredited by ACPE and is conducted at Duke Hospital. The maximum credit is two course credits. Special emphasis on group process and ministry skills. Openness to self and others is expected

CPE510G - Level One CPE - Wesley Long Community Hospital, Inc

Subject	Catalog Number	Title
CPE	510G	Level One CPE - Wesley Long Community Hospital, Inc

Description

Level One CPE - Wesley Long Community Hospital, Inc

CPE510J - Level One CPE - John Umstead Hospital

Subject	Catalog Number	Title
CPE	510J	Level One CPE - John Umstead Hospital

Description

Level One CPE - John Umstead Hospital

CPE510M - Level One CPE - Moses Cone Health System

Subject	Catalog Number	Title
CPE	510M	Level One CPE - Moses Cone Health System

Description

Level One CPE - Moses Cone Health System

CPE510N - Level One CPE - New Hanover Regional Medical Center

Subject	Catalog Number	Title
CPE	510N	Level One CPE - New Hanover Regional Medical Center

Description

Level One CPE - New Hanover Regional Medical Center

CPE510O - Level One CPE

Subject	Catalog Number	Title
CPE	510O	Level One CPE

Description

Semester or year-long units of CPE offered in non-Duke programs accredited by ACPE

CPE510P - Level One CPE - Pitt County Hospital

Subject	Catalog Number	Title
CPE	510P	Level One CPE - Pitt County Hospital

Description

Level One CPE - Pitt County Hospital

CPE510U - Level One CPE - University of North Carolina Hospitals

Subject	Catalog Number	Title
CPE	510U	Level One CPE - University of North Carolina Hospitals

Description

Level One CPE - University of North Carolina Hospitals

CPE510V - Level One CPE-Veterans Administration Medical Center

Subject	Catalog Number	Title
CPE	510V	Level One CPE- Veterans Administration Medical Center

Description

Level One CPE-Veterans Administration Medical Center

CPE510W - Level One CPE- Wake Medical Center

Subject	Catalog Number	Title
CPE	510W	Level One CPE- Wake Medical Center

Description

Level One CPE- Wake Medical Center

CPE510Y - Level One CPE- Rex Hospital

Subject	Catalog Number	Title
CPE	510Y	Level One CPE- Rex Hospital

Description

Yearlong unit. Register for 100Y in the fall semester and 100Z in the spring semester

CPE510Z - Level One CPE- Rex Hospital

Subject	Catalog Number	Title
CPE	510Z	Level One CPE- Rex Hospital

Description

Yearlong unit. Register for 100Y in the fall semester and 100Z in the spring semester

CPE520 - Level One CPE Extended Unit

Subject	Catalog Number	Title
CPE	520	Level One CPE Extended Unit

Description

Basic CPE offered over two terms, typically fall and spring, in programs accredited by ACPE.

CPE550 - Level One Clinical Pastoral Education, Transferred

Subject	Catalog Number	Title
CPE	550	Level One Clinical Pastoral Education, Transferred

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

CPE575 - Level Two Clinical Pastoral Education in Pastoral Care and Counseling

Subject	Catalog Number	Title
CPE	575	Level Two Clinical Pastoral Education in Pastoral Care and Counseling

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

CPE580 - Level Two Clinical Pastoral Education, Transferred

Subject	Catalog Number	Title
CPE	580	Level Two Clinical Pastoral Education, Transferred

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

DIVINITY575 - Introduction to Catholic Thought

Subject	Catalog Number	Title
DIVINITY	575	Introduction to Catholic Thought

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

DIVINITY778 - Death, Dying and Bereavement

Subject	Catalog Number	Title
DIVINITY	778	Death, Dying and Bereavement

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.

DMNISTRY901 - Introduction to Christian Leadership

Subject	Catalog Number	Title
DMNISTRY	901	Introduction to Christian Leadership

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

DMNISTRY900 - Spiritual Formation

Subject	Catalog Number	Title
DMNISTRY	900	Spiritual Formation

Description

Required spiritual formation component for DMin students

DMNISTRY902 - Preaching: Understanding and Interpreting Context

Subject	Catalog Number	Title
DMNISTRY	902	Preaching: Understanding and Interpreting Context

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.

DMNISTRY903 - Strategy: Forming and Implementing Vision

Subject	Catalog Number	Title
DMNISTRY	903	Strategy: Forming and Implementing Vision

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

DMNISTRY904 - Communication: Inspiring and Guiding Change

Subject	Catalog Number	Title
DMNISTRY	904	Communication: Inspiring and Guiding Change

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.

DMNISTRY905 - Integration: Sustaining and Strengthening Mission

Subject	Catalog Number	Title
DMNISTRY	905	Integration: Sustaining and Strengthening Mission

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

DMNISTRY906 - The Doctor of Ministry Thesis Seminar

Subject	Catalog Number	Title
DMNISTRY	906	The Doctor of Ministry Thesis Seminar

Description

This course will prepare students to select a research topic for their DMin thesis that is credible, manageable, and significant. It also will equip them to undertake the program of research and writing required to complete their thesis successfully. To that end, students will be introduced to and encouraged to follow the research model set forth in the third edition of *The Craft of Research* by Booth, Colomb and Williams (Chicago, 2008).

DMNISTRY907 - Thesis Project Writing Phase

Subject	Catalog Number	Title
DMNISTRY	907	Thesis Project Writing Phase

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.

DMNISTRY998 - Doctor of Ministry Elective

Subject	Catalog Number	Title
DMNISTRY	998	Doctor of Ministry Elective

Description

Doctor of Ministry Elective

FIELDDEDU500 - Student Pastor Appointment/Call

Subject	Catalog Number	Title
FIELDDEDU	500	Student Pastor Appointment/Call

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

FIELDDEDU500-1 - Student Pastor Appointment/Call

Subject	Catalog Number	Title
FIELDDEDU	500-1	Student Pastor Appointment/Call

Description

Student pastor mentoring groups. Student pastors are required to take this pastoral formation, noncredit, course. This section is for Residential (DVR) students.

FIELDDEDU500-2 - Student Pastor Appointment/Call

Subject	Catalog Number	Title
FIELDDEDU	500-2	Student Pastor Appointment/Call

Description

Student pastor mentoring groups. Student pastors are required to take this pastoral formation, noncredit, course. This section is for Hybrid (DIVH) students.

FIELDDEDU510 - Pre-Enrollment Ministry Discernment Program

Subject	Catalog Number	Title
FIELDDEDU	510	Pre-Enrollment Ministry Discernment Program

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

FIELDDEDU520 - First Field Education/MDVR

Subject	Catalog Number	Title
FIELDDEDU	520	First Field Education/MDVR

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.

FIELDDEDU521 - Second Field Education/MDVR

Subject	Catalog Number	Title
FIELDDEDU	521	Second Field Education/MDVR

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.

FIELDDEDU522 - Additional Field Education/MDVR

Subject	Catalog Number	Title
FIELDDEDU	522	Additional Field Education/MDVR

Description

Additional (not required) unit of field education in the MDiv-R program. Used to denote additional units of field education beyond degree requirements.

FIELDDEDU525 - Field Education Full Unit/MDVH

Subject	Catalog Number	Title
FIELDDEDU	525	Field Education Full Unit/MDVH

Description

Full unit. 400 hours of field education in the MDiv-H program.

FIELDDEDU526 - Hybrid MDIV Field Education 300 hours

Subject	Catalog Number	Title
FIELDDEDU	526	Hybrid MDIV Field Education 300 hours

Description

Field Education for Hybrid MDiv students - 300 hour placement

FIELDDEDU527 - Hybrid MDIV Field Education 200 hours

Subject	Catalog Number	Title
FIELDDEDU	527	Hybrid MDIV Field Education 200 hours

Description

Field Education for Hybrid MDiv students - 200 hour placement

FIELDDEDU529 - Hybrid MDIV Field Education 100 hours

Subject	Catalog Number	Title
FIELDDEDU	529	Hybrid MDIV Field Education 100 hours

Description

Field Education for Hybrid MDiv students - 100 hour placement

FIELDDEDU530 - International Field Education/MDVR

Subject	Catalog Number	Title
FIELDDEDU	530	International Field Education/MDVR

Description

Full unit of field education in an international context the MDiv-R program.

HISTREL710 - Gandhi's Modernity: Insights & Ironies

Subject	Catalog Number	Title
HISTREL	710	Gandhi's Modernity: Insights & Ironies

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.

HISTREL760 - Engaging with Islam and Muslims as Faithful Christians

Subject	Catalog Number	Title
HISTREL	760	Engaging with Islam and Muslims as Faithful Christians

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

HISTREL763 - Blessings: Introduction to Jewish Prayer

Subject	Catalog Number	Title
HISTREL	763	Blessings: Introduction to Jewish Prayer

Description

A project to examine the forms, vocabulary, and uses of Jewish liturgy from ancient times through the present

HISTREL764 - Introduction to Midrash: The Rabbinic Art of Interpreting Scripture

Subject	Catalog Number	Title
HISTREL	764	Introduction to Midrash: The Rabbinic Art of Interpreting Scripture

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

HISTREL765 - The Wisdom of Ancient Rabbinic Stories

Subject	Catalog Number	Title
HISTREL	765	The Wisdom of Ancient Rabbinic Stories

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

HISTREL767 - Introduction to Judaism: Investigations into the Jewish Life Cycle: A Time to be Born; A Time to Die

Subject	Catalog Number	Title
HISTREL	767	Introduction to Judaism: Investigations into the Jewish Life Cycle: A Time to be Born; A Time to Die

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

HISTREL790 - Topics in History of Religion

Subject	Catalog Number	Title
HISTREL	790	Topics in History of Religion

Description

Topics vary. May be repeated for credit

HISTREL889 - Religion, Restrictions, and Violence

Subject	Catalog Number	Title
HISTREL	889	Religion, Restrictions, and Violence

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 extremism 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.

HISTREL890 - Topics in History of Religion

Subject	Catalog Number	Title
HISTREL	890	Topics in History of Religion

Description

Topics vary. May be repeated for credit.

HISTTHEO760 - Images of God

Subject	Catalog Number	Title
HISTTHEO	760	Images of God

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?

HISTTHEO790 - Topics in Historical Theology

Subject	Catalog Number	Title
HISTTHEO	790	Topics in Historical Theology

Description

Topics vary. May be repeated for credit

HISTTHEO800 - The Theology of the Alexandrian School

Subject	Catalog Number	Title
HISTTHEO	800	The Theology of the Alexandrian School

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.

HISTTHEO801 - Augustine

Subject	Catalog Number	Title
HISTTHEO	801	Augustine

Description

The religion of the Bishop of Hippo in the setting of late antiquity

HISTTHEO802 - Readings in Medieval Theology

Subject	Catalog Number	Title
HISTTHEO	802	Readings in Medieval Theology

Description

This course examines the high medieval achievement in theology, both scholastic and spiritual, through close study of selections from many of the most important theologians from the 12th through the early 14th centuries. Recommended prerequisite: Church History 750 or equivalent.

HISTTHEO803 - Luther and the Reformation in Germany

Subject	Catalog Number	Title
HISTTHEO	803	Luther and the Reformation in Germany

Description

The theology of Martin Luther in the context of competing visions of reform

HISTTHEO806 - Virtue and Theology in Early Christian Ethics

Subject	Catalog Number	Title
HISTTHEO	806	Virtue and Theology in Early Christian Ethics

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.

HISTTHEO808 - Patristic Readings of Romans 5-8

Subject	Catalog Number	Title
HISTTHEO	808	Patristic Readings of Romans 5-8

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

HISTTHEO809 - Eros and Epectasy: From Plato to Ps-Dionysius

Subject	Catalog Number	Title
HISTTHEO	809	Eros and Epectasy: From Plato to Ps-Dionysius

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

HISTTHEO810 - Christology before Nicaea

Subject	Catalog Number	Title
HISTTHEO	810	Christology before Nicaea

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

HISTTHEO811 - History of Hell

Subject	Catalog Number	Title
HISTTHEO	811	History of Hell

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

HISTTHEO812 - Christian Theology and the Enlightenment: From Descartes to Schleiermacher

Subject	Catalog Number	Title
HISTTHEO	812	Christian Theology and the Enlightenment: From Descartes to Schleiermacher

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

HISTTHEO813 - Christianity in Crisis: Protestant Theology from Schleiermacher to Post-Liberalism

Subject	Catalog Number	Title
HISTTHEO	813	Christianity in Crisis: Protestant Theology from Schleiermacher to Post-Liberalism

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

HISTTHEO819S - Faith and Folly: Christian Humanism in the Renaissance

Subject	Catalog Number	Title
HISTTHEO	819S	Faith and Folly: Christian Humanism in the Renaissance

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.

HISTTHEO890 - Topics in Historical Theology

Subject	Catalog Number	Title
HISTTHEO	890	Topics in Historical Theology

Description

Topics vary. May be repeated for credit

HISTTHEO951 - Roger Williams: Life and Thought

Subject	Catalog Number	Title
HISTTHEO	951	Roger Williams: Life and Thought

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

HISTTHEO954 - Greco-Roman Intellectual Traditions of Patristic Thought

Subject	Catalog Number	Title
HISTTHEO	954	Greco-Roman Intellectual Traditions of Patristic Thought

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

HISTTHEO956 - The Theology of the Cappadocians

Subject	Catalog Number	Title
HISTTHEO	956	The Theology of the Cappadocians

Description

Prerequisite: Christian Ethics 757, Christian Theology 755, Church History 750, and Church History 751

HISTTHEO959 - Calvin and the Reformed Tradition

Subject	Catalog Number	Title
HISTTHEO	959	Calvin and the Reformed Tradition

Description

The theological development of John Calvin. A comprehensive examination of his mature position with constant reference to the theology of the other reformers

HISTTHEO990 - Topics in Historical Theology

Subject	Catalog Number	Title
HISTTHEO	990	Topics in Historical Theology

Description

Topics vary. May be repeated for credit

LTS530 - Music Skills for the Parish

Subject	Catalog Number	Title
LTS	530	Music Skills for the Parish

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

LTS709 - Introduction to Christian Worship

Subject	Catalog Number	Title
LTS	709	Introduction to Christian Worship

Description

An introductory to the theology and practice of Christian worship from an ecumenical perspective with an eye to specific ministerial concerns of students. The topics will survey major aspects of worship including the Lord's Day, the Christian calendar, Word and sacraments, daily and occasional services, liturgical music, and liturgical space and arts. The course emphasizes appropriating the wisdom of 2000 years of worship history for the enrichment of the church's worship today

LTS710 - 100,000 Sundays: The History of Christian Worship and Its Ongoing Relevance for Today

Subject	Catalog Number	Title
LTS	710	100,000 Sundays: The History of Christian Worship and Its Ongoing Relevance for Today

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

LTS711 - Twentieth Century Worship Revolutions

Subject	Catalog Number	Title
LTS	711	Twentieth Century Worship Revolutions

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.

LTS729 - To Ponder the Mystery: Surveying Christian Theologies of Worship

Subject	Catalog Number	Title
LTS	729	To Ponder the Mystery: Surveying Christian Theologies of Worship

Description

Almost as diverse as Christian expressions of the worship of God has been the 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.

LTS730 - Introduction to Christian Worship

Subject	Catalog Number	Title
LTS	730	Introduction to Christian Worship

Description

This course aims for instilling in students a theologically informed, pastorally sensitive confidence in planning and leading the worship of Christian congregations. The fall semester will use an approach to that task that presumes worship in traditions with denominationally approved and propagated worship books (e.g., United Methodist, Episcopal, Anglican, Lutheran, Presbyterian, etc.). The spring semester will use an approach that presumes traditions in which individual congregations are more free to shape their worship (e.g., Baptist, Charismatic, Holiness, Pentecostal, independent, non-denominational, etc.). In both semesters '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

LTS731 - The Church Year

Subject	Catalog Number	Title
LTS	731	The Church Year

Description

An examination of the historical, theological, and pastoral dimensions of the Christian calendar and lectionary. Recommended prerequisite: previous coursework in worship studies.

LTS733 - Planning Contemporary Worship

Subject	Catalog Number	Title
LTS	733	Planning Contemporary Worship

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

LTS734 - Cosmic Child's Play for Real: Practicing the Art of Leading Worship Well

Subject	Catalog Number	Title
LTS	734	Cosmic Child's Play for Real: Practicing the Art of Leading Worship Well

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.

LTS742 - The Art and Craft of Public Proclamation

Subject	Catalog Number	Title
LTS	742	The Art and Craft of Public Proclamation

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

LTS754 - The Book of Common Prayer and the Principles of Anglican Worship

Subject	Catalog Number	Title
LTS	754	The Book of Common Prayer and the Principles of Anglican Worship

Description

This course means to present and review the worship practices of the Book of Common Prayer in the context of established and developing principles of Anglican worship. 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.

LTS755 - Baptism and Faith Formation

Subject	Catalog Number	Title
LTS	755	Baptism and Faith Formation

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.

LTS764 - Contemplating Ordination

Subject	Catalog Number	Title
LTS	764	Contemplating Ordination

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.

LTS766 - Worship and Christian Formation

Subject	Catalog Number	Title
LTS	766	Worship and Christian Formation

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.

LTS790 - Topics in Liturgical Studies

Subject	Catalog Number	Title
LTS	790	Topics in Liturgical Studies

Description

Topics vary. May be repeated for credit

LTS801 - Worship History for Worship Renewal

Subject	Catalog Number	Title
LTS	801	Worship History for Worship Renewal

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

LTS802 - Worship in African American Church Tradition

Subject	Catalog Number	Title
LTS	802	Worship in African American Church Tradition

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

LTS805 - Worship in the Wesleyan Tradition

Subject	Catalog Number	Title
LTS	805	Worship in the Wesleyan Tradition

Description

A study of the historical, theological, liturgical, and sociological influences which have shaped the worship patterns of the Episcopal Church and the major American denominations that claim a Wesleyan heritage. Historical and contemporary liturgies will be examined, and concerns related to the leadership of contemporary liturgies will be discussed. Prerequisite: Care of the Parish 707 and 708; Liturgical Studies 730 recommended.

LTS830 - Survey of Christian Hymnody

Subject	Catalog Number	Title
LTS	830	Survey of Christian Hymnody

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.

LTS831 - Songwriting and Theology

Subject	Catalog Number	Title
LTS	831	Songwriting and Theology

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.

LTS834 - The Role and Function of Music in Corporate Worship

Subject	Catalog Number	Title
LTS	834	The Role and Function of Music in Corporate Worship

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.

LTS836 - Preaching on the Sacraments: Patristic Imitation

Subject	Catalog Number	Title
LTS	836	Preaching on the Sacraments: Patristic Imitation

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

LTS837 - Theological Assessment of Worship Song Lyrics

Subject	Catalog Number	Title
LTS	837	Theological Assessment of Worship Song Lyrics

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

LTS838 - Teaching Worship

Subject	Catalog Number	Title
LTS	838	Teaching Worship

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

LTS853 - Isaiah and the Church Year

Subject	Catalog Number	Title
LTS	853	Isaiah and the Church Year

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

LTS875 - Theology and Music

Subject	Catalog Number	Title
LTS	875	Theology and Music

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

LTS877 - Spirit, Worship, and Mission

Subject	Catalog Number	Title
LTS	877	Spirit, Worship, and Mission

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

LTS890 - Selected Topics

Subject	Catalog Number	Title
LTS	890	Selected Topics

Description

May be repeated for credit

LTS891 - Advanced Seminar in Liturgical Studies

Subject	Catalog Number	Title
LTS	891	Advanced Seminar in Liturgical Studies

Description

Reading and research in a selected area of liturgical study to be announced

LTS901 - The History of Contemporary Worship

Subject	Catalog Number	Title
LTS	901	The History of Contemporary Worship

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

NEWTEST701 - New Testament Greek Reading

Subject	Catalog Number	Title
NEWTEST	701	New Testament Greek Reading

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

NEWTEST702 - New Testament Greek Reading

Subject	Catalog Number	Title
NEWTEST	702	New Testament Greek Reading

Description

Continuation of New Testament 701. Prerequisite: New Testament 760 and 761 or equivalents

NEWTEST707 - Introduction to the New Testament

Subject	Catalog Number	Title
NEWTEST	707	Introduction to the New Testament

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.

NEWTEST754 - New Testament Interpretation

Subject	Catalog Number	Title
NEWTEST	754	New Testament Interpretation

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.

NEWTEST760 - Hellenistic Greek

Subject	Catalog Number	Title
NEWTEST	760	Hellenistic Greek

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.

NEWTEST761 - Hellenistic Greek

Subject	Catalog Number	Title
NEWTEST	761	Hellenistic Greek

Description

Continuation of New Testament 760. Students with at least one full year of college Greek may be permitted to enroll in 761

NEWTEST767 - Preaching from the New Testament

Subject	Catalog Number	Title
NEWTEST	767	Preaching from the New Testament

Description

A course focusing on preaching from biblical texts. Prerequisite: Preaching 758 or CHURMIN 760.

NEWTEST770A - Acts

Subject	Catalog Number	Title
NEWTEST	770A	Acts

Description

Prerequisite: New Testament 754 or 707

NEWTEST770C - I Corinthians

Subject	Catalog Number	Title
NEWTEST	770C	I Corinthians

Description

Prerequisite: New Testament 754 or 707

NEWTEST770D - 1 Peter

Subject	Catalog Number	Title
NEWTEST	770D	1 Peter

Description

Prerequisite: New Testament 754 or 707

NEWTEST770G - Galatians

Subject	Catalog Number	Title
NEWTEST	770G	Galatians

Description

Prerequisite: New Testament 754 or 707

NEWTEST770H - Hebrews

Subject	Catalog Number	Title
NEWTEST	770H	Hebrews

Description

Prerequisite: New Testament 754 or 707

NEWTEST770I - James

Subject	Catalog Number	Title
NEWTEST	770I	James

Description

Prerequisite: New Testament 754 or 707

NEWTEST770J - The Gospel and Epistles of John

Subject	Catalog Number	Title
NEWTEST	770J	The Gospel and Epistles of John

Description

Prerequisite: New Testament 754 or 707

NEWTEST770K - Mark

Subject	Catalog Number	Title
NEWTEST	770K	Mark

Description

Prerequisite: New Testament 754 or 707

NEWTEST770L - Luke

Subject	Catalog Number	Title
NEWTEST	770L	Luke

Description

Prerequisite: New Testament 754 or 707

NEWTEST770M - Matthew

Subject	Catalog Number	Title
NEWTEST	770M	Matthew

Description

Prerequisite: New Testament 754 or 707

NEWTEST770PP - Philippians/Philemon

Subject	Catalog Number	Title
NEWTEST	770PP	Philippians/Philemon

Description

Prerequisite: New Testament 754 or 707

NEWTEST770R - Romans

Subject	Catalog Number	Title
NEWTEST	770R	Romans

Description

Prerequisite: New Testament 754 or 707

NEWTEST770TT - Thessalonians

Subject	Catalog Number	Title
NEWTEST	770TT	Thessalonians

Description

Prerequisite: New Testament 754 or 707

NEWTEST770V - Revelation

Subject	Catalog Number	Title
NEWTEST	770V	Revelation

Description

Prerequisite: New Testament 754 or 707

NEWTEST770Z - Colossians

Subject	Catalog Number	Title
NEWTEST	770Z	Colossians

Description

Prerequisite: New Testament 754 or 707

NEWTEST771 - New Testament Bodies

Subject	Catalog Number	Title
NEWTEST	771	New Testament Bodies

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.

NEWTEST773 - Sex, Gender, and the Body: New Testament Conceptions

Subject	Catalog Number	Title
NEWTEST	773	Sex, Gender, and the Body: New Testament Conceptions

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.

NEWTEST774 - Proclaiming the Parables

Subject	Catalog Number	Title
NEWTEST	774	Proclaiming the Parables

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

NEWTEST778 - Global Readings of Scripture for Christian Ministry

Subject	Catalog Number	Title
NEWTEST	778	Global Readings of Scripture for Christian Ministry

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.

NEWTEST783 - Hope for Creation?: An Exilic Perspective

Subject	Catalog Number	Title
NEWTEST	783	Hope for Creation?: An Exilic Perspective

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

NEWTEST790 - Topics in New Testament

Subject	Catalog Number	Title
NEWTEST	790	Topics in New Testament

Description

Topics vary. May be repeated for credit

NEWTEST800 - Bible Study Programs for the Local Church

Subject	Catalog Number	Title
NEWTEST	800	Bible Study Programs for the Local Church

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

NEWTEST801 - Church and Ministry in the New Testament

Subject	Catalog Number	Title
NEWTEST	801	Church and Ministry in the New Testament

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.

NEWTEST802 - Judaism and Christianity: Ancient Roots and Modern Perspectives

Subject	Catalog Number	Title
NEWTEST	802	Judaism and Christianity: Ancient Roots and Modern Perspectives

Description

Prerequisite: Old Testament 752, 753 and New Testament 754

NEWTEST803 - The Passion Narratives

Subject	Catalog Number	Title
NEWTEST	803	The Passion Narratives

NEWTEST804 - New Testament Theology

Subject	Catalog Number	Title
NEWTEST	804	New Testament Theology

Description

Critical examination of major problems and issues in New Testament theology. Prerequisite: New Testament 754.

NEWTEST805 - New Testament Ethics

Subject	Catalog Number	Title
NEWTEST	805	New Testament Ethics

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.

NEWTEST808 - The Paul Program: Mission, Community & Inclusion according to the Apostle Paul

Subject	Catalog Number	Title
NEWTEST	808	The Paul Program: Mission, Community & Inclusion according to the Apostle Paul

Description

Recommended prerequisite: New Testament 754, one exegesis course, and Christian Theology 755 and Greek recommended but not required.

NEWTEST810 - Justification by Faith in Paul

Subject	Catalog Number	Title
NEWTEST	810	Justification by Faith in Paul

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.

NEWTEST811 - Race and Gender in Paul

Subject	Catalog Number	Title
NEWTEST	811	Race and Gender in Paul

Description

An investigation of 'problem texts' in Paul, especially concerning slavery and gender.

NEWTEST812 - The Historical Jesus

Subject	Catalog Number	Title
NEWTEST	812	The Historical Jesus
Description An introduction to historical method as applied to the life of Jesus of Nazareth.		

NEWTEST814 - The Bible & Domestic Violence

Subject	Catalog Number	Title
NEWTEST	814	The Bible & Domestic Violence
Description This course combines scriptural exegesis with the study of literature on pastoral care relating to domestic violence (DV).		

NEWTEST816 - Exegesis of the Infancy Narratives (English)

Subject	Catalog Number	Title
NEWTEST	816	Exegesis of the Infancy Narratives (English)

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.

NEWTEST817 - The Old Testament in the New

Subject	Catalog Number	Title
NEWTEST	817	The Old Testament in the New

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.

NEWTEST818 - Jesus and the Land: People, Places, Politics

Subject	Catalog Number	Title
NEWTEST	818	Jesus and the Land: People, Places, Politics

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.

NEWTEST819 - New Testament Christology

Subject	Catalog Number	Title
NEWTEST	819	New Testament Christology

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.

NEWTEST865 - Biblical Theology

Subject	Catalog Number	Title
NEWTEST	865	Biblical Theology

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.

NEWTEST870A - Acts

Subject	Catalog Number	Title
NEWTEST	870A	Acts

NEWTEST870C - I Corinthians

Subject	Catalog Number	Title
NEWTEST	870C	I Corinthians

NEWTEST870D - 1 Peter

Subject	Catalog Number	Title
NEWTEST	870D	1 Peter

NEWTEST870E - Ephesians

Subject	Catalog Number	Title
NEWTEST	870E	Ephesians

Description

Prerequisite: (New Testament 754 or 707) and New Testament 760 and 761. Consent of instructor required.

NEWTEST870G - Galatians

Subject	Catalog Number	Title
NEWTEST	870G	Galatians

NEWTEST870H - Exegesis of the Greek New Testament II: Hebrews

Subject	Catalog Number	Title
NEWTEST	870H	Exegesis of the Greek New Testament II: Hebrews

NEWTEST870J - The Gospel and Epistles of John

Subject	Catalog Number	Title
NEWTEST	870J	The Gospel and Epistles of John

NEWTEST870K - Mark

Subject	Catalog Number	Title
NEWTEST	870K	Mark

NEWTEST870L - Luke

Subject	Catalog Number	Title
NEWTEST	870L	Luke

NEWTEST870M - Matthew

Subject	Catalog Number	Title
NEWTEST	870M	Matthew

NEWTEST870P - Epistles of Peter and James

Subject	Catalog Number	Title
NEWTEST	870P	Epistles of Peter and James

NEWTEST870PP - Philippians and Philemon

Subject	Catalog Number	Title
NEWTEST	870PP	Philippians and Philemon

NEWTEST870R - Romans

Subject	Catalog Number	Title
NEWTEST	870R	Romans

NEWTEST870S - The Resurrection Narratives

Subject	Catalog Number	Title
NEWTEST	870S	The Resurrection Narratives

NEWTEST870T - The Pastoral Epistles

Subject	Catalog Number	Title
NEWTEST	870T	The Pastoral Epistles

NEWTEST870TT - Thessalonians

Subject	Catalog Number	Title
NEWTEST	870TT	Thessalonians

NEWTEST870Y - The Synoptic Gospels

Subject	Catalog Number	Title
NEWTEST	870Y	The Synoptic Gospels

NEWTEST870Z - Colossians

Subject	Catalog Number	Title
NEWTEST	870Z	Colossians

NEWTEST871 - Dead Sea Scrolls

Subject	Catalog Number	Title
NEWTEST	871	Dead Sea Scrolls

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.

NEWTEST890 - New Testament Topics

Subject	Catalog Number	Title
NEWTEST	890	New Testament Topics

Description

Topics vary. May be repeated for credit

NEWTEST891 - History of Biblical Interpretation in Modernity

Subject	Catalog Number	Title
NEWTEST	891	History of Biblical Interpretation in Modernity

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.

NEWTEST901 - The New Testament and Christian Leadership

Subject	Catalog Number	Title
NEWTEST	901	The New Testament and Christian Leadership

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 leadership.

NEWTEST904 - New Testament Theology

Subject	Catalog Number	Title
NEWTEST	904	New Testament Theology

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

NEWTEST950 - The New Testament and Ancient Graeco-Roman Philosophy

Subject	Catalog Number	Title
NEWTEST	950	The New Testament and Ancient Graeco-Roman Philosophy

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.

NEWTEST951 - Studies in the Apocrypha and Pseudepigrapha

Subject	Catalog Number	Title
NEWTEST	951	Studies in the Apocrypha and Pseudepigrapha

Description

Selected documents of the Apocrypha and Pseudepigrapha will be examined exegetically and theologically in their relation to postexilic Judaism.

NEWTEST952 - The Old Testament in the New: New Testament Writers as Interpreters of Scripture

Subject	Catalog Number	Title
NEWTEST	952	The Old Testament in the New: New Testament Writers as Interpreters of Scripture

Description

This seminar examines the ways in which New Testament authors read and interpreted scripture. Prerequisite: New Testament 754, 760, and 761.

NEWTEST953 - Questions in the Study of Ancient Judaism

Subject	Catalog Number	Title
NEWTEST	953	Questions in the Study of Ancient Judaism

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.

NEWTEST954 - Studies in Pauline Theology

Subject	Catalog Number	Title
NEWTEST	954	Studies in Pauline Theology

Description

Studies of key loci within Paul's theological interpretation in the light of recent scholarship.

NEWTEST955 - The Theology of Paul

Subject	Catalog Number	Title
NEWTEST	955	The Theology of Paul

Description

A comprehensive account of the theology of Paul, emphasizing apocalyptic over against 'Lutheran' and/or salvation-historical approaches.

NEWTEST956 - The Gospels and Historiography

Subject	Catalog Number	Title
NEWTEST	956	The Gospels and Historiography

Description

A seminar investigating the approach of the Gospels towards history by comparing them with the approach to history of other ancient texts.

NEWTEST957 - Judaism & Christianity: The Parting of the Ways

Subject	Catalog Number	Title
NEWTEST	957	Judaism & Christianity: The Parting of the Ways

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.

NEWTEST958 - Pauline Biography

Subject	Catalog Number	Title
NEWTEST	958	Pauline Biography

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.

NEWTEST959 - Advanced Greek Grammar and Reading

Subject	Catalog Number	Title
NEWTEST	959	Advanced Greek Grammar and Reading

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

NEWTEST962 - The Theological Interpretation of Scripture

Subject	Catalog Number	Title
NEWTEST	962	The Theological Interpretation of Scripture

Description

An investigation of how scripture may be read theologically within the contemporary intellectual and cultural context.

NEWTEST971 - Dead Sea Scrolls: Doctoral Seminar

Subject	Catalog Number	Title
NEWTEST	971	Dead Sea Scrolls: Doctoral Seminar

NEWTEST973 - Divine Embodiment: Biblical Portrayals and Beyond

Subject	Catalog Number	Title
NEWTEST	973	Divine Embodiment: Biblical Portrayals and Beyond

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.

NEWTEST990 - Topics in the New Testament

Subject	Catalog Number	Title
NEWTEST	990	Topics in the New Testament

Description

Topics vary, may be repeated for credit

OLDTEST701 - Hebrew Reading

Subject	Catalog Number	Title
OLDTEST	701	Hebrew Reading

Description

A noncredit course for 'reading maintenance' in Hebrew texts and to improve language skills. Recommended prerequisite: Old Testament 760 and 761 or equivalent

OLDTEST702 - Hebrew Reading

Subject	Catalog Number	Title
OLDTEST	702	Hebrew Reading

Description

Continuation of Old Testament 701. Recommended prerequisite: Old Testament 760 and 761 or equivalent

OLDTEST706 - Introduction to the Old Testament

Subject	Catalog Number	Title
OLDTEST	706	Introduction to the Old Testament

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.

OLDTEST752 - Old Testament Interpretation I

Subject	Catalog Number	Title
OLDTEST	752	Old Testament Interpretation I

Description

The first half of a two-semester course that serves as an introduction to the literature, history, and theology of the Old Testament.

OLDTEST753 - Old Testament Interpretation II

Subject	Catalog Number	Title
OLDTEST	753	Old Testament Interpretation II

Description

The second half of a two-semester course that serves as an introduction to the literature, history, and theology of the Old Testament.

OLDTEST760 - Introduction to Biblical Hebrew I

Subject	Catalog Number	Title
OLDTEST	760	Introduction to Biblical Hebrew I

OLDTEST761 - Introduction to Biblical Hebrew II

Subject	Catalog Number	Title
OLDTEST	761	Introduction to Biblical Hebrew II

Description

Continuation of Old Testament 760

OLDTEST762 - The Bible and Land

Subject	Catalog Number	Title
OLDTEST	762	The Bible and Land

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.

OLDTEST764 - Old Testament and Missional Theology

Subject	Catalog Number	Title
OLDTEST	764	Old Testament and Missional Theology

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.

OLDTEST765 - Biblical Law

Subject	Catalog Number	Title
OLDTEST	765	Biblical Law

Description

An exploration of biblical law in its literary, historical, and ancient Near Eastern contexts. Recommended prerequisite: Old Testament 752 and 753 or equivalent.

OLDTEST766 - Biblical Prayer

Subject	Catalog Number	Title
OLDTEST	766	Biblical Prayer

OLDTEST767 - Preaching from the Old Testament

Subject	Catalog Number	Title
OLDTEST	767	Preaching from the Old Testament

Description

A course focusing on preaching from biblical texts. Prerequisite: Preaching 758 or Church Ministry 760.

OLDTEST768 - Old Testament Wisdom

Subject	Catalog Number	Title
OLDTEST	768	Old Testament Wisdom

Description

A study of the 'wisdom literature' of the Old Testament, focusing on the books of Proverbs, Job, and Ecclesiastes.

OLDTEST769 - Prophecy in the Body

Subject	Catalog Number	Title
OLDTEST	769	Prophecy in the Body

Description

This course explores diverse aspects of embodiment in Old Testament prophetic literature, with attention to prophets' bodily experiences, actions, and interactions

OLDTEST770 - Exegesis of the English Old Testament

Subject	Catalog Number	Title
OLDTEST	770	Exegesis of the English Old Testament

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

OLDTEST770A - Amos

Subject	Catalog Number	Title
OLDTEST	770A	Amos

OLDTEST770G - Genesis

Subject	Catalog Number	Title
OLDTEST	770G	Genesis

OLDTEST770I - Isaiah

Subject	Catalog Number	Title
OLDTEST	770I	Isaiah

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

OLDTEST770J - Judges

Subject	Catalog Number	Title
OLDTEST	770J	Judges

OLDTEST770L - Daniel

Subject	Catalog Number	Title
OLDTEST	770L	Daniel

OLDTEST770O - Jonah

Subject	Catalog Number	Title
OLDTEST	770O	Jonah

OLDTEST770P - Old Testament Psalms

Subject	Catalog Number	Title
OLDTEST	770P	Old Testament Psalms

OLDTEST770Q - Ecclesiastes

Subject	Catalog Number	Title
OLDTEST	770Q	Ecclesiastes

OLDTEST770R - Jeremiah

Subject	Catalog Number	Title
OLDTEST	770R	Jeremiah

OLDTEST770Z - Ezekiel

Subject	Catalog Number	Title
OLDTEST	770Z	Ezekiel

OLDTEST783 - Hope for Creation?: An Exilic Perspective

Subject	Catalog Number	Title
OLDTEST	783	Hope for Creation?: An Exilic Perspective

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

OLDTEST790 - Topics in the Old Testament

Subject	Catalog Number	Title
OLDTEST	790	Topics in the Old Testament

Description

Topics vary. May be repeated for credit

OLDTEST800 - Preaching the Old Testament

Subject	Catalog Number	Title
OLDTEST	800	Preaching the Old Testament

Description

Prerequisite: Old Testament 752 and 753, Preaching 758, and Christian Theology 755

OLDTEST801 - Old Testament Theology

Subject	Catalog Number	Title
OLDTEST	801	Old Testament Theology

Description

A study of method and themes in Old Testament theology. Recommended prerequisite: Old Testament 752 and 753 or equivalent.

OLDTEST803 - A Garden Locked: The Song of Songs

Subject	Catalog Number	Title
OLDTEST	803	A Garden Locked: The Song of Songs

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.

OLDTEST804 - Biblical Perspectives on Prophecy

Subject	Catalog Number	Title
OLDTEST	804	Biblical Perspectives on Prophecy

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.

OLDTEST806 - Biblical Bodies

Subject	Catalog Number	Title
OLDTEST	806	Biblical Bodies

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.

OLDTEST807 - Reading(s) for Our Lives: Contemporary African Biblical Interpretations

Subject	Catalog Number	Title
OLDTEST	807	Reading(s) for Our Lives: Contemporary African Biblical Interpretations

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.

OLDTEST808 - The Bible & Domestic Violence

Subject	Catalog Number	Title
OLDTEST	808	The Bible & Domestic Violence

Description

This course combines scriptural exegesis with the study of literature on pastoral care relating to domestic violence (DV).

OLDTEST809 - Approaches to Biblical Violence

Subject	Catalog Number	Title
OLDTEST	809	Approaches to Biblical Violence

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.

OLDTEST817 - The Old Testament in the New

Subject	Catalog Number	Title
OLDTEST	817	The Old Testament in the New

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.

OLDTEST820 - Queering the Old Testament

Subject	Catalog Number	Title
OLDTEST	820	Queering the Old Testament

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.

OLDTEST860 - Intermediate Hebrew Prose

Subject	Catalog Number	Title
OLDTEST	860	Intermediate Hebrew Prose

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.

OLDTEST861 - Classical Hebrew Poetry

Subject	Catalog Number	Title
OLDTEST	861	Classical Hebrew Poetry

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.

OLDTEST862 - The Kingdom of God

Subject	Catalog Number	Title
OLDTEST	862	The Kingdom of God

Description

A course focusing on politics and/in the Old Testament. Prerequisite: Old Testament 752 and 753

OLDTEST863 - Scripture and Tradition: Theory and Practice of Reception History

Subject	Catalog Number	Title
OLDTEST	863	Scripture and Tradition: Theory and Practice of Reception History

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.

OLDTEST864 - Barth and the Old Testament

Subject	Catalog Number	Title
OLDTEST	864	Barth and the Old Testament

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.

OLDTEST865 - Biblical Theology

Subject	Catalog Number	Title
OLDTEST	865	Biblical Theology

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.

OLDTEST869 - Prophecy in the Body

Subject	Catalog Number	Title
OLDTEST	869	Prophecy in the Body

Description

This course explores diverse aspects of embodiment in Old Testament prophetic literature, with attention to prophets' bodily experiences, actions, and interactions.

OLDTEST870 - Exegesis of the Hebrew Old Testament

Subject	Catalog Number	Title
OLDTEST	870	Exegesis of the Hebrew Old Testament

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.

OLDTEST870E - Pentateuch

Subject	Catalog Number	Title
OLDTEST	870E	Pentateuch

OLDTEST870G - Genesis

Subject	Catalog Number	Title
OLDTEST	870G	Genesis

OLDTEST870H - Historical Books

Subject	Catalog Number	Title
OLDTEST	870H	Historical Books

OLDTEST870I - Isaiah

Subject	Catalog Number	Title
OLDTEST	870I	Isaiah

OLDTEST870J - Judges

Subject	Catalog Number	Title
OLDTEST	870J	Judges

OLDTEST870P - Major Prophets

Subject	Catalog Number	Title
OLDTEST	870P	Major Prophets

OLDTEST870Q - Ecclesiastes

Subject	Catalog Number	Title
OLDTEST	870Q	Ecclesiastes

OLDTEST870R - Jeremiah

Subject	Catalog Number	Title
OLDTEST	870R	Jeremiah

OLDTEST870W - Writings

Subject	Catalog Number	Title
OLDTEST	870W	Writings

OLDTEST870Z - Ezekiel

Subject	Catalog Number	Title
OLDTEST	870Z	Ezekiel

OLDTEST871 - Dead Sea Scrolls

Subject	Catalog Number	Title
OLDTEST	871	Dead Sea Scrolls

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.

OLDTEST872 - Characters in the Old Testament, the New, and the Qur'an

Subject	Catalog Number	Title
OLDTEST	872	Characters in the Old Testament, the New, and the Qur'an

Description

This course focuses on characters shared among Jewish, Christian, and Islamic traditions in their scriptural variations and post-scriptural 'afterlives.'

OLDTEST873 - Isaiah and the Church Year

Subject	Catalog Number	Title
OLDTEST	873	Isaiah and the Church Year

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

OLDTEST890 - Topics in the Old Testament

Subject	Catalog Number	Title
OLDTEST	890	Topics in the Old Testament

Description

Topics vary. May be repeated for credit

OLDTEST891 - History of Biblical Interpretation in Modernity

Subject	Catalog Number	Title
OLDTEST	891	History of Biblical Interpretation in Modernity

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.

OLDTEST901 - Old Testament and Leadership

Subject	Catalog Number	Title
OLDTEST	901	Old Testament and Leadership

Description

This D.Min. course explores various biblical 'profiles of leadership,' with a view to articulating a biblically grounded theology of Christian leadership.

OLDTEST950 - Studies in the Apocrypha and Pseudepigrapha

Subject	Catalog Number	Title
OLDTEST	950	Studies in the Apocrypha and Pseudepigrapha

Description

Selected documents of the Apocrypha and Pseudepigrapha will be examined exegetically and theologically in their relation to postexilic Judaism.

OLDTEST952 - The Deuteronomistic History

Subject	Catalog Number	Title
OLDTEST	952	The Deuteronomistic History

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.

OLDTEST953 - History of Ancient Israel

Subject	Catalog Number	Title
OLDTEST	953	History of Ancient Israel

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.

OLDTEST956 - Hebrew Narrative Art

Subject	Catalog Number	Title
OLDTEST	956	Hebrew Narrative Art

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.

OLDTEST957 - Seminar in Old Testament

Subject	Catalog Number	Title
OLDTEST	957	Seminar in Old Testament

Description

Research and discussion on selected problems in the Old Testament and related fields. Topics vary. May be repeated.

OLDTEST958 - Textual Criticism

Subject	Catalog Number	Title
OLDTEST	958	Textual Criticism

Description

Emphasis on transmission, versions, apparatus, and method. Recommended prerequisite: New Testament 760, 761 and Old Testament 752, 753 and 760, 761 or equivalents.

OLDTEST959 - Modern Study of the Prophets

Subject	Catalog Number	Title
OLDTEST	959	Modern Study of the Prophets

Description

By tracing the trajectory of modern critical study of the Bible's prophetic literature, contemporary interpretive debates and theories are contextualized and illuminated.

OLDTEST962 - The Theological Interpretation of Scripture

Subject	Catalog Number	Title
OLDTEST	962	The Theological Interpretation of Scripture

Description

An investigation of how scripture may be read theologically within the contemporary intellectual and cultural context.

OLDTEST963 - The Old Testament in the New: New Testament Writers as Interpreters of Scripture

Subject	Catalog Number	Title
OLDTEST	963	The Old Testament in the New: New Testament Writers as Interpreters of Scripture

Description

This seminar examines the ways in which New Testament authors read and interpreted scripture. Prerequisite: New Testament 754, 760, and 761.

OLDTEST971 - Dead Sea Scrolls: Doctoral Seminar

Subject	Catalog Number	Title
OLDTEST	971	Dead Sea Scrolls: Doctoral Seminar

OLDTEST972 - The Psalms, Theology, and the Arts in Jewish and Christian Traditions

Subject	Catalog Number	Title
OLDTEST	972	The Psalms, Theology, and the Arts in Jewish and Christian Traditions

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.

OLDTEST973 - Divine Embodiment: Biblical Portrayals and Beyond

Subject	Catalog Number	Title
OLDTEST	973	Divine Embodiment: Biblical Portrayals and Beyond

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.

OLDTEST990 - Topics in the Old Testament

Subject	Catalog Number	Title
OLDTEST	990	Topics in the Old Testament

Description

Topics vary. May be repeated for credit

PARISH705 - Introduction to Mission and Ministry

Subject	Catalog Number	Title
PARISH	705	Introduction to Mission and Ministry

Description

As a cornerstone to the master of arts in Christian practice M.A. (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.

PARISH707 - Wesleyan Foundations for Mission, Practice, Belief

Subject	Catalog Number	Title
PARISH	707	Wesleyan Foundations for Mission, Practice, Belief

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

PARISH708 - United Methodism: Mission, Practice, and Belief

Subject	Catalog Number	Title
PARISH	708	United Methodism: Mission, Practice, and Belief

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

PARISH719S - Restorative Justice, Prison Ministry, and the Church

Subject	Catalog Number	Title
PARISH	719S	Restorative Justice, Prison Ministry, and the Church

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.

PARISH750A - The Anglican Tradition

Subject	Catalog Number	Title
PARISH	750A	The Anglican Tradition

PARISH759 - Missio Ecclesiae: God's Mission of Evangelism

Subject	Catalog Number	Title
PARISH	759	Missio Ecclesiae: God's Mission of Evangelism

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

PARISH760 - Food, Eating, and the Life of Faith

Subject	Catalog Number	Title
PARISH	760	Food, Eating, and the Life of Faith

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

PARISH762 - Christianity and Contemporary Literature

Subject	Catalog Number	Title
PARISH	762	Christianity and Contemporary Literature

Description

This course will interpret recent literature (both fictive and nonfictive) from a theological perspective, employing a variety of interpretive lenses

PARISH764 - The Poetic Imagination

Subject	Catalog Number	Title
PARISH	764	The Poetic Imagination

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?

PARISH768 - Philanthropy and the Church

Subject	Catalog Number	Title
PARISH	768	Philanthropy and the Church

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

PARISH766 - The Practice of Writing and the Spiritual Life

Subject	Catalog Number	Title
PARISH	766	The Practice of Writing and the Spiritual Life

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.

PARISH769 - The Pastoral Responsibility for Leadership and Administration

Subject	Catalog Number	Title
PARISH	769	The Pastoral Responsibility for Leadership and Administration

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

PARISH770 - Forming Disciples in Wesleyan Tradition

Subject	Catalog Number	Title
PARISH	770	Forming Disciples in Wesleyan Tradition

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

PARISH771 - Leading the Small Membership, Rural Church

Subject	Catalog Number	Title
PARISH	771	Leading the Small Membership, Rural Church

Description

The small church, the circuit church, circuit administration, larger parish and group ministry, and the town and country movement

PARISH772 - Stewardship and Church Finance

Subject	Catalog Number	Title
PARISH	772	Stewardship and Church Finance

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

PARISH773 - Presbyterian Polity, Worship and Sacraments

Subject	Catalog Number	Title
PARISH	773	Presbyterian Polity, Worship and Sacraments

Description

Register for course by designated suffix, B-U

PARISH774 - Local Polity, Global Vision: The Episcopal Church and the Anglican Communion

Subject	Catalog Number	Title
PARISH	774	Local Polity, Global Vision: The Episcopal Church and the Anglican Communion

Description

The Anglican studies course addresses the structure and system of the Episcopal Church USA within the story and scope of the worldwide Anglican Communion. The course combines an analysis of American Polity with a comparative consideration of other member churches from the Global South, with the aim of deepening our understanding and practice of 'communion.' The course is open to all, not just Anglicans and Episcopalians

PARISH775 - The Canterbury Course

Subject	Catalog Number	Title
PARISH	775	The Canterbury 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

PARISH776 - Local Church in Mission to God's World

Subject	Catalog Number	Title
PARISH	776	Local Church in Mission to God's World

Description

Recommended prerequisite: Christian Theology 755 or equivalent

PARISH777 - Wesleyan Foundations for Mission, Practice, and Belief

Subject	Catalog Number	Title
PARISH	777	Wesleyan Foundations for Mission, Practice, and Belief

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

PARISH778 - United Methodism: Mission, Practice, Belief

Subject	Catalog Number	Title
PARISH	778	United Methodism: Mission, Practice, Belief

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

PARISH779 - Women and Evangelism

Subject	Catalog Number	Title
PARISH	779	Women and Evangelism

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.

PARISH780 - The Missional Church and Evangelism

Subject	Catalog Number	Title
PARISH	780	The Missional Church and Evangelism

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

PARISH783 - Theology of Pentecostalism

Subject	Catalog Number	Title
PARISH	783	Theology of Pentecostalism

Description

An exploration of this tradition with examination of its distinctive emphases and interpretations of Christian faith

PARISH784 - The Book of Common Prayer and the Principles of Anglican Worship

Subject	Catalog Number	Title
PARISH	784	The Book of Common Prayer and the Principles of Anglican Worship

Description

This course means to present and review the worship practices of the Book of Common Prayer in the context of established and developing principles of Anglican worship. 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.

PARISH785 - Anglican Spiritual Thought

Subject	Catalog Number	Title
PARISH	785	Anglican Spiritual Thought

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

PARISH786 - Organized Compassion: History and Ethics of Humanitarianism

Subject	Catalog Number	Title
PARISH	786	Organized Compassion: History and Ethics of Humanitarianism

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

PARISH787 - Power, Inequality, and Reconciliation

Subject	Catalog Number	Title
PARISH	787	Power, Inequality, and Reconciliation

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

PARISH788 - Ethics and Native America: American Indian Literature and Liturgy

Subject	Catalog Number	Title
PARISH	788	Ethics and Native America: American Indian Literature and Liturgy

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

PARISH790 - Topics in Care of the Parish

Subject	Catalog Number	Title
PARISH	790	Topics in Care of the Parish

Description

Topics vary. May be repeated for credit

PARISH791 - Principles and Methods of Intercultural Leadership

Subject	Catalog Number	Title
PARISH	791	Principles and Methods of Intercultural Leadership

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

PARISH792 - Cultivating Thriving Communities

Subject	Catalog Number	Title
PARISH	792	Cultivating Thriving Communities

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

PARISH800 - Women and Spiritual Memoir

Subject	Catalog Number	Title
PARISH	800	Women and Spiritual Memoir

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

PARISH801 - Evangelism and Leadership

Subject	Catalog Number	Title
PARISH	801	Evangelism and Leadership

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.

PARISH802 - Prophetic Ministry: Shaping Communities of Justice

Subject	Catalog Number	Title
PARISH	802	Prophetic Ministry: Shaping Communities of Justice

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

PARISH806 - Caring for Creation

Subject	Catalog Number	Title
PARISH	806	Caring for Creation

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

PARISH807 - The Theology and Spirituality of Place

Subject	Catalog Number	Title
PARISH	807	The Theology and Spirituality of Place

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

PARISH808 - Agrarian Theology for an Urban World

Subject	Catalog Number	Title
PARISH	808	Agrarian Theology for an Urban World

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

PARISH809 - Restorative Justice, Prison Ministry, and the Church

Subject	Catalog Number	Title
PARISH	809	Restorative Justice, Prison Ministry, and the Church

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

PARISH812 - Listening Together: Christians and Muslims Reading Scriptures

Subject	Catalog Number	Title
PARISH	812	Listening Together: Christians and Muslims Reading Scriptures

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

PARISH813 - Introduction to Islam and Christian-Muslim Relations

Subject	Catalog Number	Title
PARISH	813	Introduction to Islam and Christian-Muslim Relations

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

PARISH814 - Modern Voices from the Anglican Tradition

Subject	Catalog Number	Title
PARISH	814	Modern Voices from the Anglican Tradition

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

PARISH815 - Women in Ministry

Subject	Catalog Number	Title
PARISH	815	Women in Ministry

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

PARISH816 - The Qur'an: An Introduction in the Context of Christian-Muslim Encounter

Subject	Catalog Number	Title
PARISH	816	The Qur'an: An Introduction in the Context of Christian-Muslim Encounter

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

PARISH817 - Theology and Social Science

Subject	Catalog Number	Title
PARISH	817	Theology and Social Science

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

PARISH818 - Ministry with Millennials

Subject	Catalog Number	Title
PARISH	818	Ministry with Millennials

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

PARISH819 - Disunity in Christ: Difference, Conflict, and Resolution in the Church

Subject	Catalog Number	Title
PARISH	819	Disunity in Christ: Difference, Conflict, and Resolution in the Church

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

PARISH820 - U.S. Food Policy

Subject	Catalog Number	Title
PARISH	820	U.S. Food Policy

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

PARISH821 - Global Food Policy

Subject	Catalog Number	Title
PARISH	821	Global Food Policy

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

PARISH822 - Charitable Foods

Subject	Catalog Number	Title
PARISH	822	Charitable Foods

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

PARISH823 - Food, Faith, and Health

Subject	Catalog Number	Title
PARISH	823	Food, Faith, and Health

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.

PARISH890 - Seminar in Contemporary Ministries (TOP)

Subject	Catalog Number	Title
PARISH	890	Seminar in Contemporary Ministries (TOP)

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.

PASTCARE760 - Introduction to Pastoral Theology and Care

Subject	Catalog Number	Title
PASTCARE	760	Introduction to Pastoral Theology and Care

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 the 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

PASTCARE761 - Introduction to the Ministry of Social Work

Subject	Catalog Number	Title
PASTCARE	761	Introduction to the Ministry of Social Work

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

PASTCARE762 - Introduction to Issues in Cross-Cultural Pastoral Care and Counseling

Subject	Catalog Number	Title
PASTCARE	762	Introduction to Issues in Cross-Cultural Pastoral Care and Counseling

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

PASTCARE765 - Pastoral Care through Anxiety and Depression

Subject	Catalog Number	Title
PASTCARE	765	Pastoral Care through Anxiety and Depression

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?

PASTCARE777 - The Care of Souls and the Ethics of War

Subject	Catalog Number	Title
PASTCARE	777	The Care of Souls and the Ethics of War

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

PASTCARE778 - Death, Dying, and Bereavement

Subject	Catalog Number	Title
PASTCARE	778	Death, Dying, and Bereavement

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.

PASTCARE790 - Topics in Pastoral Care

Subject	Catalog Number	Title
PASTCARE	790	Topics in Pastoral Care

Description

Topics vary. May be repeated for credit

PASTCARE804 - Theology and Trauma

Subject	Catalog Number	Title
PASTCARE	804	Theology and Trauma

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

PASTCARE805 - Suffering and Dying in Cross-cultural Contexts

Subject	Catalog Number	Title
PASTCARE	805	Suffering and Dying in Cross-cultural Contexts

PASTCARE806 - Naming the Powers: Pastoral Care and the Spiritual World

Subject	Catalog Number	Title
PASTCARE	806	Naming the Powers: Pastoral Care and the Spiritual World

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

PASTCARE807 - Marriage and Family

Subject	Catalog Number	Title
PASTCARE	807	Marriage and Family

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.

PASTCARE808 - Theology and Health in Therapeutic Culture

Subject	Catalog Number	Title
PASTCARE	808	Theology and Health in Therapeutic Culture

Description

Recommended prerequisite: Christian Theology 755 and Pastoral Care 760 or equivalents.

PASTCARE809 - MDIV/MSW Capstone Seminar: Moving the Church Toward Social Action

Subject	Catalog Number	Title
PASTCARE	809	MDIV/MSW Capstone Seminar: Moving the Church Toward Social Action

PASTCARE810 - Theology, Mental Health and Human Flourishing

Subject	Catalog Number	Title
PASTCARE	810	Theology, Mental Health and Human Flourishing

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

PASTCARE811 - Perspectives of Psychology of Religion for Ministry

Subject	Catalog Number	Title
PASTCARE	811	Perspectives of Psychology of Religion for Ministry

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

PASTCARE812 - Discipleship and Disability

Subject	Catalog Number	Title
PASTCARE	812	Discipleship and Disability

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.

PASTCARE813 - The Disabled Church

Subject	Catalog Number	Title
PASTCARE	813	The Disabled Church

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

PASTCARE860 - Advanced Pastoral Care for Chaplaincy

Subject	Catalog Number	Title
PASTCARE	860	Advanced Pastoral Care for Chaplaincy

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.

PASTCARE866 - Ministry and Care in the Contexts of Displacement and Loss

Subject	Catalog Number	Title
PASTCARE	866	Ministry and Care in the Contexts of Displacement and Loss

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

PASTCARE890 - Seminar in Pastoral Theology

Subject	Catalog Number	Title
PASTCARE	890	Seminar in Pastoral Theology

Description

Topics vary for seminar course.

PREACHNG742 - The Art and Craft of Public Proclamation

Subject	Catalog Number	Title
PREACHNG	742	The Art and Craft of Public Proclamation

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

PREACHNG758 - Introduction to Christian Preaching

Subject	Catalog Number	Title
PREACHNG	758	Introduction to Christian Preaching

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.

PREACHNG760 - Preaching and the Church Year

Subject	Catalog Number	Title
PREACHNG	760	Preaching and the Church Year

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.

PREACHNG762 - Proclaiming the Parables

Subject	Catalog Number	Title
PREACHNG	762	Proclaiming the Parables

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

PREACHNG767 - Preaching in the Black Community

Subject	Catalog Number	Title
PREACHNG	767	Preaching in the Black Community

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.

PREACHNG769 - Variety in Preaching: Theory and Practice

Subject	Catalog Number	Title
PREACHNG	769	Variety in Preaching: Theory and Practice

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

PREACHNG770 - Theology in Preaching

Subject	Catalog Number	Title
PREACHNG	770	Theology in Preaching

Description

Prerequisite: Preaching 758 or Church Ministry 760

PREACHNG771 - Preaching in the Parish

Subject	Catalog Number	Title
PREACHNG	771	Preaching in the Parish

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

PREACHNG772 - Preaching from the Old Testament

Subject	Catalog Number	Title
PREACHNG	772	Preaching from the Old Testament

Description

A course focusing on preaching from biblical texts. Prerequisite: Preaching 758 or Church Ministry 760.

PREACHNG774 - Women Preaching

Subject	Catalog Number	Title
PREACHNG	774	Women Preaching

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

PREACHNG775 - Preaching Place: The Challenge and Promise of a Global Gospel

Subject	Catalog Number	Title
PREACHNG	775	Preaching Place: The Challenge and Promise of a Global Gospel

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

PREACHNG776 - Preaching from the New Testament

Subject	Catalog Number	Title
PREACHNG	776	Preaching from the New Testament

Description

A course focusing on preaching from biblical texts. Prerequisite: Preaching 758 or CHURMIN 760.

PREACHNG781 - The Overshadowed Preacher: Body and Spirit in Sermon Performance

Subject	Catalog Number	Title
PREACHNG	781	The Overshadowed Preacher: Body and Spirit in Sermon Performance

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

PREACHNG782 - Cross Cultural Preaching

Subject	Catalog Number	Title
PREACHNG	782	Cross Cultural Preaching

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

PREACHNG783 - Hope for Creation?: An Exilic Perspective

Subject	Catalog Number	Title
PREACHNG	783	Hope for Creation?: An Exilic Perspective

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

PREACHNG790 - Topics in Preaching

Subject	Catalog Number	Title
PREACHNG	790	Topics in Preaching

Description

Topics vary. May be repeated for credit

PREACHNG800 - Preaching the Old Testament

Subject	Catalog Number	Title
PREACHNG	800	Preaching the Old Testament

Description

Prerequisite: Old Testament 752 and 753, Preaching 758, and Christian Theology 755

PREACHNG801 - Preaching at the End of the World: Proclaiming Paul's Apocalyptic Gospel

Subject	Catalog Number	Title
PREACHNG	801	Preaching at the End of the World: Proclaiming Paul's Apocalyptic Gospel

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

PREACHNG802 - Principalities, Powers, and Preaching

Subject	Catalog Number	Title
PREACHNG	802	Principalities, Powers, and Preaching

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

PREACHNG803 - Proclamation for a Virtual Reality

Subject	Catalog Number	Title
PREACHNG	803	Proclamation for a Virtual Reality

Description

This seminar-type course considers the task of oral public interpretation of scripture in light of the ways in which social media has reshaped the idea of community formation. Participants will be expected to convey a theological understanding of how ideas flow in order to convey a playfully orthodox ecclesiology within contemporary contexts of personal, social, and cultural change. Emphasis is placed on the life-long task of acquiring practical habits appropriate for cultivating judgment required for faithful communication of the gospel in a digital world

PREACHNG804 - History of Preaching

Subject	Catalog Number	Title
PREACHNG	804	History of Preaching

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.

PREACHNG806 - Preaching with Barth

Subject	Catalog Number	Title
PREACHNG	806	Preaching with Barth

Description

In this course students will have the opportunity to reflect upon the task of Christian proclamation using Karl Barth as the 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

PREACHNG807 - Balm in Gilead: The Spirituals as a Homiletical Resource

Subject	Catalog Number	Title
PREACHNG	807	Balm in Gilead: The Spirituals as a Homiletical Resource

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

PREACHNG808 - Preaching the Resurrection

Subject	Catalog Number	Title
PREACHNG	808	Preaching the Resurrection

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

PREACHNG809 - Preaching on the Sacraments: Patristic Imitation

Subject	Catalog Number	Title
PREACHNG	809	Preaching on the Sacraments: Patristic Imitation

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

PREACHNG811 - Latin American Preaching Traditions

Subject	Catalog Number	Title
PREACHNG	811	Latin American Preaching Traditions

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

PREACHNG812 - History of Homiletics: The Early Church Through the 19th Century

Subject	Catalog Number	Title
PREACHNG	812	History of Homiletics: The Early Church Through the 19th Century

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.

PREACHNG813 - Lectionary Preaching

Subject	Catalog Number	Title
PREACHNG	813	Lectionary Preaching

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.

PREACHNG820 - Approaches to Anti-Racist Proclamation: Theologies and Practices

Subject	Catalog Number	Title
PREACHNG	820	Approaches to Anti-Racist Proclamation: Theologies and Practices

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.

PREACHNG910 - Interpretation and Performance in Christian Preaching

Subject	Catalog Number	Title
PREACHNG	910	Interpretation and Performance in Christian Preaching

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 homiletics, 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.

PREACHNG890 - Selected Topics

Subject	Catalog Number	Title
PREACHNG	890	Selected Topics

Description

Topics vary. May be repeated for credit. Prerequisite: Preaching 758 or Church Ministry 760.

PREACHNG912 - History of Homiletics: The Early Church Through the 19th Century

Subject	Catalog Number	Title
PREACHNG	912	History of Homiletics: The Early Church Through the 19th Century

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.

PREACHNG972 - Theologies of Preaching

Subject	Catalog Number	Title
PREACHNG	972	Theologies of Preaching

Description

Instructor consent required

PREACHNG990 - Special Topics in Preaching

Subject	Catalog Number	Title
PREACHNG	990	Special Topics in Preaching

Description

Topics vary. May be repeated for credit.

SPIRIT701 - Continuation of SPIRIT 760

Subject	Catalog Number	Title
SPIRIT	701	Continuation of SPIRIT 760

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

SPIRIT760 - Introduction to Christian Spirituality

Subject	Catalog Number	Title
SPIRIT	760	Introduction to Christian Spirituality

Description

An introduction to spirituality, spiritual formation, and the development of a personal spiritual discipline

SPIRIT790 - Topics in Spirituality

Subject	Catalog Number	Title
SPIRIT	790	Topics in Spirituality

Description

Topics vary. May be repeated for credit

SPIRIT800 - The Spirituality of the Eastern Church

Subject	Catalog Number	Title
SPIRIT	800	The Spirituality of the Eastern Church

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

SPIRIT802 - Spiritual Writing Workshop

Subject	Catalog Number	Title
SPIRIT	802	Spiritual Writing Workshop

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

WXTIAN760 - World Christianity in America

Subject	Catalog Number	Title
WXTIAN	760	World Christianity in America

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

WXTIAN764 - God's Ministry of Reconciliation: Explorations in Missiology and Ecclesiology

Subject	Catalog Number	Title
WXTIAN	764	God's Ministry of Reconciliation: Explorations in Missiology and Ecclesiology

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

WXTIAN765 - World Christianity, Contemporary Politics, and Responses to Poverty

Subject	Catalog Number	Title
WXTIAN	765	World Christianity, Contemporary Politics, and Responses to Poverty

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

WXTIAN766 - Being the Church

Subject	Catalog Number	Title
WXTIAN	766	Being the Church

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

WXTIAN767 - Introduction to Latin American Theology

Subject	Catalog Number	Title
WXTIAN	767	Introduction to Latin American Theology

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.

WXTIAN778 - Global Readings of Scripture for Christian Ministry

Subject	Catalog Number	Title
WXTIAN	778	Global Readings of Scripture for Christian Ministry

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.

WXTIAN784 - Introduction to Asian American Theology

Subject	Catalog Number	Title
WXTIAN	784	Introduction to Asian American Theology

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.

WXTIAN785 - Theology of Gustavo Gutierrez

Subject	Catalog Number	Title
WXTIAN	785	Theology of Gustavo Gutierrez

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.

WXTIAN790 - Topics in World Christianity

Subject	Catalog Number	Title
WXTIAN	790	Topics in World Christianity

Description

Topics vary. May be repeated for credit

WXTIAN803 - Beyond Borders: Latin American, Latino, and Hispanic Theologies

Subject	Catalog Number	Title
WXTIAN	803	Beyond Borders: Latin American, Latino, and Hispanic Theologies

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

WXTIAN806 - Contextualization of the Gospel: An Orthodox Perspective

Subject	Catalog Number	Title
WXTIAN	806	Contextualization of the Gospel: An Orthodox Perspective

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

WXTIAN807 - The Nation State and Theology in Africa

Subject	Catalog Number	Title
WXTIAN	807	The Nation State and Theology in Africa

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.

WXTIAN811 - Journeys of Reconciliation

Subject	Catalog Number	Title
WXTIAN	811	Journeys of Reconciliation

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

WXTIAN812 - Schools of Perfection: Explorations in Christian Vocation

Subject	Catalog Number	Title
WXTIAN	812	Schools of Perfection: Explorations in Christian Vocation

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

WXTIAN813 - American Foreign Missions and Chinese Christianity

Subject	Catalog Number	Title
WXTIAN	813	American Foreign Missions and Chinese Christianity

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.

WXTIAN814 - Protestantism and the Making of Modern China

Subject	Catalog Number	Title
WXTIAN	814	Protestantism and the Making of Modern China

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.

WXTIAN815 - Modern Christianity Outside The West

Subject	Catalog Number	Title
WXTIAN	815	Modern Christianity Outside The West

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.

WXTIAN816 - Christianity's Encounter with Other Religions and Cultures: The Case of East Asia

Subject	Catalog Number	Title
WXTIAN	816	Christianity's Encounter with Other Religions and Cultures: The Case of East Asia

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.

WXTIAN817 - The Missions Theology of the Orthodox Church

Subject	Catalog Number	Title
WXTIAN	817	The Missions Theology of the Orthodox Church

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

WXTIAN818 - Pioneers in World Christianity

Subject	Catalog Number	Title
WXTIAN	818	Pioneers in World Christianity

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.

WXTIAN820 - History and Theology of Integral Mission

Subject	Catalog Number	Title
WXTIAN	820	History and Theology of Integral Mission

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.

WXTIAN819 - Readings in Lesslie Newbigin's Theology

Subject	Catalog Number	Title
WXTIAN	819	Readings in Lesslie Newbigin's Theology

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*.

WXTIAN844 - Equipped for Witness: Spirituality and Evangelism in the Eastern Church

Subject	Catalog Number	Title
WXTIAN	844	Equipped for Witness: Spirituality and Evangelism in the Eastern Church

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 establish the personal nature of the Gospel and the task of evangelism, define the link between evangelism and the spiritual maturity of the witness, explain the unique characteristics of Orthodox spirituality, examine the ways in which spirituality, as understood today, offers the Church an opportunity, suggest ways in which a local parish can nurture and practice vibrant spirituality, show how that level of spiritual maturity empowers our witness, and what that renewed witness will look like practically. Prerequisite: Christian Theology 755 and Church History 751

WXTIAN845 - Foundations of Conflict Transformation: Theology, Theory and Practice

Subject	Catalog Number	Title
WXTIAN	845	Foundations of Conflict Transformation: Theology, Theory and Practice

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

WXTIAN874 - Asian American Identity, Community, and Christian Discipleship

Subject	Catalog Number	Title
WXTIAN	874	Asian American Identity, Community, and Christian Discipleship

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 the theologically engaging the issues of identity, community, and discipleship.

XTIANEDU760 - Introduction to the Education of Christians

Subject	Catalog Number	Title
XTIANEDU	760	Introduction to the Education of Christians

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.

XTIANEDU761 - Introduction to the Praxis of Youth Ministry

Subject	Catalog Number	Title
XTIANEDU	761	Introduction to the Praxis of Youth Ministry

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.

XTIANEDU763 - Curriculum and Pedagogy in the Church

Subject	Catalog Number	Title
XTIANEDU	763	Curriculum and Pedagogy in the Church

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.

XTIANEDU765 - Education for Creation Care

Subject	Catalog Number	Title
XTIANEDU	765	Education for Creation Care

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!

XTIANEDU766 - Worship and Christian Formation

Subject	Catalog Number	Title
XTIANEDU	766	Worship and Christian Formation

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.

XTIANEDU767 - Person in Communities

Subject	Catalog Number	Title
XTIANEDU	767	Person in Communities

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.

XTIANEDU770 - Baptism and Faith Formation

Subject	Catalog Number	Title
XTIANEDU	770	Baptism and Faith Formation

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.

XTIANEDU790 - Christian Education Topics Course

Subject	Catalog Number	Title
XTIANEDU	790	Christian Education Topics Course

Description

Topics vary. May be repeated for credit

XTIANEDU800 - Bible Study Programs for the Local Church

Subject	Catalog Number	Title
XTIANEDU	800	Bible Study Programs for the Local Church

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

XTIANEDU804 - Eating Together Faithfully: Education for Christian Foodways

Subject	Catalog Number	Title
XTIANEDU	804	Eating Together Faithfully: Education for Christian Foodways

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.

XTIANEDU805 - Christian Education for Public Ministry

Subject	Catalog Number	Title
XTIANEDU	805	Christian Education for Public Ministry

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.

XTIANEDU890 - Topics in Christian Education

Subject	Catalog Number	Title
XTIANEDU	890	Topics in Christian Education

Description

Topics vary. May be repeated for credit

XTIANETH757 - Christian Ethics

Subject	Catalog Number	Title
XTIANETH	757	Christian Ethics

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.

XTIANETH760 - Sexuality: Bible, Church, and Controversy

Subject	Catalog Number	Title
XTIANETH	760	Sexuality: Bible, Church, and Controversy

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

XTIANETH761 - Health Care in Theological Context I

Subject	Catalog Number	Title
XTIANETH	761	Health Care in Theological Context I

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.

XTIANETH762 - Sin in Contemporary North American Literature

Subject	Catalog Number	Title
XTIANETH	762	Sin in Contemporary North American Literature

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

XTIANETH763 - Health Care in Theological Context II

Subject	Catalog Number	Title
XTIANETH	763	Health Care in Theological Context II

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.

XTIANETH764 - Health and Holiness

Subject	Catalog Number	Title
XTIANETH	764	Health and Holiness

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

XTIANETH765 - Attending to Persons in Pain

Subject	Catalog Number	Title
XTIANETH	765	Attending to Persons in Pain

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

XTIANETH783 - The Care of Souls and the Ethics of War

Subject	Catalog Number	Title
XTIANETH	783	The Care of Souls and the Ethics of War

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

XTIANETH790 - Topics in Ethics

Subject	Catalog Number	Title
XTIANETH	790	Topics in Ethics

Description

Topics vary. May be repeated for credit

XTIANETH800 - War in the Christian Tradition

Subject	Catalog Number	Title
XTIANETH	800	War in the Christian Tradition

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

XTIANETH801 - Christian Ethics and Scripture

Subject	Catalog Number	Title
XTIANETH	801	Christian Ethics and Scripture

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.

XTIANETH803 - Christian Ethics in America

Subject	Catalog Number	Title
XTIANETH	803	Christian Ethics in America

Description

A survey of the development of Christian ethics that includes Rauschenbush, the Niebuhrs, Ramirez, Gustafson, Yoder, Day and King

XTIANETH805 - Sex, Gender, and Discipleship

Subject	Catalog Number	Title
XTIANETH	805	Sex, Gender, and Discipleship

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

XTIANETH806 - Masculinity and Ministry

Subject	Catalog Number	Title
XTIANETH	806	Masculinity and Ministry

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

XTIANETH807 - Advanced Theological Bioethics

Subject	Catalog Number	Title
XTIANETH	807	Advanced Theological Bioethics

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.

XTIANETH809 - Discipleship and Disability

Subject	Catalog Number	Title
XTIANETH	809	Discipleship and Disability

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.

XTIANETH810 - Soren Kierkegaard

Subject	Catalog Number	Title
XTIANETH	810	Soren Kierkegaard

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.

XTIANETH811 - Happiness, the Life of Virtue, and Friendship

Subject	Catalog Number	Title
XTIANETH	811	Happiness, the Life of Virtue, and Friendship

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

XTIANETH813 - Listen, Organize, Act: Churches, Politics, and Community Transformation

Subject	Catalog Number	Title
XTIANETH	813	Listen, Organize, Act: Churches, Politics, and Community Transformation

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.'

XTIANETH814 - Christianity and Capitalism: A Theological Exploration

Subject	Catalog Number	Title
XTIANETH	814	Christianity and Capitalism: A Theological Exploration

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.

XTIANETH815 - End of Life Care and Theological Ethics

Subject	Catalog Number	Title
XTIANETH	815	End of Life Care and Theological Ethics

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

XTIANETH816 - Healthcare, Inequities and Theological Ethics

Subject	Catalog Number	Title
XTIANETH	816	Healthcare, Inequities and Theological Ethics

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

XTIANETH817 - Womanist Bioethics

Subject	Catalog Number	Title
XTIANETH	817	Womanist Bioethics

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

XTIANETH819 - Ecce Homo! Christian Humanism in the Black Atlantic

Subject	Catalog Number	Title
XTIANETH	819	Ecce Homo! Christian Humanism in the Black Atlantic

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.

XTIANETH820 - Approaches to Anti-Racist Proclamation: Theologies and Practices

Subject	Catalog Number	Title
XTIANETH	820	Approaches to Anti-Racist Proclamation: Theologies and Practices

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.

XTIANETH823 - Food, Faith, and Health

Subject	Catalog Number	Title
XTIANETH	823	Food, Faith, and Health

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.

XTIANETH890 - Ethical Topics

Subject	Catalog Number	Title
XTIANETH	890	Ethical Topics

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.

XTIANETH953 - Love in Christian Tradition

Subject	Catalog Number	Title
XTIANETH	953	Love in Christian Tradition

XTIANETH956 - Advanced Seminar in Theological Ethics & Constructive Theology

Subject	Catalog Number	Title
XTIANETH	956	Advanced Seminar in Theological Ethics & Constructive Theology

Description

Philosophical paradigms and the nature of the Christian life. Consent of instructor required.

XTIANETH990 - Topics in Christian Ethics

Subject	Catalog Number	Title
XTIANETH	990	Topics in Christian Ethics

Description

Topics vary. May be repeated for credit

XTIANPRC701 - Spiritual Formation Seminar

Subject	Catalog Number	Title
XTIANPRC	701	Spiritual Formation Seminar

Description

Required seminar for MACP students

XTIANPRC702 - Spiritual Formation MDV Hybrid Term 1

Subject	Catalog Number	Title
XTIANPRC	702	Spiritual Formation MDV Hybrid Term 1

Description

First term spiritual formation for MDivH students

XTIANPRC703 - Spiritual Formation MDV Hybrid Term 2

Subject	Catalog Number	Title
XTIANPRC	703	Spiritual Formation MDV Hybrid Term 2

Description

Second term spiritual formation for MDivH students

XTIANPRC704 - Formation for Ministry Hybrid MDV Program

Subject	Catalog Number	Title
XTIANPRC	704	Formation for Ministry Hybrid MDV Program

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.

XTIANPRC999 - Directed Study

Subject	Catalog Number	Title
XTIANPRC	999	Directed Study

Description

Independent study. Instructor consent required

XTIANSTU705 - Cultivating Christian Imagination I

Subject	Catalog Number	Title
XTIANSTU	705	Cultivating Christian Imagination I

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

XTIANSTU706 - Cultivating Christian Imagination II

Subject	Catalog Number	Title
XTIANSTU	706	Cultivating Christian Imagination II

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.

XTIANSTU707 - Spiritual Formation and Community Engagement for Theology, Medicine and Culture

Subject	Catalog Number	Title
XTIANSTU	707	Spiritual Formation and Community Engagement for Theology, Medicine and Culture

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

XTIANSTU708 - Spiritual Formation and Vocation in Health Care

Subject	Catalog Number	Title
XTIANSTU	708	Spiritual Formation and Vocation in Health Care

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 paradigm for health care as Christian vocation and will include discussion of practices to deepen compassion and energize service as well as different models for discernment and decision-making. Participants will be guided in reflection on scripture and a wide range of texts and practices in the Christian tradition

XTIANTHE705 - Introduction to Christian Theology

Subject	Catalog Number	Title
XTIANTHE	705	Introduction to Christian Theology

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

XTIANTHE725 - Christian Vocation

Subject	Catalog Number	Title
XTIANTHE	725	Christian Vocation

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

XTIANTHE755 - Christian Theology

Subject	Catalog Number	Title
XTIANTHE	755	Christian Theology

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 the theological voices across Christian history and the denominational spectrum. Prior study of Christian scripture and church history is expected.

XTIANTHE760 - The Free Church

Subject	Catalog Number	Title
XTIANTHE	760	The Free Church

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

XTIANTHE761 - Free Church Theology

Subject	Catalog Number	Title
XTIANTHE	761	Free Church Theology

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

XTIANTHE762 - Reformed Theologies

Subject	Catalog Number	Title
XTIANTHE	762	Reformed Theologies

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

XTIANTHE765 - Women, Theology, and the Church

Subject	Catalog Number	Title
XTIANTHE	765	Women, Theology, and the Church

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

XTIANTHE770 - Introduction to Christian Philosophy

Subject	Catalog Number	Title
XTIANTHE	770	Introduction to Christian Philosophy

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

XTIANTHE771 - Theology of C. S. Lewis

Subject	Catalog Number	Title
XTIANTHE	771	Theology of C. S. Lewis

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.

XTIANTHE773 - Introduction to Theology and the Arts

Subject	Catalog Number	Title
XTIANTHE	773	Introduction to Theology and the Arts

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

XTIANTHE774 - How Blackness Thinks

Subject	Catalog Number	Title
XTIANTHE	774	How Blackness Thinks

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.

XTIANTHE778 - James Cone (or, Christianity in the Age of Black Lives Matter)

Subject	Catalog Number	Title
XTIANTHE	778	James Cone (or, Christianity in the Age of Black Lives Matter)

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.'

XTIANTHE779 - Introduction to Latinx Theology

Subject	Catalog Number	Title
XTIANTHE	779	Introduction to Latinx Theology

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

XTIANTHE780 - Recent Catholic Theology: Movements and Figures

Subject	Catalog Number	Title
XTIANTHE	780	Recent Catholic Theology: Movements and Figures

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

XTIANTHE781 - Modern Catholic Writing: Faith, Witness, Ecology

Subject	Catalog Number	Title
XTIANTHE	781	Modern Catholic Writing: Faith, Witness, Ecology

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

XTIANTHE782 - Poetry and/as Theology: Part I – G. M. Hopkins, Paul Claudel, R. M. Rilke

Subject	Catalog Number	Title
XTIANTHE	782	Poetry and/as Theology: Part I – G. M. Hopkins, Paul Claudel, R. M. Rilke

Description

This two-semester sequence explores the relationship between poetry and theology from about 1850 to 2000. Readings will explore works of lyric poetry (by G. M. Hopkins, Paul Claudel, R. M. Rilke, T. S. Eliot, Czeslaw Milosz, and Geoffrey Hill) in relation to issues in theological aesthetics, philosophical theology, and philosophy either contemporary to the authors or part of their intellectual and spiritual inheritance and formation. – PART I explores the poetry of Hopkins, Claudel and Rilke against their respective theological and intellectual background.

XTIANTHE783 - Poetry and/as Theology II: T. S. Eliot, Czeslaw Milosz, Geoffrey Hill

Subject	Catalog Number	Title
XTIANTHE	783	Poetry and/as Theology II: T. S. Eliot, Czeslaw Milosz, Geoffrey Hill

Description

PART II of this two-semester course sequence explores the relationship between poetry and theology from 1922 to 2015. Readings in the second semester will explore works of lyric poetry and prose writings of T. S. Eliot, Czeslaw Milosz, and Geoffrey Hill in relation to issues in theological aesthetics and philosophical theology either contemporary to the authors or part of their intellectual and spiritual inheritance and formation.

XTIANTHE784 - Introduction to Asian American Theology

Subject	Catalog Number	Title
XTIANTHE	784	Introduction to Asian American Theology

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.

XTIANTHE785 - Theology of Gustavo Gutierrez

Subject	Catalog Number	Title
XTIANTHE	785	Theology of Gustavo Gutierrez

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.

XTIANTHE790 - Topics in Theology

Subject	Catalog Number	Title
XTIANTHE	790	Topics in Theology

Description

Topics vary. May be repeated for credit

XTIANTHE800 - The Person and Work of Jesus Christ

Subject	Catalog Number	Title
XTIANTHE	800	The Person and Work of Jesus Christ

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

XTIANTHE806 - Christ and Cultural Studies

Subject	Catalog Number	Title
XTIANTHE	806	Christ and Cultural Studies

Description

This seminar will treat contemporary issues of theology and culture

XTIANTHE808 - Feminist Theology

Subject	Catalog Number	Title
XTIANTHE	808	Feminist Theology

Description

Examination of feminist theologians and religionists, their critical and constructive perspectives on the Christian tradition, and related issues in current feminist theory

XTIANTHE809 - The Theology of Death and Martyrdom

Subject	Catalog Number	Title
XTIANTHE	809	The Theology of Death and Martyrdom

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.'

XTIANTHE810 - Augustine's The City of God

Subject	Catalog Number	Title
XTIANTHE	810	Augustine's The City of God

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.

XTIANTHE812 - The Doctrine of Creation and Theological Anthropology

Subject	Catalog Number	Title
XTIANTHE	812	The Doctrine of Creation and Theological Anthropology

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

XTIANTHE815 - Theology and Music

Subject	Catalog Number	Title
XTIANTHE	815	Theology and Music

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

XTIANTHE816 - The Doctrine of the Trinity

Subject	Catalog Number	Title
XTIANTHE	816	The Doctrine of the Trinity

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

XTIANTHE817 - Spirit, Worship, and Mission

Subject	Catalog Number	Title
XTIANTHE	817	Spirit, Worship, and Mission

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

XTIANTHE819 - Readings in Lesslie Newbigin's Theology

Subject	Catalog Number	Title
XTIANTHE	819	Readings in Lesslie Newbigin's Theology

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.

XTIANTHE820 - Theology & Ethics of Dietrich Bonhoeffer

Subject	Catalog Number	Title
XTIANTHE	820	Theology & Ethics of Dietrich Bonhoeffer

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

XTIANTHE821 - The Theology of Karl Barth

Subject	Catalog Number	Title
XTIANTHE	821	The Theology of Karl Barth

Description

Readings from the work of Karl Barth

XTIANTHE822 - Theology of Las Casas

Subject	Catalog Number	Title
XTIANTHE	822	Theology of Las Casas

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

XTIANTHE824 - John Wesley, Methodism & Ecumenism

Subject	Catalog Number	Title
XTIANTHE	824	John Wesley, Methodism & Ecumenism

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.

XTIANTHE828 - Readings in Eastern Orthodox Theology

Subject	Catalog Number	Title
XTIANTHE	828	Readings in Eastern Orthodox Theology

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

XTIANTHE832 - The Theology of Joseph Ratzinger

Subject	Catalog Number	Title
XTIANTHE	832	The Theology of Joseph Ratzinger

Description

The class will work with English translations of Joseph Ratzinger's writings

XTIANTHE834 - The Thought of Augustine of Hippo

Subject	Catalog Number	Title
XTIANTHE	834	The Thought of Augustine of Hippo

Description

This course's primary purpose is to introduce students to the topics of major intellectual concern to Augustine of Hippo (A.D. 354-430), and to help them to see how these topics are related in his thought. It will do so through close study of a representative selection of Augustine's works in English translation, with an option for a weekly meeting to read Augustine in Latin for those capable of and interested in doing so

XTIANTHE836 - Atonement: The Life and Death of Jesus Christ

Subject	Catalog Number	Title
XTIANTHE	836	Atonement: The Life and Death of Jesus Christ

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

XTIANTHE837 - Christianity and Democracy: A Theological Exploration

Subject	Catalog Number	Title
XTIANTHE	837	Christianity and Democracy: A Theological Exploration

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

XTIANTHE838 - Church, Mission & Society

Subject	Catalog Number	Title
XTIANTHE	838	Church, Mission & Society

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

XTIANTHE841 - Political Theology

Subject	Catalog Number	Title
XTIANTHE	841	Political Theology

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

XTIANTHE842 - Womanist Theological Ethics

Subject	Catalog Number	Title
XTIANTHE	842	Womanist Theological Ethics

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

XTIANTHE843 - Theologies of Liberation in the US

Subject	Catalog Number	Title
XTIANTHE	843	Theologies of Liberation in the US

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

XTIANTHE844 - Theological Anthropology: Critical Modernists

Subject	Catalog Number	Title
XTIANTHE	844	Theological Anthropology: Critical Modernists

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.

XTIANTHE845 - Beauty, Suffering, and the Cross

Subject	Catalog Number	Title
XTIANTHE	845	Beauty, Suffering, and the Cross

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

XTIANTHE846 - Music and Scripture

Subject	Catalog Number	Title
XTIANTHE	846	Music and Scripture

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

XTIANTHE847 - Theology of Rowan Williams

Subject	Catalog Number	Title
XTIANTHE	847	Theology of Rowan Williams

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

XTIANTHE848 - Versions of Charity and Its Impediments: Aquinas; Langland; Milton

Subject	Catalog Number	Title
XTIANTHE	848	Versions of Charity and Its Impediments: Aquinas; Langland; Milton

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

XTIANTHE849 - Pneumatology: Global Perspectives on the Holy Spirit

Subject	Catalog Number	Title
XTIANTHE	849	Pneumatology: Global Perspectives on the Holy Spirit

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

XTIANTHE851 - Transhumanism, Theology, and Embodiment

Subject	Catalog Number	Title
XTIANTHE	851	Transhumanism, Theology, and Embodiment

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?

XTIANTHE853 - The Disabled Church

Subject	Catalog Number	Title
XTIANTHE	853	The Disabled Church

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

XTIANTHE852 - Modern Theological Anthropology I: Pascal

Subject	Catalog Number	Title
XTIANTHE	852	Modern Theological Anthropology I: Pascal

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.

XTIANTHE854 - Contemporary Methodist Theology

Subject	Catalog Number	Title
XTIANTHE	854	Contemporary Methodist Theology

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

XTIANTHE855 - Mystical Theology

Subject	Catalog Number	Title
XTIANTHE	855	Mystical Theology

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.

XTIANTHE856 - Theology through Visual Art and the Theology of Art

Subject	Catalog Number	Title
XTIANTHE	856	Theology through Visual Art and the Theology of Art

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.

XTIANTHE857 - Love and Desire

Subject	Catalog Number	Title
XTIANTHE	857	Love and Desire

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.

XTIANTHE858 - Pentecostal Theology

Subject	Catalog Number	Title
XTIANTHE	858	Pentecostal Theology

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.

XTIANTHE859 - Christianity and Western Literature

Subject	Catalog Number	Title
XTIANTHE	859	Christianity and Western Literature

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.

XTIANTHE860 - Theology and Film

Subject	Catalog Number	Title
XTIANTHE	860	Theology and Film

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.

XTIANTHE874 - Asian American Identity, Community, and Christian Discipleship

Subject	Catalog Number	Title
XTIANTHE	874	Asian American Identity, Community, and Christian Discipleship

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.

XTIANTHE904 - Theology of Christian Leadership

Subject	Catalog Number	Title
XTIANTHE	904	Theology of Christian Leadership

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

XTIANTHE890 - Theological Topics

Subject	Catalog Number	Title
XTIANTHE	890	Theological Topics

Description

A seminar on contemporary theological issues, content to be designated by the Theological Division. May be repeated for credit

XTIANTHE950 - Th.D. Seminar: Explorations in Practical Theology

Subject	Catalog Number	Title
XTIANTHE	950	Th.D. Seminar: Explorations in Practical Theology

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

XTIANTHE951 - Roger Williams: Life and Thought

Subject	Catalog Number	Title
XTIANTHE	951	Roger Williams: Life and Thought

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

XTIANTHE952 - Slavery and Obedience

Subject	Catalog Number	Title
XTIANTHE	952	Slavery and Obedience

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

XTIANTHE953 - John Henry Newman: Life & Thought

Subject	Catalog Number	Title
XTIANTHE	953	John Henry Newman: Life & Thought

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

XTIANTHE956 - Nature and Grace

Subject	Catalog Number	Title
XTIANTHE	956	Nature and Grace

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

XTIANTHE957 - Chalcedonian Christology

Subject	Catalog Number	Title
XTIANTHE	957	Chalcedonian Christology

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.

XTIANTHE967 - Ecclesiology and Ethnography

Subject	Catalog Number	Title
XTIANTHE	967	Ecclesiology and Ethnography

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

XTIANTHE962 - Theology of St. Thomas Aquinas

Subject	Catalog Number	Title
XTIANTHE	962	Theology of St. Thomas Aquinas

Description

Seminar on themes and problems in the thought of Thomas Aquinas. Consent of instructor required. Also taught as Religion 749S

XTIANTHE968 - The Theological Aesthetics of the Image

Subject	Catalog Number	Title
XTIANTHE	968	The Theological Aesthetics of the Image

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

XTIANTHE969 - The Theological Interpretation of Scripture

Subject	Catalog Number	Title
XTIANTHE	969	The Theological Interpretation of Scripture

Description

An investigation of how scripture may be read theologically within the contemporary intellectual and cultural context.

XTIANTHE970 - Modern Christology and Chalcedon

Subject	Catalog Number	Title
XTIANTHE	970	Modern Christology and Chalcedon

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

XTIANTHE972 - Advanced Studies in Theology and the Arts

Subject	Catalog Number	Title
XTIANTHE	972	Advanced Studies in Theology and the Arts

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.

XTIANTHE973 - The Tasks of Religion; Theology in the Anthropocene

Subject	Catalog Number	Title
XTIANTHE	973	The Tasks of Religion; Theology in the Anthropocene

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.

XTIANTHE974 - Form and Content in Christian Writing: The Body in the Text

Subject	Catalog Number	Title
XTIANTHE	974	Form and Content in Christian Writing: The Body in the Text

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.

XTIANTHE990 - Topics in Theology

Subject	Catalog Number	Title
XTIANTHE	990	Topics in Theology

Description

Topics vary. May be repeated for credit