McCormick
Theological
Seminary

Catalog 2005-2007
The McCormick Theological Seminary Catalog 2005-2007
The Catalog is an announcement of the projected academic programs of the Seminary for the academic years 2005-2006 and 2006-2007. These programs are subject to change; the information printed here is in no way binding upon the Seminary. Rules, regulations, and academic procedures of the Seminary are briefly described. Definitive information on these matters will be found in the constitution of the Seminary and in the formal actions of the trustees, faculty, and other competent bodies.

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Welcome to McCormick

This catalog is produced in order to assist students, current and prospective, faculty and friends learn more about the academic programs that are at the heart of the Seminary. But a catalog can never capture the soul of an educational institution. One of McCormick Seminary’s goals in our current strategic plan is to “be a recognized leader in theological education for a distinctive model of collaborative teaching and learning that is Reformed, ecumenical and cross-cultural.” This statement lifts up several of the core values that we intend to be visible in every class and program.

We believe that “teachers learn and learners teach.” Education is a process of life-transformation for all parties involved. We expect teachers to bring the results of their research, scholarship and experience; we expect students likewise to bring their own knowledge, experience, questions and vision into the educational enterprise.

Three commitments ground our education in both content and form. McCormick is a seminary that is at the same time Reformed, founded by and committed to the Presbyterian Church and its theological tradition; ecumenical, embracing of the widest extent of Christian faith and practice; and multicultural, welcoming and being shaped by persons from many cultural backgrounds.

In 2005-2006, McCormick Seminary celebrated its 175th year of ministry in theological education. Since our founding, this school has sought to prepare women and men for leadership and service in the Church of Jesus Christ. Since the 1860s, McCormick has carried out this mission in the vibrant urban setting of Chicago. This context is much more than location. It is a critically important component of our educational mission.

Grace and peace,

Cynthia M. Campbell
President
Mission Statement

We are a community of learning and teaching, challenged by the Holy Spirit and grounded in God’s transforming love for the world in Jesus Christ. We are called to nurture the gifts of women and men for faithful Christian ministry and leadership through rigorous academic study, practical experience and spiritual formation.

A seminary of the Presbyterian Church (U.S.A.) since 1829 and a progressive leader within the Reformed tradition, we are committed to institutional life, scholarship and ministry that are ecumenical, urban and cross-cultural.

Our goals are that McCormick Theological Seminary will:

Be a recognized leader in theological education for a distinctive model of collaborative teaching and learning that is Reformed, ecumenical and cross-cultural.

Create a culture of relationships in which mutual accountability, responsibility and respect characterize all seminary communications and operations.

Develop technological resources that support the seminary’s teaching and learning goals and are fully integrated into all aspects of the seminary’s work.

Provide financial resources sufficient to support our mission, goals and programs.

Develop and maintain institutional partnerships, locally and globally, that draw upon the strengths and capabilities of all the partners.

Be a community in which the presence of God is welcomed and named in worship and all aspects of our work and life together.

Provide leadership for the PC(USA) as we articulate our understanding of the Reformed tradition that is progressive theologically: inclusive, diverse, cross-cultural and ecumenical in both thought and practice.
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# Academic Calendar

## Summer 2005
- **Summer Session**: June 20-July 8
- **ACTS DMin. in Preaching**: June 19-July 8
- **Summer Language Institute**: July 5-Aug. 26

## Fall 2005
- **Orientation**: Aug. 29-Sept. 2
- **Fall registration**: Aug. 30-Sept. 1
- **Convocation**: Aug. 30
- **Fall classes begin**: Sept. 6
- **Reading week**: Oct. 17-21
- **Jan. & Spring registration**: Nov. 15-16
- **Thanksgiving Break**: Nov. 24-25
- **Fall classes end**: Dec. 2
- **Fall semester ends**: Dec. 9
- **Christmas Break**: Dec. 10-30

## January 2006
- **January term classes begin**: Jan. 3
- **January term classes end**: Jan. 20
- **Winter Break**: Jan. 23-27

## Spring 2006
- **Spring classes begin**: Jan. 30
- **Reading week**: March 13-17
- **Fall registration**: April 3-13
- **Spring classes end**: April 28
- **Spring semester ends**: May 5
- **Commencement**: May 9

## Summer 2006
- **Summer Session**: June 19-July 7
- **ACTS DMin. in Preaching**: June 19-July 7
- **Summer Language Institute**: July 6-Aug. 27
- **Intensive Greek Course**: TBA

## Fall 2006
- **Orientation**: Aug. 28-Sept. 1
- **Fall registration**: Aug. 29-31
- **Convocation**: Aug. 29
- **Fall classes begin**: Sept. 5
- **Reading week**: Oct. 17-21
- **Jan. & Spring registration**: Nov. 15-16
- **Thanksgiving Break**: Nov. 20-24
- **Fall classes end**: Dec. 8
- **Fall semester ends**: Dec. 15
- **Christmas Break**: Dec. 16-Jan. 7

## January 2007
- **January term classes begin**: Jan. 8
- **January term classes end**: Jan. 26
- **Winter Break**: Jan. 29-Feb. 2

## Spring 2007
- **Spring classes begin**: Feb. 5
- **Reading week**: March 19-23
- **Summer/fall registration**: April 9-20
- **Spring classes end**: May 4
- **Spring semester ends**: May 11
- **Commencement**: May 12

## Summer 2007
- **Summer Session**: TBA
- **ACTS DMin. in Preaching**: June 18-July 6
- **Summer Language Institute**: July 5-Aug. 24
- **Intensive Hebrew Course**: TBA

## Fall 2007
- **Orientation**: Aug. 27-31
- **Convocation**: Aug. 28
- **Fall registration**: Aug. 28-30
- **Fall classes begin**: Sept. 4
- **Reading week**: Oct. 15-19
- **Jan. & Spring registration**: Nov. 13-14
- **Thanksgiving Break**: Nov. 19-23
- **Fall classes end**: Dec. 7
- **Fall semester ends**: Dec. 14
- **Christmas Break**: Dec. 15-Jan. 6

## January 2008
- **January term classes begin**: Jan. 7
- **January term classes end**: Jan. 25
- **Winter Break**: Jan. 28-Feb. 1

## Spring 2008
- **Spring classes begin**: Feb. 4
- **Reading week**: March 24-28
- **Fall registration**: April 7-18
- **Spring classes end**: May 2
- **Spring semester ends**: May 9
- **Commencement**: May 10
The Seminary in the City

McCormick is a seminary that equips women and men for service in Christian ministry and faithful leadership in God’s world. Holding membership in the Association of Chicago Theological Schools (ACTS) and associated with the University of Chicago, McCormick is an integral part of one of the world’s great centers of theological education and research. Yet, McCormick in itself is known for its warmth, informality, and extraordinary attention to the individual. It is a school with a long history of high academic standards and a commitment to foster the expertise ministry requires. McCormick is a free-standing seminary within the Presbyterian Church (U.S.A.) with an ecumenical faculty and student body.

The purpose of theological education at McCormick is the advancement of knowledge, devotion, and service to God through constructive scholarship and teaching that explores critically and contextually the meaning, truth, and implication of the Christian faith. All of this is directed at the formation and training of Christian leadership for faithful, inclusive, and liberating ministries in today’s church and world.

Three marks characterize McCormick: Reformed, ecumenical, and cross-cultural. These are the values and goals that inform and shape in general ways the curriculum, worship, and institutional life of the seminary.

Reformed. Theological education at McCormick builds on and contributes to the Reformed tradition, recognizing its diversity and the richness of its past and present historical expressions. We value and promote the fundamental core claims and values in the Reformed tradition, a tradition which is:

- centered on the confession of the sovereignty and loving grace of the Triune God,
- convicted of the priority of God’s grace in justifying, sanctifying, and calling Israel and the Church to proclaim and pray for the reign of God for all creation,
- called by Jesus Christ the transformer of culture in all its rich diversity, complexity, and materiality,
grounded on the study of Scripture and guided by the Church’s confessions, directed towards a holistic, inclusive, and participatory ministry,

committed to reforming efforts for justice, freedom, healing, and peace in the midst of human sin, idolatry, violence, oppression, and suffering.

**Ecumenical.** McCormick encourages recognition, appreciation, and study of the plural and diverse Christian tradition. We are committed to educational efforts that nurture Christian leaders with denominational identity, ecumenical consciousness, interest in participating in efforts toward Christian unity, and willingness to engage in interfaith dialogues and partnerships.

**Cross-cultural.** Theological education at McCormick is committed to the formation and training of Christian leaders who are conscious, sensitive, and active in cross-cultural relations and learning on the local and global levels and in urban contexts and congregations.

**The Setting**
McCormick is located in the city of Chicago. The immediate neighborhood, a culturally diverse community known as Hyde Park, is also the home of four other seminaries and the University of Chicago. The trees and lawns, the stone and brick of academic buildings, apartment buildings, shops and homes, form the setting of a vigorous community which is part and parcel of the gutsy, brawling city that at times provides us with more learning than we find in books.

And yet Chicago resists the stereotypes. The late-night movies tell us that Chicago is the city of fast-living gangsters, of machine politics, of clout. But it is also the city of Jane Addams, Gwendolyn Brooks, Adlai Stevenson and Harold Washington. It is a city of small shops and tenements. It is also the city built by Louis Sullivan, Frank Lloyd Wright and Mies van der Rohe. And Chicago is the home of more successful and unsuccessful experiments in social reconstruction and community organization than any similar place in the world. Somehow, Chicago never escapes the hometown simplicity of its Midwestern heritage, and yet virtually every nation on earth, every ethnicity, culture, and creed is represented here. This is the city of neighborhoods, of immense variety, of differences. It is a city of surprises, of wonder and hope. Chicago is a microcosm of the pluralistic society in which we live.
What better place to study and be a part of the church and its ministry? Besides being one of North America’s largest Roman Catholic archdioceses, the city is rich in Protestant congregations and other religious communities. Inner-city storefronts, congregations in changing neighborhoods, high-commitment congregations seeking to change the world about them, large numbers of growing, suburban congregations, which surround the city on three sides, all provide remarkable and rich resources. Taking into account the entire metropolitan area, Chicago has more theological students, more professors of theology, more theological books than any other city in the world except Rome. As Martin Marty has put it, this is a “world capital of theology.” Yet the city does not let us forget the secular, pluralistic reality of our society.

In the midst of this city, there is plenty of opportunity to relax, to play, and to grow. The Seminary is a few blocks from Lake Michigan, the beach, and a lovely, breezy point of land where one can picnic in sight of the breathtaking skyline of the central city. Year-round professional sports may be found at Soldier Field, U.S. Cellular Field, Wrigley Field, or the United Center. The arts are at hand in Orchestra Hall with the Chicago Symphony Orchestra, the Lyric Opera of Chicago in the Civic Opera House, the Art Institute, the Museum of
Contemporary Art, the Field Museum, DuSable Museum of African American History, the Oriental Institute, or any one of the many traditional and experimental theaters. Those who have never lived in a big city enjoy Chicago. The city-born-and-bred find this community enormously stimulating.

**Association of Chicago Theological Schools**

McCormick is one of 12 area schools that joined together in 1984 to form the Association of Chicago Theological Schools (ACTS) as a means for cooperation in the areas of student cross-registration, library access and acquisitions, interchange among faculty members in the various disciplines of theological education, and communications between the schools. Together, the schools within ACTS offer a rich network of resources for theological education in the world. A faculty of more than 350, more than 1,000 courses offered annually, and library collections of more than 1.6 million volumes and nearly 5,000 current periodical subscriptions are available to the approximately 3,000 students enrolled each year. ACTS observes coordinated academic calendars and class schedules and permits open cross-registration. The ACTS Catalog can be accessed via McCormick’s Web site or directly at www.northpark.edu/ACTS/.

In addition to McCormick, four other ACTS schools are located in Hyde Park: the Lutheran School of Theology at Chicago (Evangelical Lutheran Church in America), Chicago Theological Seminary (United Church of Christ), Catholic Theological Union at Chicago (a seminary representing 37 religious orders), and Meadville/Lombard Theological School (Unitarian Universalist Association). These five schools along with the Divinity School of the University of Chicago constitute the Hyde Park Cluster of Theological Schools. The Cluster seeks ways to deepen academic cooperation and sharing beyond those made possible by the ACTS structure.

**The University of Chicago**

The McCormick association with the University of Chicago points to a series of cordial relationships and cooperative arrangements. McCormick students have full access to libraries, health services, athletic facilities, and artistic, social, and entertainment events. McCormick students may take Divinity School courses for Seminary credit under special arrangements. The University gives us an environment of peaceful quadrangles, ivied Gothic buildings, modern laboratories, and
constantly reminds us of the great cultural and intellectual forces with which any contemporary articulation of the gospel must reckon. The Seminary seeks to be an instrument of the critical presence of the gospel in the academic world as it helps women and men prepare for and enrich ministries that reach out across boundaries of culture, class, ethnicity, and nation to build a global community of faith.

The Church
McCormick’s frame of reference is the Church, both as local congregation and global community. The Seminary seeks to be a center where the Church pursues understanding of its problems and possibilities in the midst of the modern world.

McCormick is related to the Presbyterian Church (U.S.A.) through its General Assembly. The Seminary maintains close church connections in other ways, including ties with appropriate presbytery committees, field study relationships with congregations, and an active placement program in cooperation with the denomination’s National Ministries Division.

The faculty and administration are ecumenical in makeup; many serve on local, regional, national and international committees of their denominations and ecumenical agencies, cooperate with governing bodies of the church in research activities, and are frequently invited to give leadership at conferences and meetings of every kind. McCormick graduates serve in the full range of church institutions and as pastors of congregations large and small, urban, suburban, and rural. Graduates have been especially prominent in administrative leadership in the Presbyterian Church (U.S.A.).

The Seminary sees itself as a community that maintains a nationwide and worldwide network of relationships. From its location in the Hyde Park neighborhood in Chicago, McCormick reaches out to congregations, governing bodies, agencies and alumni/ae in continuing education in all parts of the nation and several countries. The impetus for this “network” concept has come in part from the Doctor of Ministry program, which enrolls approximately 300 students.

The Experience
What is it like to be at McCormick? Obviously, the experience is different for different people. But most agree that this is a seminary in which it is difficult to feel lonely or left out for long. Students receive
much personal attention from faculty and staff and give much per-
sonal attention to each other. McCormick explicitly recognizes its
commitment to the Christian faith. At the same time, the Seminary
honors a tradition of intellectual and spiritual liberty. There is a
diversity of theological viewpoints at McCormick both in the faculty
and the student body, a diversity that resists polarization or partisan-
ship. Questions of personal faith are constantly and eagerly discussed.
Peer learning is intense. The aim of theological education at McCor-
mick is not to inculcate a given viewpoint. It is to reach, in partner-
ship, an awareness of what the rich tradition of the Church is, an
ability to state alternative interpretations of that tradition, and a
knowledge of what is involved in choosing each interpretation.

McCormick is a place for spiritual growth. Weekly worship
services of word and sacrament are planned and led by teams of
students, faculty, and staff. These services vary in their content and
structure, bearing witness to the diversity of traditions in our commu-
nity. Informal prayer groups and study groups are organized each
year, based on the interests expressed by students.

The Seminary is academically challenging. This is graduate profes-
sional education, and McCormick has a long tradition of academic
excellence. The faculty expects and seeks to foster resourcefulness and
accuracy in the use of theological materials and creative articulation in
students’ work. Classes are usually small. Papers are a primary vehicle for exploring ideas and a principal basis for evaluation.

**The Student Body**

The McCormick student body is comprised of a broad cultural and ethnic diversity. This diversity allows students the opportunity to develop relationships across lines that are becoming bolder in the secular society. Many of the masters level students are employed, established in their communities, and commute to the campus. Diversity is also present through the religious community, as approximately 20 denominations are represented among students in the masters and doctoral level programs, with the highest percentage being members of the Presbyterian Church (U.S.A.).
Masters Level Programs

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

McCormick Theological Seminary offers the following masters level programs:

- Master of Divinity degree
- Master of Arts in Theological Studies degree
- Certificate in Theological Studies
- Dual Competency Degree Program

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

General Requirements

**Pilgrimage in Faithfulness (PIF)**

All masters programs students must successfully complete the course titled Pilgrimage in Faithfulness. PIF is an integrative course designed around major themes and traditions in Christian life, worship, and witness through the ages and in today’s world. The course brings the entire entering class together with a team of faculty for plenary and small group meetings, a common meal, and worship. It meets every Tuesday during the fall semester from 5 to 9 p.m.

**Sexual Misconduct Workshop Requirement**

All masters level students are required to take a six-hour workshop on preventing clergy sexual misconduct before graduation. Students in the Master of Divinity program must take the workshop before beginning field studies.
Master of Divinity (M.Div.)
The M.Div., a three-year degree program, prepares individuals for ordained ministry in the Church and for vocations in:

- pastoral ministry
- teaching ministry
- agency, governing body, or ecumenical staff ministries
- ministry of social service, including community organizations
- chaplaincy in school, college, hospital, other agency, or in the armed forces

The M.Div. degree must be completed within six years of matriculation into the program.

Students will plan their course of studies with an advisor according to guidelines outlined in the Advisory System Handbook available from the Masters Programs Office.

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

Required Courses: Prerequisites and Distribution
Eight courses at the introductory level are required and prerequisite to most other courses in their fields:

- I-301 Pilgrimage in Faithfulness
- B-300 Introduction to Biblical Studies
- H-300/301 History Survey I / II
- T-300 Introduction to Christian Theology
- E-300 Introduction to Christian Ethics
- MIN-404/405 Reflection on Ministry

These courses include methods and the conceptual language and range of content basic to their fields. They are foundational for theological education at McCormick. Students with sufficient back-
ground in any of these fields may move directly to more advanced
courses, following an assessment of their previous study by the Dean of
Masters Programs and/or teaching faculty of the field.

The distribution of courses required for the M. Div. degree is as
follows:

- **Biblical Studies**: nine courses, including B300 and at least four
courses each in Old Testament and New Testament. The double
courses of Hebrew Exegesis I and II and Greek Exegesis I and II
may be included in the distribution requirement.
- **Church History**: four courses, including H300 and H301.
- **Theology**: three courses, including T300.
- **Christian Ethics**: one course, E300.
- **Ministries**: seven courses, including MIN404 and MIN405.

**Biblical Exegesis in the Original Languages**
McCormick Theological Seminary is committed to teaching exegetical
skills based on the Hebrew and Greek texts of the Bible. Because such
skills must be demonstrated to pass the Standard Ordination Examina-
tion in Biblical Exegesis given by the Presbyterian Church (U.S.A.), the
two double courses in Hebrew and Greek are considered a normal part
of the M.Div. program for Presbyterian students. McCormick main-
tains that the full, double-course sequence in each language is needed to
provide a foundation for exegetical competency. No grade or credit is
recorded in either Hebrew or Greek exegesis until the full sequence in
each language is completed. Please note, however, that the language
courses are not required for the M.Div. degree.

**Experiential Education and Field Studies**
The Experiential Education and Field Studies Program is designed to
provide an integrative experience of study and reflection on the theol-
ogy and practice of ministry. Students engaged in experiential education
and field studies are in a process of spiritual, academic, personal, and
professional formation while simultaneously developing, practicing, and
refining the arts and skills of ministry.

A two-semester indivisible field studies sequence is required of all
M.Div. students for graduation. One unit of credit is granted for each
semester for a total of two credits. It is expected that all M.Div.
students will satisfy the requirement in one of three ways:
participate in one year of ministry under supervision within an agency or parish setting while enrolled in MIN-404/MIN-405 Reflection in Ministry;

receive transfer or equivalency credit from another accredited seminary or theological education program upon approval from the Dean of Masters Programs;

receive equivalency credit based upon at least one year of full-time or three years of part-time experience in the reflection and practice of ministry (clergy or lay church professional), through documentation of learnings gained in the ministry field by writing a 20- to 25-page reflection paper and through scheduled times of reflection with the Director of Experiential Education and Field Studies and, in certain cases, with a peer group. To be eligible for equivalency credit, the student must be currently engaged in ministry. Equivalency credit is not granted for previous ministry experience. Request complete guidelines from the Director of Experiential Education & Field Studies.

Ordinarily, students who are in good standing (see page 56) register for field studies upon the completion of nine units.
Internship
Some students may choose to add a fourth year to their program by taking an internship. This choice is encouraged by the Seminary. Yearlong placements are available to students who wish to immerse themselves, as part of their theological education, in the life of a congregation, social agency, or other expression of the church’s life. Placements can be found overseas as well as in North America. Internships are generally taken between the middler and senior years, though some students choose a postgraduate internship before seeking full-time employment. Credit will be awarded only in conjunction with an approved Independent Study Contract to be developed in consultation with the Office of Experiential Education and Field Studies.

Practica
The major purpose of the Practica offered each year is to provide “how to” and “hands on” instruction in various areas of ministry that are not ordinarily part of regularly scheduled course offerings. The Practica meet for one and one-half days, generally on Friday afternoon/evening and all day Saturday (12 hours). Although Practica are noncredit bearing, they are listed on the transcript. M.Div. students are required to complete three Practica prior to receiving the degree. Practica topics are available by contacting the Mohr Professor.

Readiness for Ministry
The award of the Master of Divinity degree is a statement by the Seminary that the graduate is educationally ready to consider and be considered by a presbytery or other church authority for ordination. The Seminary does not prejudge the conclusion that should be reached, nor does it substitute its judgement for that of the ordaining body. The faculty’s judgment of each student’s progress toward the degree and its final decision as to whether to recommend the student favorably to the Board of Trustees is based upon the satisfactory completion of educational requirements.

Candidates for the degree are cautioned that fulfillment of the formal academic requirements is a necessary but not sufficient condition for graduation. The ability of persons to communicate with and relate effectively to peers and faculty, to act responsibly and with integrity as a member of the community, and to demonstrate capacity for ministry in field education settings are criteria which are important to the faculty in determining readiness for ministry.
Ministry Areas
Readiness for ministry implies achievement in developing a body of knowledge, relevant skills, and a faithful and coherent set of values in relation to areas of ministry required for effective practice. The five ministry areas are preaching, caregiving, education, administration, and public ministry. Education for those ministry areas takes place in field sites, internships, and participation in churches and related organizations as well as in courses, library work, practica, and workshops. The recognition of student achievement in these various areas is to be jointly done by seminary faculty, field faculty, lay ministry team members, and the student.

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

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

Master of Arts in Theological Studies (M.A.T.S.)
The M.A.T.S. degree is awarded upon the successful completion of 18 units, including courses devoted to work on the master’s thesis or optional project, if required for the degree. This program meets a variety of the needs of international students pursuing graduate theological studies. It is also designed to meet the needs of individuals who wish to begin or to continue graduate theological education for personal or vocational enrichment. The M.A.T.S. degree program can be completed in two years of full-time study. It must be completed within four years of matriculation into the program.
M.A.T.S. students may transfer units from this degree program to the Master of Divinity degree program by applying for reclassification through the Admissions Committee.

The M.A.T.S. Degree is offered in two forms:

- The M.A.T.S. with Concentration in a particular field, such as Bible, church history, theology, or a particular area of ministry, is a program of 18 courses and includes the course entitled Pilgrimage in Faithfulness. Approximately half the student’s courses shall be in the area of academic concentration, and two units may be devoted to the masters thesis.

- The M.A.T.S. in General Theological Studies is a balanced and integrated program of 18 courses over the four areas of the curriculum and includes the course entitled Pilgrimage in Faithfulness. The student may opt to pursue a specialized project taken in the form of a one-unit negotiated course.

Students will plan their course of studies with an advisor according to guidelines outlined in the Advisory System Handbook available from the Masters Programs Office.
Certificate in Theological Studies
The certificate program prepares persons to serve the Church as lay leaders or enables students to correlate theological study with university studies, leading to a graduate degree in another field. The program includes exposure to basic studies in the biblical, theological, and historical fields.

The requirements of the Certificate are: a total of nine full courses, including the course entitled Pilgrimage in Faithfulness, and completion of the program within three years of the date of matriculation.

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

The Hyde Park Cluster of Theological Schools cooperates in some aspects of the dual competency program as they pertain to the School of Social Service Administration of the University of Chicago. McCormick M.Div. students may propose dual competency programs in other schools in the Chicago area such as Loyola School of Social Work, The Graduate School of Library and Information Science at Dominican University or in areas other than those in which the Seminary presently maintains regular relations. All dual competency degree programs must be approved by the Dean of Masters Programs before making application to the coordinate masters degree program.

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

Students in the dual competency program will be expected to complete a field studies placement in conjunction with M-404/405 as part of the M.Div. program. Students must register for the noncredit bearing Dual Competency Seminar during the two years of study in the coordinate field. This seminar will be a joint offering of the Hyde Park Cluster of Seminaries.

**Master of Divinity and Doctor of Philosophy (M.Div./Ph.D.)**

The Divinity School of The University of Chicago and McCormick Theological Seminary offer a coordinated program which leads to a McCormick M.Div. and to a University of Chicago Ph.D. degree.

A McCormick M.Div. student who wishes to pursue this program must do the following:

- receive the written endorsement of the McCormick Dean of Masters Programs as a candidate for the program (this endorsement usually is secured during the student's first year of study, and may be secured no later than the January term of the second year of study);
complete at least three courses offered by the area in which the student will concentrate Ph.D. study by the autumn quarter (on the University of Chicago calendar) of the third year.

The student who does this may then apply to the Ph.D. program by submitting a course of study petition, a graded paper, and a transcript during the winter quarter (on the U. of C. calendar) of the third year. The format and nature of the course of study petition are described in the Divinity School's Guidelines of the Committee on Degrees. Copies are available in the Divinity School Dean of Students Office (Swift 104).

**Admissions Procedures**

McCormick Theological Seminary welcomes applications from qualified persons for admission to its masters level programs.

**Admissions Requirements**

To be considered for admission to masters level degree programs, candidates must:

- hold an accredited bachelors degree from an accredited institution;
- have achieved a grade point average of 3.0 or above on a four-point system in post-secondary education;
- show evidence of readiness and aptitude for study at the graduate level;
- show evidence of a healthy personality;
- show evidence of spiritual formation;
- provide evidence of compatibility between McCormick and the applicant.

Additional requirements for the Master of Divinity Program:

- show evidence of a vocational interest in or sense of call to the practice of ministry that may lead to a vocational calling, as well as an ability to articulate this interest or calling clearly;
- show evidence of a continuing relationship with a local church body.
Persons may apply at any time for admission to the Master of Divinity, the Master of Arts in Theological Studies or Certificate Programs. Applications are accepted and reviewed monthly. Upon completion of the application process and favorable action by the Faculty Committee on Admissions, applicants are accepted for matriculation. Please note that students are permitted to matriculate only in the fall semester. The application deadline for fall admission is July 1.

General inquiries and requests for application forms may be addressed to the Admissions Office, McCormick Theological Seminary, 5460 South University Avenue, Chicago, IL 60615.

Background Checks
Seminaries seek to be communities where students, faculty and staff live within a covenant of hospitality, trust, and safety. These covenantal commitments are foundational to the mission of McCormick Theological Seminary, which is to foster academic excellence, formation for Christian Ministry, and faithful witness in mission. Furthermore, as seminaries are charged with the preparation of their students for ministry, they also are responsible for students serving in congregations and agencies in which they are placed. Their responsibilities are theological, ethical, and legal. Theologically, seminaries are responsible for creating an environment that nurtures and sustains their objectives of theological education. Ethically and legally, seminaries are responsible if a student's abuse of power or role endangers or violates members of the seminary community or the congregations or agencies in which he or she serves.

For the above theological, ethical, and legal reasons, McCormick Theological Seminary requires background checks as part of the admissions process for all entering masters students. A release form for such a check is included in the application for admissions.

Where omissions or misrepresentations come to light after matriculation at the Seminary, and are reasonably believed to cast doubt upon a student's suitability for theological study and ministry, he or she is subject to dismissal.

Pre-Theological Study
The Seminary does not prescribe a specific pre-theological course. It is expected that previous education and experience have prepared the applicant in oral and written communication skills, to think clearly, to
enter into his or her spiritual and cultural heritage, and to understand
the world in which he or she lives. The Seminary concurs with the
judgment of the Association of Theological Schools that a normal
pattern of pre-seminary education will include most of the following
subjects:

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

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

Visiting the Seminary
Prospective students are encouraged to visit the Seminary. Arrange-
ments are to be made at least two weeks in advance through the
Admissions Office, which will provide opportunities to interview with
members of the Seminary faculty and administration, to attend classes
(if the Seminary is in session), and to meet for informal discussion
with students. Tours of the Hyde Park theological schools and the
University of Chicago can be arranged.

Each year the Seminary hosts two multiple-day events for prospec-
tive students to explore their sense of call to ministry and the opportu-
nities available at McCormick. Further information is available from
the Admissions Office.

A visit to the Seminary is not a required part of the admissions
procedures; however, it is strongly advised. All applicants must have an
interview with a faculty member to be admitted to McCormick.
Furthermore, all applicants wishing to be considered for a merit scholar-
ship must have an interview with a faculty member and the Dean of Masters Programs. A visit can also be helpful to prospective students who wish to clarify their interests and goals in relation to seminary education. It also gives the Seminary the opportunity to become better acquainted with prospective students. Faculty and other personnel will freely counsel a prospective student concerning other seminaries and programs when there is reason to think that these may more readily provide opportunities the student needs.

Visitors to the Seminary are welcome at any time, but are encouraged to visit Monday through Thursday when most classes are held. Arrangements are to be made at least 2 weeks in advance through the Admissions Office. There are limited opportunities for visiting faculty and classes in the summer.

**Application for Admission: Certificate and Masters Programs**

Applicants must submit each of the following items at the time of application.

1. A completed application form.
2. An autobiographical statement in which the applicant expresses an understanding of his or her vocation for ministry, and why he or she has decided to pursue theological education at McCormick.
3. Official transcripts of all academic work beyond the high school level, whether or not a degree was awarded. These must be requested by the applicant.
4. Three sealed confidential letters of recommendation from persons other than relatives who can write thoughtfully and specifically about the applicant’s personal, academic, spiritual, and vocational qualifications. These letters must come from the applicant’s pastor, a college-level professor, and colleague or friend. These letters must be submitted on the official forms provided in the application packet.
5. Nonrefundable $100 application fee.
6. Students who desire to transfer from another theological seminary are required to present a statement of good standing from all seminaries attended prior to applying to McCormick. These statements must be submitted on official forms provided in the application packet and must be mailed by the seminary official directly to McCormick Theological Seminary.
Post-Admissions Procedures
Prior to matriculation students will be expected to:

- Provide a confidential statement of personal health and evidence of current required immunizations.
- Complete the relevant English language assessment as described on page 45.
- Prepare a financial plan through the Student Financial Planning Office if they are unable to pay all required fees at initial registration.

Students will be expected to be aware of and comply with the Seminary’s policy and procedures on sexual harassment.

Transfer Students
A student wishing to transfer from another theological seminary will submit the regular application for admission along with a statement of good standing and a recommendation for admission by the dean or other appropriate official. These must be submitted on official forms provided in the application packet and sent directly to McCormick Theological Seminary by the seminary official. If an applicant wishes to have credit considered for transfer from more than one school, the statement of good standing must be submitted from each school.
A student transferring from an accredited seminary may request transfer credit for courses equivalent to courses at McCormick; the amount of credit to be granted will be determined by the Dean of Masters Programs according to Seminary rules after the successful completion of one semester (four full courses) of work in residence. Courses that are more than 10 years old will not be accepted for transfer. No more than one-half of the courses counted toward a previous graduate degree may be transferred toward a McCormick degree, and no more than one-half of the courses required for a McCormick degree may be granted by transfer of credit. Evaluation of courses considered for transfer will take into account McCormick’s distribution requirements.

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

International Students

McCormick Theological Seminary welcomes qualified students from other countries to its certificate and masters level degree programs.

Master of Arts in Theological Studies:

- International students who have completed a first theological degree in their home country will be considered for the M.A.T.S. program.
- Student who have already completed an M.Div. degree (or B.D. degree) before coming to McCormick will be considered for the M.A.T.S. if it is clear that the education offered at McCormick will provide a significant addition to the work already completed Master of Divinity:
- International students residing outside of the United States will ordinarily not be admitted to the M.Div. program if they are coming from a country where the usual preparation for ordained ministry is the Master of Divinity.
- International students from countries where the Master of Divinity is not available may be considered for admission to the M.Div. program.
International students residing in the United States who indicate a clear intention to enter and remain in the ministry in the United States may be considered for admission to the M.Div. program.

**All Korean International Students:**
- Application for admission must be completed by September 1.
- All applicants deemed admissible must complete an interview with a McCormick faculty member. The interview dates and locations will be announced on the McCormick website.

**All Other International Students:**
- Application for admission must be completed by December 1.
- Applicants from countries whose native language is not English (who have not graduated from an undergraduate or graduate program in which English was the language of instruction) must attend the Summer Language Institute of the Language Resource and Writing Center in July-August.

**Special Students**

Students who are not seeking a degree or are uncertain which degree or certificate to pursue, or applicants who have applied for admission to one of the masters level programs and are perceived by the Faculty Committee on Admissions to be lacking in one or more criteria for admission, while in all other ways appearing to have true potential, may be admitted as special students. Special students are allowed to take a limited number of courses for credit; see the Director of Admissions for details. Special students participate in the Seminary’s advisory system. They are not eligible for financial aid from the Seminary.

Special students desiring admission to a degree program must apply in the manner described above through the Admissions Office. They should apply following completion of one semester of course work in order to provide the admissions committee time to review completed work. Admission as a special student does not guarantee subsequent admission into the masters level or certificate programs.
Financial Information

Payment Policies and Procedures
It is McCormick Theological Seminary’s policy that all tuition charges are due and payable at the time a student registers for courses. No student may register for a course until all previous charges due to the Seminary are paid in full.

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

McCormick Theological Seminary does not have payment plans. However, as an alternative to paying in full, students may establish a payment plan with Academic Management Services (AMS).

Academic Management Services (AMS) provides high-quality, low-cost innovative solutions to assist students in paying for their seminary education. For those unable to pay their educational costs at the beginning of each quarter, AMS offers a simple and convenient payment plan. There is an annual participation fee of $65, but no other service or interest charges. The Student Financial Planning Office will assist students in determining their annual expenses. We will require those students living in seminary housing to include rent in their payment plan.

In addition to offering manageable and convenient monthly payments, AMS provides automatic life insurance to cover the balance of the budgeted amount and a toll-free number for inquiries. An automatic check withdrawal and a credit line are also available.

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

The Finance Office will issue monthly statements listing charges (courses, fees, housing), payments, grants, and the total amount due to those students with an amount due, with credit balances sent every other month. Regardless of when statements are issued, students are responsible for prompt payment of all charges to their account.

Students who fail to pay account balances or are not current in their
AMS payment plan may not register, attend classes, or receive a transcript until all charges have been paid. All tuition, rent, fees, and any other charges, including those owed to the JKM Library, must be paid in full before a candidate is approved for graduation.

**Masters Programs Charges**

**Tuition**
The 2005-2006 tuition for entering students at the masters or certificate level of study at McCormick is $875 per course. (Subject to change annually).

**Fees**
The 2005-2006 fees are listed below. Other fees are assessed for particular reasons, such as late registration or for course materials.

- **Registration fee**: $15 for fall, J, and spring terms
- **Student Activities fee**: $105 for fall and spring terms, $30 for J term
- **PIF fee**: $85
- **Graduation fee**: $135 (assessed spring semester immediately prior to graduation)
Internship fee (per semester) $260*

*When a student takes one unit of credit in the form of an Independent Study with a yearlong internship, tuition will be charged as an additional fee.

Individual/family apartments are available. Single students may choose to rent one bedroom in a three- or four-bedroom apartment, where each student has a private bedroom and shares common living areas and a bathroom with two other students. (For a list of average living expenses, see pages 37-38).

Health Insurance
All masters programs students who are enrolled at McCormick Theological Seminary are required to have health insurance. Students who do not have outside health insurance may purchase it through McCormick. The health insurance plan sponsored by the University of Chicago (administered by Chickering Claims) is available to McCormick students and their dependents. Further details and costs of this insurance plan are available from the Office of Student Affairs.

The 2004-2005 costs for insurance through the University of Chicago’s plan were as follows:

- Single student (per year) $3,390*
- Spouse of student (per year) $3,390*
- Each additional child - over 14 (per year) $3,390*
- Each additional child - under 14 (per year) $2,952

*Includes a $528 University of Chicago Clinic Fee for the year.

At registration, students are required either to sign up for the University of Chicago plan or sign a waiver and show proof indicating they have comparable insurance coverage. Students who do not show such proof will be enrolled and charged for the University of Chicago insurance plan.

The Seminary will not be held liable for medical bills incurred by a student. Insurance rates are subject to change annually.

Athletic Facilities Fee
McCormick students may use the athletic facilities of the University of Chicago for a fee. For 2005-2006, the fee for the use of the Henry Crown Field House is $150 per year and $220 for the use of the Gerald Ratner Athletics center.
Refund Policy

Refunds When Dropping a Course
Students are entitled to refunds upon dropping a course with approval from the Seminary subject to the following schedule:

Fall and spring semesters
By the end of the:
- Second week (until 4 p.m.) 100%
- Fifth week (until 4 p.m.) 33%

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

J-term and August intensive courses (three- or four-week classes)
By the end of the:
- Third day of class (until 4 p.m.) 100%
- Seventh day of class (until 4 p.m.) 33%

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

Summer school (one- or two-week classes)
By the end of the:
- First day of class (until 4 p.m.) 100%

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

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

Fall semester
By the end of the:
- Second week of class 100%
- Third week of class 70%
- Fourth week of class 60%
- Fifth week of class 50%
- Sixth week of class 40%

After the sixth week of class, no refund will be made.
August intensive (four-week classes)

By the end of the:
- Third day of class 100%
- Sixth day of class 60%
- Ninth day of class 40%

After the ninth day of classes, no refund will be made.

Financial Planning

McCormick’s Student Financial Planning Office exists to assist all students in the financial planning of their seminary education. Students of all denominations are served by the office. The first step in financial planning for your seminary education is to determine educational and living costs for you and your family. The following budgets serve as estimates of expenses for nine months for full-time master’s level students entering in the fall of the 2005-2006 academic year.

Educational Expenses

<table>
<thead>
<tr>
<th></th>
<th>Single</th>
<th>Married</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$8,245</td>
<td></td>
</tr>
<tr>
<td>Books and supplies</td>
<td>$1,350</td>
<td></td>
</tr>
<tr>
<td>Total Educational</td>
<td>$9,595</td>
<td></td>
</tr>
</tbody>
</table>

Living Costs

Students report varying cost of living expenses. The following are average nine-month costs reported by students receiving financial aid. For assistance in developing your own personalized budget and financial plan, contact the Student Financial Planning Office at 773/947-6318.

<table>
<thead>
<tr>
<th></th>
<th>Single</th>
<th>Married</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing in McCormick apartment¹</td>
<td>$3,285²</td>
<td>$6,300³</td>
</tr>
<tr>
<td>Phone</td>
<td>$675</td>
<td>$675</td>
</tr>
<tr>
<td>Food and household expenses</td>
<td>$3,150</td>
<td>$5,175</td>
</tr>
<tr>
<td>Recreation and incidentals</td>
<td>$630</td>
<td>$1,260</td>
</tr>
<tr>
<td>Health insurance³</td>
<td>$3,400</td>
<td>$6,800</td>
</tr>
<tr>
<td>Transportation</td>
<td>$630</td>
<td>$855</td>
</tr>
<tr>
<td>Uninsured medical/dental</td>
<td>$515</td>
<td>$1,030</td>
</tr>
<tr>
<td>Total living expenses</td>
<td>$12,285</td>
<td>$22,095</td>
</tr>
</tbody>
</table>
Financial Aid and Scholarships

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

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

To be eligible for most types of financial aid, a student must: (1) be accepted into a degree or certificate program; (2) demonstrate financial need (as defined by McCormick, federal, or other financial aid program criteria); (3) be enrolled in six or more course for the academic year; and (4) maintain good standing and make satisfactory progress in fulfilling degree requirements. Further information concerning the Financial Aid Program at McCormick is available from the Student Financial Planning Office.

Merit Scholarships

Applicants completing the McCormick admission application by March 1 will be considered for merit scholarships. All applicants wishing to be considered for a merit scholarship must be interviewed by a faculty member and the Dean of Masters Programs.

Criteria which the Scholarship Committee use in naming recipients of the Merit Scholarships are:
evidence of active Christian faith and practice and a personal call to ministry

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

The May and E.E. Patterson Scholarships
The May and E.E. Patterson Scholarships are made possible through the generosity of the late May and E.E. Patterson, former members of First Presbyterian Church of Evanston, Ill. Patterson scholarships are awarded to students entering full time in the Master of Divinity program who show unusual promise for parish ministry. These renewable scholarships provide $21,500 annually for tuition, fees, books, and living costs.

Gilbert and Marlene Bowen Scholarships
These scholarships are made possible through a generous gift from members and friends of the Kenilworth Union Church in Kenilworth, Ill., in honor of their pastor Gilbert and his wife Marlene for their 31 years of ministry in that congregation. These renewable scholarships provide $21,500 annually for tuition, fees, books, and living costs.

Tomlinson-Hampton Scholarships
These scholarships are made possible by the generosity of A.N. and Elizabeth Tomlinson-Hampton. The Hamptons were longtime members of First Presbyterian Church of Evanston when legendary preacher Dr. Harold Blake Walker (Class of 1932) was pastor. The Hamptons have established this scholarship to support students who show promise for leadership in the church as Dr. Walker did. These renewable scholarships provide $21,500 annually for tuition, fees, books, and living costs.

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

**Mary Alice Walker Scholarship**

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

**Thomas B. Mackie Scholarships**

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

**The Reverend Doctor Minsoo Pai Memorial Scholarship**

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

**Dr. Calvin H. Schmitt Scholarship**

This scholarship is awarded in honor of Dr. Calvin H. Schmitt, a beloved member of the McCormick community, who served as librarian at the Seminary from 1947 to 1975. This renewable scholarship provides $21,500 annually for tuition, fees, books, and living costs. Preference for this award is given to an Hispanic student.

**Wilmette Scholarship**

This scholarship was established by First Presbyterian Church of Wilmette, Ill., in honor of Robert and Norma Miller, longtime members of First Presbyterian Church and friends of McCormick Theological Seminary. Robert Miller served on the Board of McCormick...
Financial Information

mick for 11 years, including six of those years as the Treasurer. This renewable scholarship provides $13,000 annually for full-time students entering the Master of Divinity or the Master of Arts in Theological Studies degree programs.

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

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

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

Seminary Tuition Grants
McCormick's need-based tuition grant program represents the largest amount of aid given to students. These grants are made possible by the generosity of many individuals and organizations including those listed below; they are awarded to students of all denominations on the basis of financial need. Contact the Student Financial Planning Office for information about your eligibility. To receive first consideration for grant assistance, complete a financial aid application as early as possible and well in advance of the beginning of your enrollment. An application will be mailed to you following your admission into McCormick. Students must reapply each year for tuition grants.
The Class of 1943’s 50th Reunion Scholarship
The First Presbyterian Church of Delray Beach, Fla., Advocates Scholarship
The First Presbyterian Church of Hilton Head Island/John and Nancy Miller Scholarship
The Second Presbyterian Church of Indianapolis Scholarship
The Henry Abraham Memorial Scholarship
The Anonymous Oak Park Scholarship
The Bella Vista Community Church/John Foss Scholarship
The William H. Bush Endowment
The S.B. Chapin and Alice Chapin-May/Chapin-May Foundation of Illinois Scholarship
The Cornelius Daane Scholarship
The John Wiley Day and Wilbur Minton Day Scholarship
The Ronald Lee and Stephen James Douglas Scholarship
The William and Sarah Ernst Fund
The Charles R. Fahringer Scholarship
The Ralph Gerber Scholarship
The Kenilworth Union Church Urban Ministry Scholarship
The Grace Irwin Kirk Scholarship
The Margaret and Robert Lavidge Scholarship
The Arthur and Lova Miller Scholarship
The Florence and Elliot Morrison Scholarship
The Mr. and Mrs. Paul Morrison Scholarship
The Preston Hollow Presbyterian Church Scholarship
The Richard L. Roahen Scholarship
The Dale and Arlene Robb Scholarship
The Edwin C. (Mike) Sanford Scholarship
The Harold W. and Irene Higby Schuster Scholarship
The S. Frank Shattuck Scholarship
The Arthur and Dorothy Stevenson Urban Ministry Fund
The Jacqueline L. White Scholarship
The Wilmette Scholarship in honor of C. Robert and Norma Miller
The Irvin L. Young Memorial Scholarship
Financial Information

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

Employment
A variety of part-time work opportunities are available both on and off campus. Campus employment is considered part of the Student Financial Planning Program. The Seminary holds a policy of hiring as many part-time students as possible, contingent on the availability of appropriate jobs. Students with federal work study eligibility may apply with the Seminary for community service job opportunities. Information on employment opportunities on and off campus is available from the Student Financial Planning Office.

Loans
Although it may be necessary to borrow money in order to pursue seminary education, McCormick Theological Seminary urges you to do so with care.

The Federal Stafford Loan Program
The Seminary participates in the Federal Stafford Loan Program. Eligible students may borrow up to $8,500 per year through the subsidized Stafford loan program. Additional loans are available to eligible students through the unsubsidized Stafford loan program. These loans are repayable after graduation, withdrawal or less than half-time enrollment status. Payment begins after a six-month grace period following graduation or withdrawal. An entrance interview is required for students borrowing under the Stafford Program. For further details on eligibility requirements and application procedures, contact the Student Financial Planning Office.

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

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

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

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

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

All students whose first language is not English and who have not graduated from an undergraduate or graduate program in which English was the language of instruction are required to attend the Summer Language Institute from July through August before enrolling...
in fall term courses. Following the Summer Language Institute, the LRWC Director in consultation with the Dean of Masters Level Programs will recommend whatever further study is required in the LRWC. The number of credit bearing courses students will be permitted to register for in the fall and subsequent semesters will be decided at this time.

Please see the International Students section for further information regarding English language policies on pages 31-32.

**Comprehensive Advisory System**

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

Input for the initial interview will include:

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

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

Consultations will be held regularly (per semester) to review progress, talk over issues that bear on the student's work, and plan courses and other experiences which shall lead to the successful completion of the desired degree. There will be three stated reviews for M.Div. students and two for M.A.T.S. students.
These reviews look back over the previous year’s course work (normally nine units), field studies, attendance and participation in courses for which the student is registered, or other pertinent educational experiences, consider the student’s progress toward the degree and the particular preparation for church or agency certification, and plan for the next year’s educational program. The advisor will prepare a report of the junior and middler review, and the senior review statement will be written by the dean’s designate. All reports will be co-signed by the student and advisor. The final (senior) review issues in a recommendation to the faculty for the awarding of the degree. Details of the advisory system are fully described in the *Advisory System Handbook*, which is issued each year to all students.

**Registration**

Registration for fall semester courses occurs during the previous spring semester for current students and during orientation the week prior to the opening of classes in the fall for new students. All students will be expected to report during registration hours the week prior to the opening of classes in order to receive new stickers for their identification cards and finalize other matters related to enrolling. Registration for January and spring terms occurs in November. A late charge will be made for registration after the designated days.

In addition to academic requirements, students must meet the following criteria in order to register and attend classes:

- financial responsibility: full payment of all outstanding fees and other charges including library fees;
- personal ability to function in educational programs and as a member of the community, candidate for ministry, and to demonstrate readiness for ministry;
- language assessment;
- immunization requirements;
- appropriate reviews through the advisory system.

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

Students of any of the ACTS schools may take courses from any of the other member schools with no added charges. Registration for courses in all schools takes place in the school in which the student is enrolled by completion of a cross-registration form.
Each school in ACTS reserves the right to limit enrollment in certain courses for pedagogical reasons and set its own policies for the admission of students from other schools to such courses. A student who cross-registers is subject to the policies for grading at the school of cross-registration.

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

**Cross-Registration in Other Presbyterian Seminaries**

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

**Bi-Registration at the University of Chicago**

A special arrangement with the University of Chicago permits McCormick degree candidates in good standing to take courses at the University. Students desiring to avail themselves of this option should plan their combination of courses carefully with their advisors, in consultation with the Dean of the Masters Programs, who must approve all bi-registrations at the University. As funds are available, McCormick subsidizes the difference between McCormick and University tuition for two University courses for each masters programs student. Details of the registration and subsidy procedures, including certain restrictions, are available from the Registrar. A student must also pay the University of Chicago Health Services fee and student activity fee for the term concerned in order to be permitted to register for University courses. Evidence of immunization is required by the University.

**Add/Drop Procedures**

Masters programs students already registered will be permitted to add courses in their program prior to 4 p.m. on the last day of the second week of the semester, by written consent of the instructors involved and their advisor. Students may drop a course without academic penalty upon written request until 4 p.m. on the last day of the second week of the semester. In case of a reduction in the total number of courses previously paid, a full refund will be made until 4 p.m. on the last day of the second week of a semester. Thereafter, until 4 p.m. of the fifth
Friday of the semester, students may withdraw from a course on written request; a W will be entered on the record for the course and one-third of the tuition fee will be refunded. For a course dropped after the fifth Friday of the semester, no refund of tuition fee will be made; such a course, except in the case of serious illness, will be graded WF. A WS will be entered on the student’s record for a course dropped on medical advice. Again, the last day to drop a class without academic penalty is 4 p.m. on the last day of the second week of the semester.

**Deadlines and Incompletes**

All course work must be completed by the last day of the semester in which the course is taken.

In exceptional circumstances, such as illness or family emergency, a student may complete a form to petition an instructor for an Incomplete. This petition must be submitted to the instructor by the last day of the semester. If granted, a grade of I (Incomplete) will be entered on the record, and the student must complete the work for the course by the date designated on the petition and in any case no later than the last day of the following semester. If the work is not completed by that date, the registrar will enter a PI (Permanent Incomplete) onto the record.

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

A grade of F or PI remains permanently on the record. The F and PI are calculated in the grade point average as 0.00. If the student takes the same course again, or another course to substitute for it, the original F or PI remains and the new grade is recorded.

**Leave of Absence and Administrative Withdrawal Procedures**

**Leave of Absence**

Students who find it necessary to take time away from studies are required to submit to the Dean of Masters Programs a written request for a leave of absence, stating the reason(s) and expected duration of the leave. A request for leave must also be accompanied by a written plan for meeting remaining financial obligations to the Seminary, if any. Leaves will be granted for no more than one year at a time and are renewable upon written request for a maximum of three years leave of absence. Incompletes granted prior to the leave of absence must
still be completed by the date designated on the petition for the Incomplete. A leave of absence suspends the time limitations for the completion of the degree until the end of the leave period.

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

**Voluntary Withdrawal**
Students who wish to withdraw voluntarily should write to the Dean of Masters Programs, stating the reason(s) and proposing a plan for meeting remaining financial obligations to the Seminary, if any.

**Readmission**
Students who have withdrawn voluntarily or those who have been administratively withdrawn may subsequently choose to apply for admission to the degree program. If admitted, the student will be considered to be at the beginning of the program, and the requirements for the degree will be those of the Catalog current at the time the student matriculates. At the discretion of the Dean of Masters Programs, previous work completed at McCormick may be given transfer credit. All the stated limitations of transfer credit will apply.

**Residency Requirements**
Masters programs students who have received credit for courses completed at other institutions must complete at least one half of the courses required for the degree at McCormick under the McCormick advisory system. If the student has one year or more of transfer credit, nine courses must be completed on McCormick's campus in Chicago prior to graduation. Under exceptional circumstances and for educational reasons, students may petition the Dean of Masters Programs to take courses during the final year through cross-registration at an ACTS school or at the University of Chicago to fulfill requirements.
Grades
Letter grades are assigned at McCormick as follows: A, outstanding; B, good; C, satisfactory. Each grade may be given with a plus or minus added. Grade point averages are calculated on a three-point scale as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>3.25</td>
</tr>
<tr>
<td>A</td>
<td>3.00</td>
</tr>
<tr>
<td>A-</td>
<td>2.75</td>
</tr>
<tr>
<td>B+</td>
<td>2.25</td>
</tr>
<tr>
<td>B</td>
<td>2.00</td>
</tr>
<tr>
<td>C+</td>
<td>1.25</td>
</tr>
<tr>
<td>C</td>
<td>1.00</td>
</tr>
<tr>
<td>C-</td>
<td>0.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

In the Certificate, M.A.T.S., and M.Div. programs, a minimum grade-point average of 1.00 is required for graduation. Courses with a grade below a C or 1.00 will not be accepted for transfer.

A grade of F is given when the quality of the work in a course clearly falls below the passing standard and may not be brought up to a satisfactory level by remedial work. An F remains permanently on the transcript and is calculated in the grade-point average as 0.00. If the student takes the same course again, or another course to substitute for it, the original F is not removed but the new grade is recorded in the usual way.

Regular attendance in classes is expected. Professors may consider attendance when calculating grades for courses. In case of an emergency, a student may call the Masters Programs Office and request that information be reported to instructors.

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

Full-Time Load
A full-time load for students in masters level programs is four courses per semester or nine courses per year. The maximum load a student
may take without written permission of the Dean of Masters Programs is four full courses per semester.

**Independent Study**
An Independent Study may be negotiated with a member of the Seminar faculty. Except in extraordinary circumstances, an Independent Study may not be substituted for a course that is included in the curriculum. Ordinarily, an Independent Study will not be available during a student’s first and last semesters and will otherwise be limited to one per semester. Students in the M.Div. program may take up to three Independent Studies; students in the M.A.T.S. program may take up to two Independent Studies. The student must register for an Independent Study at the prescribed period of registration and secure an Independent Study contract from the Registrar. The contract must be filled out fully by the student and faculty member(s), signed by both, and sent to the Masters Level Dean for approval before the end of the second week of the semester in which the course is taken. Independent Studies may be taken for letter grade or for pass/fail, and are subject to the same rules and regulations as regularly offered courses.

**Intensive Courses**
Intensive courses are defined as any course that covers the content of a full course in three weeks time or less or is irregularly scheduled, e.g. Hebrew Exegesis I and Greek Exegesis I as fall pre-term, the travel seminar, and summer school. Occasionally, specific subject matter may best be taught in an intensive or irregularly scheduled format. Some courses that are taught by adjunct faculty in a language other than English may be offered in this format. Students shall ordinarily be permitted six intensives in the M.Div. program and four intensives in the M.A.T.S. program, and no student will be permitted to register for an intensive if its timing conflicts with another course for which he or she is registered. An exception to the number ordinarily permitted may be granted by request to the Dean of Masters Programs when it is determined otherwise impossible for a student to meet degree requirements through course offerings in the traditional schedule, due to the specialized nature of a particular course.

**Auditing of Courses**
The term “audit” is reserved for formal arrangements in which a student agrees to attend a course regularly and be responsible for reading and other obligations as agreed with the instructor, yet without academic credit toward a degree.
Students must register for an audit through the regular registration process. A student registered for a full-time program of four courses during a semester may register for one additional course on an auditing basis without charge. Part-time students will be required to pay one-half tuition.

Permission of the instructor is required prior to registration. Participation in the class is to be negotiated with the instructor. A student may take only one audit in any given semester. The term “audit” will appear on the transcript upon successful completion of the course. Audits may not be changed to credits at any time. An audit does not apply toward the enrollment requirement for housing and financial aid. Students enrolled in PC(USA) and ACTS seminaries may audit McCormick masters level courses under existing cross-registration policies. The students are subject to the policy outlined above.

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

**Continuing Education Credit**

McCormick Theological Seminary may offer selected masters level courses for continuing education units (CEUs); one CEU is granted for 10 contact hours. Such courses may have enrollment limits, and participation must be negotiated with the instructor. In order to be eligible to take a course on a continuing education basis, students who have not been admitted to a degree program must apply and be admitted as Special Students (see page 32). CEUs may not be changed to credits at any time. A fee equal to one half of the full tuition for the course will be charged. Fees will be waived for field education supervisors and members of lay ministry teams who enroll in courses for continuing education credit.

Students who attend continuing education events which are not classes and wish to receive CEUs may do so by registering for CEUs in advance of the event and paying a fee of $50 in addition to the cost of the event; this additional fee covers the recording of the CEUs on a permanent transcript. As with course work, CEUs are awarded on the basis of one CEU per ten contact hours.
Transcripts
Students and graduates who wish to receive unofficial copies of their transcripts or who wish to have official transcripts sent to other institutions or agencies may apply in writing to the Registrar. Telephone and e-mail requests will not be honored. Transcript request forms are available through the Registrar’s office. The first transcript is provided at no charge. Each additional transcript is provided at a charge of $5. Transcripts on demand or walk-ins will be charged $10. Official transcripts will not be issued until the student has met all financial obligations to the Seminary.

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

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

Graduation
All degrees are voted by the Board of Trustees on the recommendation of the faculty. The faculty explicitly reserves the right to determine whom it will recommend for any degree, taking into account not only the candidate’s fulfillment of minimum course requirements but also the quality, coherence, and integrity of the student’s program as a whole as indicated by the reports of the assessments. A minimum grade point
average of 1.00 (C) on a three-point scale is required for graduation in the Certificate, M.A.T.S. and M.Div. programs. A student with a grade point average below 1.00 (C) is not making satisfactory progress in the Certificate, M.A.T.S. and M.Div. programs and may be placed on academic probation. Candidates for the degree of Master of Divinity are reminded of the statement on “Readiness for Ministry” found on page 19 of this catalog. Candidates for any McCormick masters degree must be registered for the full final year preceding graduation, unless special arrangements have been made with the concurrence of the Dean of Masters Programs.

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

The Seminary will honor the academic requirements in force at the time of matriculation for a particular degree or certificate program for the length of time as specified, after which any new requirements must be fulfilled. Degree and certificate candidates are expected to make progress sufficient to complete the degree or certificate according to the time limits as follows: Certificate, three years; M.A.T.S., four years; M.Div., six years. A student exceeding the time limit for completing a Certificate or masters degree must make a new application to the Admissions Committee.

Good Standing

A student shall maintain a grade point average of 1.00 (C) or above to be considered in good standing. A student with a grade point average below 1.00 (C) is not making satisfactory progress in the Certificate, M.A.T.S. and M.Div. degree programs and may be placed on academic probation by the Student Standing Committee of the faculty.

Academic Probation

A. A student may be placed on academic probation by the Student Standing Committee under one or more of the following conditions:
   - More than one Incomplete (I), Permanent Incomplete (PI) and F (no credit)
   - A grade point average below 1.00 (C) for the preceding semester

B. Probationary status normally will extend over only one semester and may be removed at the close of the next semester providing that the following conditions have been met:
   - Previous incompletes have been completed and passing grades have been assigned
   - There are no new incompletes and all grades are at or above a grade point average of 1.00 (C)

C. Furthermore, a student on academic probation may be asked by the Student Standing Committee to reduce his or her course load for the following semester, to seek remedial assistance or to take a
leave of absence for a specified time in order to undertake such appropriate actions necessary to be reinstated as a student in good standing.

In the event that academic probation cannot be removed after one semester, the Student Standing Committee will deliberate and decide whether to continue the student on probation or to administratively withdraw or dismiss the student from the Certificate or degree program.

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

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

All matters of a student's standing which involve the Student Standing Committee will be recorded in writing and become a part of the student's file on record in the offices of the Registrar and degree level deans.
Masters Programs Courses

The course descriptions listed in the pages that follow include the courses for 2003-04 and a number of courses scheduled for the years that follow. Check the McCormick Web site (www.mccormick.edu).

Supplementing the courses offered by McCormick are the many courses in each field available at the other ACTS schools. There is no extra charge for cross-registration among the ACTS schools, apart from the tuition normally paid to the student’s own school. The ACTS Catalog (available online via the McCormick Web site) provides a complete list of all courses offered by the member seminaries. Bi-registration on a limited basis is also possible at the University of Chicago Divinity School through a separate procedure available at the Registrar’s Office.

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

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

Within the field of Ministry:

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

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

300-399 Introductory
400-499 Intermediate
500-599 Advanced
600-699 Doctoral
Courses with the suffix “H” are taught in Spanish and courses with the suffix “K” are taught in Korean.

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

The following list of courses offered at McCormick is by no means exhaustive. For more information on the masters-level curriculum and semester-by-semester course schedules, please visit www.mccormick.edu.

**Integrative Courses**

**I-301 Pilgrimage in Faithfulness**
PIF is an interdisciplinary course that brings students and faculty together around a range of resources, both biblical and contemporary, including the variety of experiences brought by the learners to develop a common foundation for ongoing theological education and for thinking creatively and responsibly about church and ministry in today’s world. The course meets once a week for plenary sessions, small group discussion, a common meal, and worship. The course has these goals:
- To enable students to become collaborative sharers and learners, developing skills in self-assessments;
- To inquire together about the nature of theological education at McCormick;
- To grasp a sense of the range of the church’s ministry in the world;
- To find an initial point of integration around call, baptism, communion, and spiritual development.

faculty team

**I-478 Seminar on Research Methods**
This seminar teaches the “how-to” of effective argumentation and examines, criticizes, and models selected methodologies from the biblical, historical, theological, ethical, and ministries fields. The course project is a research proposal, developed and carefully refined throughout the seminar. Limit: 15. Prerequisite: preliminary course work in three of the disciplines mentioned above.

Esterline

**Field of Bible**

**B-300 Introduction to Biblical Studies**
This is the required, foundational course for biblical studies, introducing students to the processes of interpreting scripture. Attention is given to methods of cultural and
literary analysis related to the Bible's historical context and to the setting of the contemporary reader. Students work with texts from both Old and New Testaments.

Brawley/Hiebert
Lee/Hiebert

B-321 Introduction to Hebrew Exegesis I
The first term of a non-divisible, two-term introduction to biblical Hebrew, including the basics of grammar and vocabulary, followed by the translation and exegesis of selected texts from the Hebrew Bible. Most of the first term is devoted to acquiring the knowledge of grammar and vocabulary necessary for reading biblical Hebrew.

Knowles

B-322 Introduction to Hebrew Exegesis II
The second term of a non-divisible, two-term introduction to biblical Hebrew, including the basics of grammar and vocabulary, followed by the translation and exegesis of selected texts from the Hebrew Bible. A significant portion of the second term is devoted to translating biblical Hebrew and using it in biblical interpretation.

Knowles

B-324 Introduction to Greek Exegesis I
As the first semester of a non-divisible, two-semester sequence, this course introduces the fundamentals of Greek grammar and vocabulary and the exegetical issues necessary for reading, translating, and using the Greek New Testament.

Brawley/Lee

B-325 Introduction to Greek Exegesis II
The second part of a non-divisible, two-semester sequence, this course completes the basic elements of Greek grammar and vocabulary. It will facilitate students in the translation and exegesis of selections from the Greek New Testament by using the basic tools and resources of Greek exegesis.

Brawley
Lee

B-400 Introduction to the Old Testament
A survey of the entire Old Testament, including its canonical structure, literary forms, historical backgrounds, and theological themes. The course emphasizes content, complementing and building on the introduction to interpretation in IBS. It is designed to provide the “big picture” for those with little biblical background, but others may profit.

Knowles/Hiebert

B-410 Genesis: Origins of Biblical Faith
A study of the book of Genesis, focusing on foundational texts and topics influential in Jewish and Christian thought, including creation, covenant, family, gender, ethnicity, and politics. It provides students the opportunity to practice the interpretive skills introduced in IBS in the exegesis of a major section of the Pentateuch/Torah.

Hiebert
Courses

B-412 Abraham in Judaism, Christianity, and Islam
A study of Abraham, his role in the Bible, and his place in the beliefs of Judaism, Christianity, and Islam. We will examine the ways Abraham both unites and divides the three great monotheistic faiths.
Tanzer/Hiebert

B/MED 428 Challenge of the Psalms for a Life of Faith
This course seeks to open up and reclaim a holistic understanding and use of the Psalms as well as contemporary uses of Psalms for spiritual formation. Pre-requisite: IBS
Tanzer/Caldwell

B-430 The Psalms
The course will combine a study some of the broader issues of the Book of Psalms (such as the history of interpretation, Hebrew poetry, the Psalter as a collection, the use of history in the Psalms), with exegetical study of individual psalms. At the end of the quarter, you should have a general familiarity with the contents of the Psalter, an understanding of the interpretive significance of the types of psalms, a detailed exegesis and interpretation of a number of psalms, some sense of the hermeneutics of interpreting the Psalms, an awareness of the place of the psalms in worship and life (both ancient and current), and developed skill and competence in your exegetical and interpretive competence.
Knowles

B-431 Job and Its Modern Interpreters
A study of the book of Job in the context of its biblical world, and an examination of responses to Job by contemporary writers, such as Archibald MacLeish, William Safire, Gustavo Gutiérrez, Bill McKibben, and Harold Kushner. The problem of evil and suffering in the Bible and in Jewish and Christian traditions is the course’s focus.
Hiebert

B-441 Women in the Religious Life of Ancient Israel
How did ancient Israelite women worship in the popular and official cult? How were they included or excluded from these cults? This class will reconstruct the religious life of ancient Israelite women (ca 1250-330 BCE), taking into consideration their historical context, the practices of other ancient women, and the ideological slant of the historical record. Besides from the task and theory of historical reconstruction, we will also examine how this project is taken up and used in the church today.
Knowles

B-449 Hebrew Exegesis III
In order to gain a broad exposure to the Hebrew Bible in its original language, this class will read the stories about David and Solomon in 2 Samuel, 1-2 Chronicles and the Psalms (including Ps 151 from the Dead Sea Scrolls). While comparing old poetry to post-exilic narrative, we will be able to see the sometimes-
radical changes in language as well as theology in the text’s re-use of old stories for new generations (and new power structures). Some attention will also be given to text-critical concerns.

**B-450 The Gospels**
Introduction to the four canonical Gospels with special focus on the unique portrait of Jesus each presents. Major issues and methods for study of gospel literature. Central emphasis on Christology; minor attention to the historical Jesus. Prereq: B-300

*Tanzer*

**B-455 The Parables**
This course emphasizes twentieth century exegetical and hermeneutical methods for interpreting and appropriating the parables of Jesus.

*Brawley*

**B-460 The Epistles of Paul**
Introduction to the seven Pauline letters most scholars agree are authentic to Paul, and to problems, methods, resources of understanding Paul, his letters, and his theology. Prerequisite: B-300

*Brawley, Lee*

**B-461 Interpreting Romans**
Interpreting Romans with emphasis on the sociological location, the rhetorical purposes, and appropriation of interpretation. A Greek reading option will be offered. Prereq: B-300 or equivalent.

*Brawley*

**B-480 The Modern Quest for Jesus**
This course will focus on critical evaluations of the quest for the historical Jesus, with emphasis on the nature of history and its relationship to faith.

*Brawley*

**B-489 Greek Exegesis III**
Building on Greek I and II, this course provides students the opportunity to study biblical Greek language and exegesis for a third term. While including some review of grammar and vocabulary, it focuses on the reading, translation, and interpretation of biblical texts, often drawn from a selected book in the Greek New Testament.

*Lee*

**B-491 Biblical Perspectives on Nature**
An examination of biblical perspectives on nature in antiquity and an evaluation of the problems they might pose and the resources they might offer for contemporary environmental theologies and ethics.

*Hiebert/Rossing*

**B/T-493 Thinking Biblically**
What does it mean to “think biblically” today in light of all we have learned about scripture, criticism, and culture? This course emphasizes an engagement with the Bible along with and beyond other critical approaches among persons seeking the word of God for church and society today. Uses of scripture by theologians, philosophers, and ethicists are
Courses

examined in social and ecclesial contexts. We will engage in our own readings to illumine theological and ethical dimensions of biblical texts, while attending to cultural and philosophical issues raised by these practices of reading after revelation. Prerequisite: B-300 or T-300
Brawley/ Cathey

B-494 Film and the Bible
This class will examine and critique the use of biblical stories and themes in an international selection of films. The goals of the class include a sustained and critical engagement with the ways film artists interact with and interpret biblical texts, exposure to a variety of visual exegetical projects (including both non-North American and Hollywood films), and an expanded ability to discuss biblical themes in reference to popular culture and thoughtful artists.
Knowles

B/MED-496 Teaching the Bible
This cross-disciplinary course seeks to integrate two essential fields of study and praxis in seminary and in the congregation—biblical study and methods of teaching and learning with older youth and adults, in order to begin to think effectively and how one learns about the Bible in the context of the congregation. A primary focus of this course is the preparation of ministers/educators to be competent and creative biblical teachers, ones capable of helping other adults make connections between the Bible as history and story and their lives of faith.
Tanzer/ Caldwell

B-497 Biblical Hermeneutics
What are at stake in the contemporary biblical scholarship? What are they talking about biblical hermeneutics? Why do we need to pay attention to it? This course provides students the opportunity to encounter major challenges and issues that have emerged in the troubling water of global biblical interpretation. Focusing on the reading of current biblical (mostly New Testament) scholarship, it will help students to learn about the important hermeneutical issues, themes, and contexts involved in different reading modes, reading strategies, and reading goals. Throughout the course, students will learn about the significance of hermeneutical lenses of class, gender, ethnicity, and empire on the different contextual biblical hermeneutics.
Brawley/ Lee

B-498 The Bible and Human Sexuality
What does the Bible have to say about human sexuality? How and why does the Bible shape our culture’s expectations around sexual behavior today? This course will explore both Testaments in their contexts in antiquity on such issues as the expression and meaning of sexuality, marriage, and same-sex eroticism and also consider their implications for Christian and Jewish views of sexuality today.
Brawley/ Tanzer
Field of History

H-300 History Survey I
The focus of this course will be on Christianity as a world movement. We hope to identify formative aspects of the Christian movement in service to contemporary communities of faith, but also to identify and challenge models of interpretation in the history of Christianity. This course surveys the history of Christianity as a world movement by exploring the formation and development of the Ancient and Medieval periods. We will pursue issues of identity and method within the Christian traditions in order to trace the origins of theological concepts that continue to inform contemporary Christian communities. We will also track types of theology and movements of renewal within the Church. Theological texts, terms, and traditions will be placed in historical context. We will also introduce aspects of the inter-relationship of Christianity with Judaism and Islam.
_Sawyer_

H-301 History Survey II
This course continues H-300, with an emphasis on Christianity as a world movement. We will begin with the Reformations of the sixteenth century, then continue into the formation of the modern era. This course maintains the focus on issues of identity and method, with a special focus on the diversity of theological voices in the modern and post-modern Church.
_Daniels_

H-401 Calvin Seminar
This history course studies Calvin and the *Institutes of the Christian Religion* within the broader context of the Reformations of the sixteenth century. The course consists of a close reading of the 1559 *Institutes*, with attention to issues of biography, polemics, spirituality, theological and rhetorical method, ecumenism, and the dynamics of Calvin’s calling and his associations with other Reformers, especially Luther, Zwingli, and Bucer.
_Sawyer_

H/T-402 Reformed Tradition
This course explores the history and theology of the Reformed tradition with a view to understanding its origins and development and its contemporary manifestations and relevance.
_Sawyer/Case-Winters_

H-412 Reformations of the 16th Century
A historical and theological overview of reform efforts of women and men in European Christianity in the 16th and 17th centuries, from late medieval Catholicism through the divisions of the Thirty Years War. Topics include efforts at reform within the late medieval church; the reform of the Spanish church; the Lutheran, Zwinglian, and Calvinist patterns of reform; the “radical reformation” of the various Anabaptist and sectarians groups including the emergence of Unitarianism; the Council of Trent and counter-reform; the development...
of Anglicanism; and (briefly) the trajectories of Post-Reformation theology.

Sawyer

H-423 Christianity and Modernity
Study of the transformation of U.S. Christianity through the encounter with modernity from the colonial era to the present, highlighting renewal movements, theological trends, and social reform movements.

Daniels

H-430 Daughters of Ethiopia: African and African American Women in Conversation
The course will begin with basic questions about the definition of theology and the sources for doing theology and will move to historicize the conversation of the kin group across the Atlantic divide. Their experiences share a common source and yet have been influenced by enforced separation. These reflections must enhance survival in both the homeland and the new home of diasporic exigencies. What are the points of departure in these theologies as well as specific characteristics/foci, types of theologies and the historical journeys that could be illustrated with life and blood biographies? The course uses the contributions of certain female and male scholars to explore the specific articulations as well as performance of “womanist” theologians, the Circle of African Women Theologians and Pentecostal women. It will explore the trends/directions of African and African American gendered scholarship in our age and raise the urgent issue of its contribution to social justice.

Kalu

H-431 Christian Presence & African Response
The course explores how African communities responded to the gospel from the early church period to the 1960s. It surveys Christianity in North Africa, challenged by Islam, Iberian Catholic evangelization of the 16th century, slave trade and its effect, missionary resurgence in the 19th century, the patterns of Christian presence and challenges of culture, politics, and spirituality in the 20th century.

Kalu

H/MPM-446 Presbyterian Witness & Racial Justice
This course is about the Civil Rights Movement and the witness of Presbyterians whose contributions to the movement from the late 1940s through the early 1980s are viewed against the backdrop of events captured in Eyes on the Prize, the acclaimed PBS series.

Mullen

H-452 Christian Spirituality & the American Church: A Historical Perspective
This course explores the history of Christian spirituality within the United States during the nineteenth and twentieth centuries through the lenses of spiritual practices as they are situated in specific places and time. The course will compare different
forms of spirituality within specific eras, noting the historical context in which they emerge or are relocated from other historical eras. We will study major traditions of spirituality within the Christianity of the United States such as Reformed, Roman Catholic, Baptist, Methodist, and Pentecostal. Attention will be given to the ecclesial and personal experiences of spirituality through the study of texts, field visits, and journaling.

Daniels

**H-453 Black Church in North America**

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

Daniels

**H-462 American Presbyterian History**

Survey using primary documents and historical interpretations to explore origins of institutions and issues within the contemporary church. Attention to revivals, doctrinal controversies, schisms, and reunions of nineteenth and twentieth centuries.

Sawyer

**H-471 Global Pentecostalism**


Kalu/Daniels

**H/T-489 Reinhold Niebuhr**

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

Cathey/Sawyer

**H-490 Church and Social Engagement in Global Society**

What is the future of World Christianity? This course is designed to explore the encounter of World Christianity with contemporary global social forces. The search for a vibrant integrative faith continues against a backdrop of diversity, pluralism, individual choice and relativism, with many pursuing new forms of engagement through NGOs, short-term service, and individual journey. We will pursue these historical, missiological, and theological issues within and across the new forms of Diasporic and World Christianity.

Kalu

**H-492 Historiography**

This course examines the methods and models of the writing of church history. Exploring the various ways
church history has been written as the history of missions, denominations, institutions, or narratives that privilege national, ecumenical, or personal/social perspectives. With shifts of the center of gravity of Christianity, what are the implications for historiography of world Christianity?

Kalu

H/T-515 Calvin & Luther: Following the Pathfinder
An exploration of particular aspects of the lives and theologies of Martin Luther and John Calvin. Convergences and differences will be identified and evaluated in light of the Reformers’ as well as our contemporary ecclesial and theological contexts. A comparative historical and theological approach, team-teaching, lectures, reading and discussion of primary sources in translation, and individual research will be employed.

Cathey/Hendel

Field of Theology

T-300 Introduction to Christian Theology
An introduction to the contents, methods, and resources of coherent and responsible Christian thinking. Attention will be given to understanding and interpreting basic Christian doctrines (e.g., God, Christ, Spirit, Church). The course will include lectures, discussion, readings, and special projects.

Case-Winters/Cathey/Rivera

T-400 Religion and Science: On Creation and Providence
This upper-level course will explore traditional theological doctrines of creation and providence in conversation with scientific understandings of the origin and operation of the world. Students will be exposed to the pluralism in each field. They will be asked to reflect upon the points of tension and the places of mutual illumination as these fields are brought into lively conversation and to develop their own constructive positions on the relation between theology and science. Special attention will be given to the place of the human being within nature and the current ecological crisis. Both fields share some responsibility for the crisis and offer some promising approaches to its resolution. Prerequisite: T-300.

Case-Winters

T/H-402 Reformed Tradition
(see description in Field of History).

Sawyer/Case-Winters

T-404 Who is Jesus Christ for Us Today?
Quests for the historical Jesus return us to the question, “Who do you say that I am?” Amid many images of Jesus (scriptural, creedal, visual, historical, political, fictional), who is the living Christ for us today? The course investigates christology as an open-ended quest to understand and follow Jesus as the past, present, and future coming of God’s Word, Power, and Wisdom for the redemption of creation. In this quest we survey various christologies through
readings, lectures, discussion, and film. Guided projects and class presentations will open up a variety of issues in christology today, e.g., the search for implicit christology in art, feminist and womanist christologies, the ethics and politics of Jesus, christology in cultural context (African American, Latin American, Asian), and the future of christology in an interfaith society. Prerequisite: T-300 or equivalent.

Cathey

T-406 Doctrine of the Spirit
Where and how is God’s Spirit at work in our world today? This course explores what Christian tradition has affirmed concerning the presence and activity of the Holy Spirit in the lives of believers, in the church, and in all creation. It will emphasize life-giving, freedom, empowerment, and inspiration usually attributed to the Spirit and will seek to present a variety of perspectives on the Spirit’s work.

Rivera

T-411 God as Trinity: Foundations with Faces
Investigation of the roots of trinitarianism, with attention to meanings, truths, and practical implications. Trinitarian practices highlight the social, participatory, dynamic, abundant, temporal, and eternal dimensions of life. How should we confess the Trinity in different cultural contexts with interfaith partners? An historical-theological approach through discussion of texts, argumentation about issues, plus research. Prerequisite: T-300 or equivalent.

Cathey

T-412 Doctrine of God
Does God exist? How can we know and speak of God? What do we mean by “God”? This course uses wide-ranging resources, both traditional and contemporary, to address issues surrounding the nature of God and the challenges to believing in God in the 21st century. Prerequisite: T-300.

Case-Winters

T-415 Between Hospitality and Hostility: Theological Issues on Immigration
This course reviews the economic, political, and cultural debate on immigration in the USA with a focus on Hispanic immigration. It also explores and assesses the theological responses of Protestant and Catholic churches and theologians, including representatives from ethnic minority communities.

Rivera

T-421 Karl Barth Without Apology
Karl Barth: fundamentalist? neo-orthodox? modern? postmodern? postliberal? The reception of Barth’s theology has divided his readers. How should one read Barth amid the cacophony of his critics? What does Barth’s theology and ministry have to do with us today? The course avoids tiresome apologies for Barth’s idiosyncrasies in order to focus on his enduring gift: a theology that is
scriptural, modern, and ecclesial for persons engaged in church and society today. Prerequisite: T-300 or equivalent.

Cathey

T-424 Ecclesiology
The re-envisioning and revisioning of identity and mission is a permanent task for Christian churches. This course examines constructive and ecumenical proposals on an understanding of the church’s identity and mission in today’s world. Protestant, Catholic, and Evangelical perspectives are considered.

Rivera

T-430 God, Suffering and Evil
If God is good and all-powerful, why is there so much suffering and evil in the world? Various attempts (Augustine, Irenaeus, process theology, and others) to respond to this question and the theological problems it raises will be considered and evaluated. Prerequisite: T-300.

Case-Winters

T-431 Process Theology
This course will be an introduction to process thought, exploring the contributions of process philosophy to Christian theology. Selected works of Whitehead, Hartshorne, Cobb, Griffin, and Suchocki will be included as will critical responses to process theology. Prerequisite: T-300.

Case-Winters

T-433 Feminist Theology
What are the challenges and illuminations that come to traditional Christian theology as feminist perspectives enter the conversation? This course will offer an introduction to feminist theology through exposure to leading feminist theologians and through critique and reconstruction of central Christian doctrines. Prerequisite: T-300.

Case-Winters

T-435 Religious Pluralism and Ministry: Chicago and Beyond
Introduction to intra- and interreligious models and strategies for ministry with persons and communities of more than one faith. Focuses on the diversity of faith communities in the Chicago-metro area through the work of the Parliament for the World’s Religions. Exposure to multiple traditions and a more intensive encounter with one tradition other than one’s own. Philosophical frameworks and practical strategies will be engaged.

Cathey/Harlow (Meadville-Lombard)

T-437(H) Latino/a Theologies
Esta es una introducción a los temas y representantes claves de la emergente teología hispana-latina en los Estados Unidos. Se analiza el contexto, el desarrollo, las fuentes, métodos, y las aportaciones a la teología y la ética de una muestra de teólogos/as latino/a protestantes y católicos.

Rivera

T-444 Theologies Across American Borders
This course examines the connections and disconnections between Latino/Hispanic theologies in the USA and Latin American Liberation theologies. It focuses on three areas: theological method, constructive theology, and
feminist contributions. Protestant and Catholics representatives from both movements/contexts will be considered. Reading knowledge of Spanish and English is required.

T-445 The Unity of the Church
Today we are reaping the fruit of ongoing ecumenical dialogue. After years of comparative analysis of our differing histories and beliefs we seem to be “leaving controversies behind” and advancing toward new forms of unity and common life. This course will examine the theological content of recent dialogues and agreed statements. Students will inquire into the nature of the church’s unity, locating both advances and obstacles in the journey toward unity and considering what they portend for the future shape of the church. Prerequisite: T-300.

Case-Winters

T-467 Diaspora Theologies: Black, Latino and Asian
This course is an introductory survey to the development, themes, and representatives of these theological movements in the religious landscape of the United States since the 1960s. The category of diaspora will serve as an interpretative lense to interpret the profiles and contributions of these theologies emerging from U.S. minority communities.

Rivera

T/H-489 Reinhold Niebuhr
(see description in Field of History)
Cathey/Sawyer

T/B-493 Thinking Biblically
What does it mean to “think biblically” today in light of all we have learned about scripture, criticism, and culture? This course emphasizes an engagement with the Bible along with and beyond other critical approaches among persons seeking the word of God for church and society today. Uses of scripture by theologians, philosophers, and ethicists are examined in social and ecclesial contexts. We will engage in our own readings to illumine theological and ethical dimensions of biblical texts, while attending to cultural and philosophical issues raised by these practices of reading after revelation. Prerequisite: B-300 or T-300

Brawley/Cathey

T-511 Realism & Imagination in Science, Philosophy, & Theology (LSTC T-578)
We explore via interdisciplinary dialogue issues of realism and imagination across the fields of science, philosophy, and theology. Realism includes concepts like knowledge, truth, objectivity, correspondence, coherence, disclosure, ‘the literal,’ facticity, foundations, and well-grounded theory and concepts. Imagination includes the uses of fiction, metaphor, story, analogy, model, paradigm, and speculation as heuristic devices in all inquiry including theology. What are the implications of realism and imagination for how we understand the reality-making claims of both science and theology? What differences do an understanding of
realism and imagination make for how we live in advanced scientific societies and communities of faith?
Cathey/Jackelen

T/H-515 Calvin & Luther: Following the Pathfinder (LSTC H-531)
(see description in Field of History)

Field of Ethics

E-300 Introduction to Contemporary Christian Ethics
This course is an introduction to the content and methods of Christian ethical thought, organized around three questions: What is Christian ethics? What are the primary ways of doing Christian ethics and the primary sources of Christian ethics? How are the differing methods and sources used in the analysis of current ethical problems?
TBA

MED-313 The Educational Ministry of the Church
This course offers an introduction to the field of religious education by examining the dimensions of educational ministry within the congregation. Particular attention will be given to educational theories explicit in practice that enable persons to grow in faith. Current issues in the field of religious education will also be addressed.
Caldwell

MED-413 The Teaching Ministry of the Church
Some say we teach the way we are taught. This course will explore a variety of models of teaching and learning reflecting both cognitive and affective pedagogies. It will also offer adult learners the opportunity to grow in their abilities as teachers while reflecting on how they were taught and the kind of teacher they hope to be, both in theory and in practice.
Caldwell

Field of Ministry

Religious Education

MED-312 Nurturing the Spiritual Life of Children and Families
This course will examine ways that the church as a household of faith and parents can be partners in the intentional planning for the growth in faith of all its children with particular focus on the sacraments of baptism and the Lord’s Supper.
Caldwell

MED-414 Nurturing the Life of Children and Families
This course will examine ways that the church as a household of faith and parents can be partners in the intentional planning for the growth in faith of all its children with particular focus on the sacraments of Baptism and the Lord’s Supper.
Caldwell

MED/B 428 Challenge of the Psalms for a Life of Faith
(see description in Field of Bible)
Caldwell/Tanzer
MED-438 Curriculum Resources in Educational Ministry
This course offers students the opportunity to consider both the meaning and the contexts for curriculum in religious education and the changing nature of curriculum for religious education in the congregation. It will also focus on the use and development of curricular resources in planning and leading congregational educational programs and the role of the pastor and/or educator in this process.
Caldwell

MED-440 Congregational Models of Ministry with Youth/Young Adults
We live in a culture and time of rapid change. The challenges and opportunities facing adolescents and young adults today are more varied and complicated than the time when their parents and quite possibly their pastors were this age. This course will consider congregational approaches to ministry with youth, young adults and their families. It will also affirm the role of pastors and adults in ministering to and with young people.
Caldwell

MED-443 Issues of Adult Development in the Church
This course will examine current literature and theory in the area of adult faith development. Connections will be made between theories of human development and implications for pastoral care and education with persons through all the transitions of life. This course will have a particular focus on two challenges faced by adults today: taking time and making meaning.
Caldwell

MED/B-496 Teaching the Bible
(See description in Field of Bible)
Caldwell/Tanzer

MED-539 Contemporary Issues in Religious Education: Language, Thinking and Faith
An exploration of contemporary research on the brain, intelligence, and creativity. This course will consider the implications for teaching and learning. The course will be taught using a variety of experiences including reading, lectures, experiential learning, field trips and will seek to make connections between this knowledge and teaching and learning with adults in the congregation.
Caldwell/Worley

Integrative Courses

MIN-401 Leadership in Ministry
Through case studies, readings, and discussion, this class will explore the complexity of religious leadership—an art that demands practical expertise, theological clarity, fidelity to particular traditions, sensitivity to context, organizational acumen, and more.
Kapp

MIN-404/405 Reflection on Ministry
The integration of theology, spirituality, ministerial skills, and vocational discernment is at the center of this
Courses

A course, which is a two-course sequence taken in conjunction with a field placement.

MIN-410 Congregational Life and Leadership
Congregations are a lot like people: Each one is unique. This class explores approaches to understanding congregations as organizations and systems, and identifies ways that leaders can work collaboratively to shape a congregation's life and vocation.

Kapp

MIN-411 Fault Lines and Fissures in American Protestantism
Through site visits, reading and critical discussion, and seminar presentations, this class will explore at least four of the divisive dynamics that shape Protestant life in North America: Race, generation, sexuality, class, gender, and/or the liberal/conservative split.

Kapp

Pastoral Care

MPC-310 Introduction to Pastoral Care
This course leads students toward a basic understanding of the meaning and practice of pastoral care while focusing on various historical and contemporary models of pastoral care. Students will acquire skills necessary for field education, clinical pastoral education, advanced courses with experiential components, internships and pastoral ministry itself.

Ashby

MPC-311 The Church as a Healthy, Healing, Caring Community
In its life together the Church can be either a facilitator of healing or a contributor to disease. This course will explore the values, habits and programs that create a healthy environment for the growth of faith in community. Particular attention will be given to the ways in which the Church can be a resource and agent for healing physically, emotionally and spiritually.

Ashby

MPC-409 Forgiveness & Reconciliation
This course will explore forgiveness and reconciliation as spiritual disciplines requiring courage and wisdom. Using personal experiences and world events such as South African Truth and Reconciliation hearings, the class will discover their true meanings.

Ashby

Polity and Program

MPL-307 Polity in the Presbyterian Church (U.S.A.): Faithfulness & Clarity in Church Leadership
Learning our church government system, called “polity,” has always been one of the most significant responsibilities of officers -- elders, deacons, and pastors -- in the Presbyterian Church (U.S.A.). The Book of Order, in particular, is a guide for God’s people meeting in representative bodies to be able to seek and know the will of God, so that the whole Church can be governed in ways that are just, decent, and orderly.
Participants in this class are expected to conclude the session with an ability to lead and serve the Church with faithful understanding of its system and with clarity in exercising their leadership by acquiring a working knowledge of church government, worship dynamics and contents, and church discipline, which will also enable those Presbyterians successfully to pass all examinations in church polity on their journey toward ordination.

**Public Ministry**

**MPM/H-446 Presbyterian Witness & Racial Justice**
This course is about the Civil Rights movement and the witness of Presbyterians whose contributions to the movement from the late 1940s through the early 1980s are viewed against the backdrop of events captured in *Eyes on the Prize*, the acclaimed PBS series.

*Mullen*

**Sexuality**

**MSX-402 Race Matters: Sexuality & the Black Church**
What is it about human sexuality that causes the Black Church to be so reluctant to deal with matters of sexuality and faith? Is there a theological relationship between black sexuality and black spirituality and justice? How are racism, sexism, heterosexism, and homophobia stumbling blocks in the development of healthy attitudes about sexuality in African American churches and communities? These are some of the issues and themes this class will take up in an attempt to challenge the “deafening silence” of Black churches on sexuality.

*Mullen*

**MSX-460 Queer Fear and Faithful Dissent: The Church and Homosexuality**
This course will engage the debate surrounding homosexuality and the full inclusion of lesbian, gay, bisexual and transgender persons within church and society, reflecting on the role of scripture, tradition, reason, experience, and civil law in the lives of individuals and Christian faith communities.

*Mullen*

**Urban Ministry**

**MUM-315 Intro to Urban Ministry**
This course examines a variety of models and approaches to urban ministry, and explores critical social, cultural, and theological issues such as poverty and power from the perspective of marginalized persons and communities.

*Buekema (adjunct)*

**MUM-320 Partnering in Urban Ministry**
Building strong, reciprocal partnerships with resourceful congregations and judicatories is essential for the survival of most urban ministries. This course examines strategies for developing mutually edifying relationships across cultural and economic barriers.

*Buekema (adjunct)*
Worship and Preaching

**MWP-314 Introduction to Christian Worship**
This course pursues three lines of investigation: development of Christian worship traditions over time; dynamic relationship between worship, theology and ethical concerns; and the significance of symbol and ritual in conversation with human sciences.

*Holper*

**MWP-315 Introduction to Preaching**
This course is an introduction to the task of preaching, paying specific focus to the multiple skill sets required to proclaim the Word of God in contemporary communities of faith: e.g., responsible interpretation of texts and contexts, inviting sermon design and effective delivery, clarity and resonance in public speaking and reading, etc.

*Holper*

**MWP-328 Preaching as Celebration**
This course will explore 1) the distinct perspective and genius the African American Church has brought to the preaching task, and 2) the role of celebration in the African American pulpit.

*Thomas*

**MWP-412 Christian Daily Prayer**
This course explores the discipline and rhythm of communal and personal daily prayer and their significance as a critical practice for ministry in the 21st century. Participants will be exposed to the prayer traditions of both Christian and other faith communities during the first week of the term. During the second week of the term, participants will also travel to northeast Iowa, where they will be guests of the monks of New Melleray Abbey. An additional fee of $100 will be charged to cover the cost of room, board and travel for the field trip.

*Holper*

**MWP-450 Sacraments in the Life of the Congregation**
This course explores the historical, theological and pastoral dimensions of the Sacraments and Ordinances of the church, with particular emphasis upon the place of these rites in contemporary congregational life. The implications of these rites for the formation and missional ministries of the church are also major foci for the course.

*Holper*

**MWP-451 Worship and Sacraments in the Reformed Tradition**
This course delves into the distinctive liturgical and sacramental traditions of the Reformed family of churches, with particular emphasis upon the history, theology and practice of worship in the Presbyterian Church (USA). The course is particularly helpful for students preparing to take the PC(USA) standard ordination examination in worship and sacraments.

*Holper*
MWP-425 Preaching Through the Liturgical Year
This course focuses upon the significance of the Liturgical Year and the New Revised Common Lectionary for preaching. Participants prepare, deliver and critique sermons drawn from each of the major seasons of the church year: Advent-Christmas-Epiphany; Lent-Easter-Pentecost; and Ordinary Time. Issues related to the plethora of calendars by which people order their lives are explored.

Holper
Fellowships and Awards

The fellowships, awards, and prizes listed below are available each year to McCormick students. They have been established through the generosity of alumni/ae and friends of the Seminary in order to stimulate interest in further theological study, to promote theological research, and to encourage effective preaching. As all of the fellowships, awards, and prizes are funded by income from endowments, the exact monetary amount of each may change from year to year. The amounts listed here are those available in the 2005-2006 academic year.

Eligibility and application details are set out in the pages that follow. Many of the awards and prizes are available to students at any point of their masters level study at McCormick; others are available only to seniors, as are all of the fellowships. Some awards and fellowships may be applied for, while others are available only by nomination. Unless otherwise stated, all application materials are due by March 1 of the year in which the fellowship, award, or prize will be granted. Please contact the Office of Academic Affairs if you would like further information on eligibility or the application process.

Fellowships

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

The fellowship is to be used for further graduate or professional degree study. While ordinarily it will be used in the year following graduation, upon written request a one-year postponement may be arranged with the Committee on Fellowships and Awards and through
the Vice President for Academic Affairs. The postponement may be renewed annually for a period not to exceed six years.

**Fellowships Granted by Research Proposal**

Fellowships in Old Testament Hebrew, New Testament Greek, Practical Theology, Church History, and Theology/Ethics are awarded on the basis of application and research proposal. Applications in Old Testament and New Testament also require a written examination in Hebrew and Greek, respectively, and applications in Church History also require an oral examination on the proposal. The research proposal is developed by participation in the course I-478, Seminar on Research Methods, and in consultation with an advisor from the field to which the proposal will be submitted. The faculty of the respective fields recommend the winner of each fellowship to the Committee on Fellowships and Awards.

M.Div. students who have been registered at McCormick for the two years immediately prior to graduation are eligible for these fellowships, as are M.A.T.S. students who have done the majority of their work at McCormick. To be eligible a student must have attained a grade point average of 2.25 (B+) at the beginning of the senior year. In the case of a transfer student, the record at the former school is consulted as a factor in the competition but is not included in the grade point average.

Ability to use secondary sources in modern languages other than English, while not required of candidates, ordinarily will be advantageous in the preparation of the research proposal and will be taken into account in judging its quality.

Students wishing to compete should indicate their intention in writing to the Committee on Fellowships and Awards and the appropriate field by October 1 of the year before the fellowship will be granted. Students who do not take I-478 must apply to the committee to have this requirement waived by the end of the first week of the term in which I-478 is offered. The deadline for the submission of the research proposal is March 1 of the year the fellowship will be awarded. Students may not submit applications to more than one field and may compete only once.

All fellowships are awarded with the expectation of immediate use for further graduate or professional degree study. While ordinarily the fellowships will be used immediately after graduation, upon written
request a one-year postponement may be arranged through the Vice President for Academic Affairs and the Committee on Fellowships and Awards. Such postponements shall not exceed a total of six years.

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

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

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

While ordinarily it will be used in the year following graduation, upon written request a postponement for one year may be arranged with the Vice President for Academic Affairs. The postponement may be renewed annually for a period not to exceed six years.

Applicants for the fellowship should register for the course I-478, Seminar on Research Methods, to develop a detailed research proposal for further study, which will be submitted to the Ministry Field. The research proposal is due March 1.

**The Nettie F. McCormick Fellowship in Old Testament Hebrew**
Through the generosity of Mrs. Nettie F. McCormick, an annual fellowship for two years is made to the senior M.Div. or M.A.T.S. student who shows the highest attainment in a written examination on a previously specified portion of Hebrew and in a research proposal on a selected Old Testament topic approved in I-478, Seminar on Research Methods. The examination must indicate marked proficiency in the Hebrew language, and the research proposal must possess academic distinction. The research proposal and the examination must be completed by March 1.

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

The fellowship is to be used for further graduate or professional degree study. While ordinarily it will be used in the year following graduation, upon written request a one-year postponement may be arranged with the Vice-President for Academic Affairs. The postponement may be renewed annually for a period not to exceed six years.

The T. B. Blackstone Fellowship in New Testament Greek
This fellowship, endowed by Mrs. T. B. Blackstone, provides an annual stipend for two years to the senior M.Div. or M.A.T.S. student who shows the highest attainment in a written examination on a previously specified portion of Greek and in a research proposal on a New Testament topic approved in I-478, Seminar on Research Methods. The examination must indicate marked proficiency in the Greek language, and the research proposal must possess academic distinction. The research proposal and the examination must be completed by March 1.

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

The fellowship is to be used for further graduate or professional degree study. While ordinarily it will be used in the year following graduation, upon written request a one-year postponement may be arranged with the Vice President for Academic Affairs. The postponement may be renewed annually for a period not to exceed six years.

The Arthur A. Hays Fellowship in Church History
Through the generous gift of the late Arthur A. Hays, who taught Church History at McCormick from 1909 to 1945, it is possible to offer an annual fellowship for two years to the senior M.Div. or M.A.T.S. student who shows the highest attainment in a research proposal on a topic in the church history field approved in I-478 and in an oral examination defending the proposal. The oral examination must show marked proficiency in the field, and the proposal must possess academic distinction. The award is to be used toward two years of graduate study. The research proposal and the examination must be completed by March 1.
The fellowship is to be used for further graduate or professional degree study. While ordinarily it will be used in the year following graduation, upon written request, a one-year postponement may be arranged with the Vice President for Academic Affairs. The postponement may be renewed annually for a period not to exceed six years.

The John V. Farwell Fellowship in Theology and Ethics
Through the generous gift of John V. Farwell, McCormick Theological Seminary is able to offer a fellowship for graduate study in theology/ethics. The John V. Farwell Fellowship recognizes outstanding work in the field and potential for further graduate level work. It is an award for study in a graduate or professional degree program in theology or ethics. The fellowship is awarded with expectation of immediate use, but upon written request, a one year postponement may be obtained through the Vice President for Academic Affairs. Such postponements are not to exceed a total of six years. Those wishing to compete should should enroll in I-478, Seminar on Research Methods. A research proposal must be submitted by March 1 of the student’s senior year. The field faculty will make their recommendation to the Committee on Awards and Fellowships based upon the submitted research proposal and overall performance in the field. Both the proposal and performance in the field should evidence academic distinction.

Awards and Prizes
Awards are given annually to stimulate scholarly study and ministerial development and to recognize excellence of achievement. A student must be in good academic standing at the time he or she applies for or is nominated for an award. The faculty reserves the right in any year not to grant one or more of the awards. Recommendations regarding the recipients in each case are made by the faculty of the respective fields.

The information on awards and prizes is organized by subject area and by method of competition as follows:
1 Competitions in Preaching
2 Competitions by Essay
3 Competitions by Examination
4 Awards by Nomination
5 Awards for Travel and Study

1 Competitions in Preaching
Candidates may apply or be nominated for the following awards. All application materials should be submitted to the Convenor of the Ministry Field by March 1. The sermons should be submitted with the liturgy of the service and should be integrated with the liturgy, faithful to its scriptural text, sensitive to its audience and persuasive in expression. Sermon manuscripts submitted (one per contestant) must include a cover page stating a description of the preaching situation, the particular need of the congregation that the sermon addresses, the theme or purpose of the sermon, a bulletin of the service, and an audio cassette of the scripture reading and sermon.

The Ellen and James Taylor Awards in Preaching
First and second prizes with appropriate monetary stipends are given for the best sermons submitted.

The Jesse Halsey Award for Imagination in Preaching
A prize, with monetary award, is made annually to the student who has demonstrated a gift for imagination in preaching. Any student in the M.Div program is eligible.

The Martin D. Kneeland Award for Sermon Delivery
A prize, with monetary award, is given annually to the student who has demonstrated particular gifts in sermon delivery. Any student in the M.Div. program is eligible.

The James W. Angell Award for Preaching with the Congregation
A prize, with monetary award, is offered to the student who has best demonstrated an understanding of the corporate dimensions of preaching: an awareness of the dynamics of the congregation’s life, its needs, its hopes, and the means of realizing its corporate calling.

2 Competitions by Essay
Candidates may apply or be nominated for the following awards and prizes. Application materials should be submitted to the convenors of the respective fields by March 1.
Fellowships and Awards

The Nettie F. McCormick Award in Old Testament
The Isabella Blackstone Award in New Testament
The Isabella Blackstone Award in Church History
The Henry P. Crowell Award in Systematic Theology

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

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

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

3 Competitions by Examination

The Hugh Mc Birney Awards in English Bible
First and second awards, with monetary stipends, are given to the students who have earned the highest and second highest scores on the PC(USA) Bible Content Examination.

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

4 Awards by Nomination

The Arthur R. McKay Prize in Theology
This award, established by the family in honor of the president of the Seminary (1957-70), may be awarded annually, with a monetary stipend, to a senior in the M.Div. program who has demonstrated outstanding theological ability. A nominee for the prize is recommended by the faculty in the field of theology. The prize is awarded solely on the basis of a judgment concerning theological ability.

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

Candidates may apply or be nominated for the following awards:

**John Hayes Creighton Fund for Graduate Study in the Holy Land**
This fund provides for two awards enabling students to visit and stay in biblical lands for a period of up to three months. The grants are made on the basis of student proposals submitted to the Committee on Fellowships and Awards. Students who receive grants must have completed one year of seminary (transfer students are eligible), and be intending to enter parish ministry. A student's plans for travel and study should be connected with one of the many educational programs available in the Middle East. A student receiving an award (including graduating seniors) should anticipate opportunities to share the experience in written and oral reports to the McCormick community. Proposals must be submitted to the Convenor of the Bible Field by the first day of the spring semester.

**The George L. Robinson, Ovid R. Sellers, and Ernest Wright Archaeological Awards**
These awards, established at the initiative of Mrs. Katherine Sellers, honor three alumni who subsequently became McCormick faculty members in the field of Old Testament. All were internationally recognized for their contributions to biblical archaeology. The income from this fund is to be used to assist in underwriting the costs of one or more students' participation in an archaeological expedition related to lands associated with the scriptural narratives. Applications should be submitted to the Convenor of the Bible Field by the first day of the spring semester.

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

Recognizing the value of firsthand experiences of global community in theological education and leadership formation and acknowledging the need to equip both laypersons and clergy for leadership in ministries of reconciliation, the Boling Memorial Fund was established. The Fund supports international travel and study for theological students and laypersons who seek to enhance cross-cultural understanding and peace. Proposals for travel/study to the Middle East will be given priority consideration. Proposals should be submitted to the Academic Programs and Policies Committee through the Vice President for Academic Affairs by March 1.
Doctor of Ministry Programs

The purpose of the Doctor of Ministry programs at McCormick Theological Seminary is to provide advanced professional study for pastors and church leaders in a community of mutual learning and teaching. The McCormick Doctor of Ministry nurtures the gifts of women and men for faithful Christian ministry that are characterized by academically rigorous, cross-cultural, and ecumenical inquiry. Core values in McCormick’s program include group learning based in context and practice, serious theological reflection, engagement across cultures and traditions, and personal and congregational transformation.

The Doctor of Ministry program at McCormick Theological Seminary provides core, elective, and group-defined courses which challenge ministers to be more intentional and faithful in their leadership of congregations and other institutions. The program addresses the life of the world through the life of the church and ministry, with an emphasis on helping learners work more effectively with the systems of which they are a part and with the complicated dynamics that confront their communities of faith. The program focuses on the transformation of the congregations and agencies served by students as much as the ongoing formation and learning of the students themselves.

McCormick offers the Doctor of Ministry program in many different locations besides its Chicago campus. We work with interested pastors and other leaders to establish learning groups which meet in conference centers at locations convenient for the students involved. Faculty members travel to meet with groups at their location; consequently, the program is presently offered in centers throughout the United States and Korea as well as on the Chicago campus.

In establishing Doctor of Ministry groups, McCormick seeks to create cross-cultural learning communities in which students and faculty are co-learners, working with and learning from each other. McCormick faculty consistently report that their involvement in the D.Min.
program informs and energizes their teaching and research by placing them in the middle of the life of the church where they learn alongside active pastors and executives.

A Master of Divinity degree and three years in the practice of ministry after earning the M.Div. are prerequisites for the Doctor of Ministry. The program is composed of nine one-unit courses and a thesis in the practice of ministry. These nine courses are the equivalent of one year of full-time work. Because the program of study is closely integrated with the student’s professional work, the normal time for fulfilling the degree requirements is four academic years. Five years is the maximum time allowed unless an extension of time is granted (see “Deadlines and Incompletes” on page 105).

Courses are offered as weeklong intensives on the Chicago campus, in various locations across the country, and in selected countries outside the United States. In addition to the courses, all students participate in a two-week residency program to prepare for the thesis in the practice of ministry. Each aspect of the program emphasizes a collaborative model of learning and ministry and a mode of inquiry that sustains the essential relation between theory and practice.

Students choose one of several track options. Currently, these options include: Parish Revitalization, Pastoral and Spiritual Care in a Congregational Context, Educational Leadership for the Learning Community, Executive Leadership, and a newly designed program in public ministry and community development, titled Building Beloved Community.

Each track consists of core courses which are required of all students in the track and elective courses which are selected by or designed by the learning group in conjunction with the D.Min. Office to help the members of the group meet their specific objectives. Working with the D.Min. Dean, the group designs its own elective curriculum so that the four academic fields of the Seminary—Bible, Theology and Ethics, History, and Ministry—are represented in the group’s total curriculum.

All D.Min. tracks are currently undergoing assessment. The courses listed below are subject to additions and changes during the time of this catalog.

In addition to the following distinctive McCormick tracks, the Seminary cooperates with other theological schools in the Chicago area
to offer Doctor of Ministry programs in Preaching, Cross-Cultural Ministries, Liturgy, Spirituality, and Education for Witness; see the section “Cooperative Doctor of Ministry Programs” on page 97.

**Parish Revitalization**
Parish Revitalization is for those whose ministry is the local church. The goal is to improve the practice of ministry so that vital, faithful churches are formed and maintained. Each group chooses three electives to complete the nine courses required for the degree.

The Parish Revitalization track has six core courses in the following areas:

- Ministry with groups
- Leading church organizations
- Church revitalization
- Ministry in a multicultural context
- Theological and biblical reflection on ministry
- Research methods for D.Min. thesis

**Pastoral and Spiritual Care in a Congregational Context**
Pastoral and Spiritual Care in a Congregational Context is for those whose ministry focuses on the congregation as the context for pastoral and spiritual care, enabling pastors and church leaders to study the dynamic life of the people of God as a helping community. The program is open to M.Div. bearing church leaders who are not pastors, but it has a pastoral, not clinical, emphasis. In our society, the ministry of the church as a health-building and healing people is increasingly important. This ancient understanding of the church needs to be recaptured and reinterpreted for our time.

The Pastoral and Spiritual Care in a Congregational Context track has six core courses in the following areas:

- Ministry with groups
- Human development and the church
- Caring role of congregations
- Theological and biblical reflection on ministry
- Spiritual formation
- Research methods for D.Min. thesis
Educational Leadership for the Learning Community

Educational Leadership for the Learning Community (ELLC) is for those pastors and M.Div. bearing educators serving parishes and middle governing bodies as staff or consultants whose primary focus is the teaching ministry of the church. The purpose of this track is to create a community of discourse around educational ministries, mirroring Reformed, ecumenical, urban and cross-cultural commitments and opening dialogue around the common challenges and possibilities. The program is designed to provide teaching ministers with both theological and educational methods and tools for research that will invite and enhance a reflective practice of ministry.

The ELLC track has six core courses in the following areas:

- Ministry with groups
- Theory and history of religious education
- Biblical and theological reflection on ministry
- Teaching office of the Church
- Research methods for D.Min. thesis

Executive Leadership

Executive Leadership is for specialized church and social service ministers, for those who are employed in administrative positions in denominational, ecumenical, or nonprofit settings. The goal is to help leaders of governing bodies and not-for-profit organizations think theologically about their responsibilities and to improve their practice of ministry.

The Executive Leadership track has six core courses in the following areas:

- Forming and leading groups in governing bodies
- Human and financial resources development
- Understanding and leading church systems
- Leading Change in church systems in a multicultural world
- Theological and ethical perspectives on the practice of ministry
- Research methods for D.Min. thesis

Building Beloved Communities

Building Beloved Community is designed to accomplish the following: (1) broaden and nurture people’s commitment to a vision of the common good that is just, compassionate, and faithful to their religious heritage;
Admissions Procedures

McCormick Theological Seminary welcomes applications from qualified persons for admission to its Doctor of Ministry degree programs. In accordance with criteria established by the Association of Theological Schools in the United States and Canada (ATS), the Master of Divinity degree (or academic equivalent) from an ATS accredited school is a prerequisite for admission into the D.Min. program. It is expected that the applicant will have achieved a B average in the M.Div. program. In addition, a minimum of three years full-time professional experience in ministry after graduation with an M.Div. is required of all applicants.

In addition to these ATS standards, McCormick Theological Seminary requires applicants to evidence a capacity to use their context for ministry as a learning environment. There must be evidence of a match between the applicant’s learning goals and the outcomes the Seminary hopes for in its graduates. The applicant must have a history of effective ministry, show evidence of a willingness to think and act in new ways, and have an ability to work and learn collaboratively with others. The applicant must demonstrate a capacity for self-reflection, self-analysis, and self-directed learning. The applicant must also demonstrate clarity of call.

Ordinarily students are admitted before taking the first class. Students may in fact audit the first class, but must have submitted at least a completed application form and a statement of learning goals before permission can be granted to enroll in a second course. Any
Transfer Students

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

If a student wishes to have credit considered for transfer from more than one school, transcripts and statements of good standing must be submitted from each school. Courses that are more than ten (10) years old will not be accepted for transfer. No more than four courses completed at another institution may be credited toward a McCormick D.Min. degree. All core courses of the McCormick D.Min. track in question and the D.Min. thesis must be completed at McCormick. All matters related to transfer of credit should be directed to the Dean of Doctor of Ministry Programs.

Details regarding each of these application items are described in the application packet available from the Admissions Office and online at www.mccormick.edu.
Cooperative Doctor of Ministry Programs

The ACTS Doctor of Ministry in Preaching

The D.Min. in preaching is a cooperative program of six member seminaries of ACTS: Chicago Theological Seminary, Lutheran School of Theology at Chicago, McCormick Theological Seminary, North Park Theological Seminary, Northern Baptist Theological Seminary, and Seabury-Western Theological Seminary. Participants apply to the program through any of the participating seminaries and the seminary through which one enters is also the degree-granting school.

The D.Min. in Preaching program is a three-year program. During each year, participants spend three weeks in residence in Chicago on the joint Lutheran School and McCormick Seminary campus, taking courses, engaging in colloquies and developing their thesis subjects.

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

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

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

A separate ACTS D.Min. in Preaching application is required and may be obtained from the program coordinator. Applications are considered in a two-step process: interested persons first apply to the seminary to which they wish to be admitted. Once admitted by the seminary, applicants are considered by the D.Min in Preaching Program Committee (made of representatives from all six seminaries) where a final decision on applications is made. Total enrollment each year is limited to a class size of 32 participants.

For additional information, contact Craig Satterlee, Dean of the ACTS D.Min. in Preaching Program, at 1100 E. 55th Street, Chicago, IL 60615, 773-256-0752, or Danna E. Gobel, Program Coordinator for ACTS D.Min. in Preaching Program, 5460 S. University Ave., Chicago, IL 60615; phone 773/947-6270. The program’s Web address is www.actsdminpreaching.org.
The Ecumenical Doctor of Ministry: Cross-Cultural Ministries, Liturgy, Spirituality, and Education for Witness

The Ecumenical Doctor of Ministry Program is coordinated by Catholic Theological Union in conjunction with McCormick Theological Seminary and the Lutheran School of Theology at Chicago. Prerequisites for the program include an M.Div. degree or its equivalent and five years ministerial experience in the area of concentration.

Cross-Cultural Ministries is designed for persons with experience in cross-cultural ministries who wish to advance the integration of knowledge and skill.

Liturgy is designed for persons who have served in positions of liturgical leadership who wish to advance the integration of their knowledge and skill.

Spirituality is designed for persons with experience in spiritual formation and leadership who wish to advance the integration of knowledge and skill in this ministry.

Education for Witness is designed for those who take leadership in educating believers both in the knowledge and in the practice of their faith and wish to advance the integration of knowledge and skill in this leadership.

Admission to this program is through the regular application and admissions process of McCormick Theological Seminary for those students who desire to receive the degree from McCormick. A separate Ecumenical D.Min. admission application is required. Enrollment is limited each year. For additional information contact Ed Foley, Director of the Ecumenical D.Min. Degree Program, 5401 South Cornell, Chicago, IL 60615; phone (773) 753-5325.

Program Partners

McCormick’s commitment to cross-cultural relationships has led to the building of significant partnerships in the doctoral program. The eighteenth class of Doctor of Ministry students in Korea began work in the spring of 2005, through a cooperative alliance with Presbyterian Theological Seminary in Seoul. Sixteen Korean groups have completed, or soon will complete, their doctoral studies. The goal for this partnership is to provide students and faculty with cross-cultural experiences that deepen and broaden their understanding of the practice of ministry. The degree-granting institution is McCormick Theological Seminary; faculty, facilities, and resources are shared between the institutions.
Financial Information

Payment Policies and Procedures
It is McCormick Theological Seminary’s policy that all tuition charges are due and payable at the time a student registers for courses. No student may register for a course until all previous charges due to the Seminary are paid in full.

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

McCormick Theological Seminary does not have payment plans. However, as an alternative to paying in full, students may establish a payment plan with Academic Management Services (AMS).

Academic Management Services (AMS) provides high-quality, low-cost innovative solutions to assist students in paying for their seminary education. For those unable to pay their educational costs at the beginning of each quarter, AMS offers a simple and convenient payment plan. There is an annual participation fee of $65, with no other service or interest charges. The Student Financial Planning Office will assist students in determining their annual expenses.

In addition to offering manageable and convenient monthly payments, AMS provides automatic life insurance to cover the balance of the budgeted amount and a toll-free number for inquiries. An automatic check withdrawal and a credit line are also available.

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

The Finance Office will issue monthly statements listing charges (courses, fees, housing), payments, grants, and the total amount due to those students with an outstanding balance. Statements with credit balances are sent every other month. Regardless of when statements are issued, students are responsible for prompt payment of all charges
Financial Information

Doctor of Ministry Charges

Tuition
The 2005-2006 tuition for D.Min. students is $975 per course. (This rate is subject to change annually.) The thesis advising fee is equal to the tuition for one course and is charged six months following Thesis Residency.

If a student requests and is granted an extension of time for completing the program (beyond the five-year academic limit), a continuation fee of $400 per year will be charged. When there is an extension to the student’s program, costs incurred in the thesis oral evaluation, including travel costs of the thesis advisor and the evaluator, will be the responsibility of the student.

Graduates of McCormick’s D.Min. program may enroll as auditors in current D.Min. courses at one-fourth the current course tuition.

Fees
Graduation fee (assessed the Spring Term immediately prior to graduation) $135
Thesis advising fee (noted above) $975
Thesis binding fee (at graduation) $25
Continuation fee (assessed per year for extensions granted beyond the normal course of the program) $400

Additional expenses for D.Min. students include housing, board, and books.
Joint Programs Tuition

ACTS Doctor of Ministry in Preaching
Tuition is a fixed fee charged over a three-year period for those who entered in Summer Residency. Payment may be made in increments over the three-year period. The 2005-2006 tuition is $8,300. Expect annual increases of 3 percent.

Ecumenical Doctor of Ministry
The 2005-2006 program tuition is $10,352. Please plan on a minimum of a 5 percent annual increase.

Financial Planning
For assistance in estimating your program costs and developing a financial plan, contact the Student Financial Planning Office.

Estimated Expenses (per course)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$975</td>
</tr>
<tr>
<td>Governance fee*</td>
<td>$10</td>
</tr>
<tr>
<td>Books (average per course)</td>
<td>$75-150</td>
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<tr>
<td>Travel (varies for individual)**</td>
<td></td>
</tr>
<tr>
<td>Campus Housing/Residency per person per night**</td>
<td>$50</td>
</tr>
</tbody>
</table>

*The governance fee contributes to the cost of the meetings of the Doctor of Ministry student organization, the D.Min. Forum.

** Expenses for D.Min. students in geographic groups will vary by location.

Financial Aid and Scholarships
A limited amount of financial aid is available to D.Min. students. Priority is given to members of minority groups and women, ministers from rural and small churches, and ministers with an annual income below the average of the candidate’s denomination. Application forms are available from the Student Financial Planning Office.

Students are considered for the following scholarships upon application for financial aid. A special scholarship application is not required. Direct inquiries to the Student Financial Planning Office.

- The Thomas F. Triebel Doctoral Studies Scholarship
- National Organization of Korean Presbyterian Women Scholarship
Annual Doctor of Ministry Award

The John Randall Hunt Prize for Outstanding D.Min. Thesis and Academic Record

This award, established by Faith Presbyterian Church of Cape Coral, Florida, in honor of their pastor, John Randall Hunt, is awarded each year, with monetary stipend, to the graduating student or students in the D.Min. program who have achieved the highest level of excellence as expressed by the GPA and by the D.Min. thesis.
Academic Procedures and Information

Registration for Courses
A course registration form is available on McCormick’s Web site approximately three months before the first day of class. Students must complete the registration form and return it no later than 60 days before the course with a check for $450 (half of the course tuition) to ensure a space in the class and receive a syllabus. Courses are subject to cancellation when fewer than six students register.

In order to meet specific needs, individual group members may substitute a course selected by another group for one of their group’s courses. Registration in such cases takes place in the manner outlined above. Students electing courses with other groups must contact the instructor and the communicator of that group at the time of registration in order to let them know about your intention, arrange for housing, and discuss any other details relating to the course. The Dean, in consultation with the group, will grant admission into the course. Names and addresses of communicators are available from the Doctoral Programs Office.

Syllabi and Textbooks
To ensure the availability of textbooks, the Doctoral Programs Office asks LSTC Book Center (which is part of the Lutheran Theological Seminary at Chicago) to stock all books required for courses. Students may, however, order books from whatever source is convenient.

Upon receipt of a registration form and deposit, students will receive a syllabus with bibliography and a book order form. Direct questions regarding order accounts, shipments, and billing to the chosen bookstore.

Due Dates for Work
The academic terms for the Doctor of Ministry program are arranged as follows. Work taken in a given term is due by 4:30 p.m. on the dates below.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Taken</th>
<th>Date Course Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>May 15-August</td>
<td>December 1</td>
</tr>
</tbody>
</table>
Fall: September-December March 1
J-Term: January June 1*
Spring: February-May 15 September 1*

*Students planning to graduate in May must submit all work by April 1.

Student Papers
Faculty are expected to return papers in a timely manner. It is the responsibility of the student to communicate with the faculty member and with the Doctoral Programs Office of the Seminary if a paper she or he has handed in to a professor is not graded and returned.

Students are requested to enclose, with their final papers, a self-addressed stamped card, so that faculty can let students know that papers have been received.

Deadlines and Incompletes
If a student cannot complete the course assignment by the date on which it is due, he or she may request an extension. Instructors may or may not grant course extensions. Requests for an extension to the following quarter's deadline must be made to the instructor. If a second extension is required, the student must address this request to the Dean, who may or may not grant an extension to the next quarter's deadline. No more than two extensions may be granted. All course work deadlines will be observed.

After the second extension, a Permanent Incomplete (PI) is assigned by the dean to the course if no work is submitted to the instructor. A PI remains permanently on the student's transcript, but is not included in the student's GPA. Students are required to take another course for full credit at full tuition to replace a course that has become PI.

A student who has two Incompletes on the transcript will not be allowed to take further course work until these are resolved. The Dean of Doctor of Ministry Programs advises a student when this condition is placed upon him/her.

Admission to Candidacy for the Degree
Admission to candidacy for the Doctor of Ministry degree is granted by action of the Dean and takes place after grades are recorded for the first four courses taken for credit. At least three of these four courses must be core courses. A 2.00 grade point average (an overall
grade of B) for the first four courses is required for a student to be considered for candidacy. Provision is made for a student who has not attained a 2.00 average after the fourth course to be considered for candidacy again after two more courses if the grades are sufficient to bring the student's average to the required minimum. “Candidacy” must be achieved before Thesis Residency.

If a student does not have a 2.00 average after the sixth course, he or she will be denied candidacy and dismissed from the program.

**Responsibilities of D.Min. Groups**

Each D.Min. group is responsible for its own life. As part of the first course, Ministry with Groups, the group selects persons who will assume responsibility for the various functions which are required to keep the group operating effectively: arranging locations for courses, convening group meetings, communicating with McCormick, setting up and supplying equipment for each course, designing leadership of worship and social events, etc. Each group is free to develop a structure that best meets its needs.

After the first course of each group, the Doctor of Ministry staff is responsible only for the academic life of the group. Inquiries about location of group meetings, facility arrangements, needed supplies, cost of accommodations, worship leadership, etc. are referred to the group communicator.

**Auditing Doctoral Level Courses**

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

- **Admitted/Enrolled Students:** Current D.Min. students may audit D.Min. courses at one-half the normal course fee.

- **Prospective Students:** Applicants to the D.Min. program whose applications are incomplete may audit courses at one-half the normal course fee. Upon acceptance into the program, payment of the full course fee and successful completion of all course requirements, the “audit” will become a full course credit. Ordinarily students are admitted before the first class. Students may in fact audit the first class, but must have submitted at least a completed application form and a statement of learning goals before permission can be granted to enroll in a second course. Any exception must be granted by the Dean of Doctoral Programs. Under no circumstances can more than two courses
be taken without the admission process being completed.

- Students not admitted to degree programs may apply for Special Student status through the Admissions Office in order to audit D.Min. courses. These students will be charged one-half of the normal course fee and a record of the courses taken and Continuing Education Units (one CEU for every 10 hours of contact time) granted will be maintained. It is understood that CEUs granted to Special Students who are auditing D.Min. courses may not be changed to credits at any time. To be eligible to audit a D.Min. class as a Special Student, students must have the same qualifications required of applicants to the degree program; that is, an M.Div. or its equivalent followed by three years of ministry experience.

- Students from other institutions: Students currently enrolled in Doctor of Ministry programs at other institutions and who wish to take courses at McCormick for academic credit may apply for Special Student status through the Admissions Office. Once admitted they may enroll in D.Min. courses; an academic transcript will be maintained and credit for courses may be transferred to the degree granting institution. Such students will be charged by McCormick for the full amount for the course(s) in question.

Permission of the instructor and the agreement of the group are required in all cases. Registration is through the usual course registration process. Contact the doctoral programs office.

The Thesis in the Practice of Ministry

Students must satisfactorily complete a Thesis in the Practice of Ministry. In the thesis, students demonstrate the ability to: (1) identify and analyze a particular challenge in their context of ministry; (2) work effectively with appropriate resources out of the tradition, the wider culture, and personal experience to address the challenge; (3) formulate theological principles to guide thought and action in relation to the challenge; (4) design and implement (in partnership with others) appropriate means of responding to the challenge; and (5) critically evaluate the outcome, learnings, and significance of the work undertaken. The thesis is to be a 40-page article of publishable quality.

To facilitate the development of the thesis, all students participate in course I-648 Thesis Residency, for which they receive one unit of credit. This is a two-week intensive course offered on the Seminary campus. It is designed to be team-taught, interdisciplinary, and
integrative in its approach. Students bring with them a preliminary proposal and then work with faculty, peers, a writing consultant, and library staff to refine the proposal and to carry out appropriate research. Before enrolling in this course, a student will ordinarily have taken four or more courses and must have achieved candidacy. Each McCormick D.Min. group has a thesis advisor who will work closely with them through the entire thesis process. The Oral Evaluation of the thesis is a conversation involving the student, a peer of his or her choice, a recent graduate of the program, and the thesis advisor. Ordinarily the Oral Evaluation follows completion of all course work and the final thesis.

Additional information is included in the Thesis Handbook which students receive before their group’s Thesis Residency is scheduled.

**Changes in Student Status**

**In Case of a Move**

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

In cases where a change of parish or other ministerial context occurs, it is essential that a student communicate this to the Doctoral Programs office. Normally at such a juncture, one should follow these procedures:

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

In addition to the above, if a thesis proposal has been submitted but interventions not yet undertaken, the proposal must be revised, or if necessary, a new thesis proposal addressing issues in the new
ministry setting must be submitted. Such rethinking and rewriting should be done in consultation with the new advisory group and with the thesis advisor.

Course Status
When a student wishes to change course status from credit to audit (or vice versa) or to withdraw from a course, he or she should make the request in writing to the faculty member concerned and to the Doctoral Programs office. Requests must be made before the due date for course work.

Extensions Beyond the Five-Year Limit for the Program
Students who do not complete the Doctor of Ministry program within a five-year time limit may petition the Dean of Doctor of Ministry Programs in writing for a one-year extension.

A student requesting an extension must present an intentional plan to move toward completion of the Doctor of Ministry program within an established period. The plan must show evidence of active work on the Thesis in the Practice of Ministry and registration for any courses necessary to complete the nine other units of credit needed for the degree.

An annual continuation fee of $400 is charged to all students who require more than five years to complete the degree.

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

Voluntary Withdrawal from the Program
A student who, for any reason, wishes to withdraw from the Doctor of Ministry program may do so by petitioning the Dean of Doctor of Ministry Programs. All fees must be current before a withdrawal
request will be granted. In the case of a voluntary withdrawal, a student may reapply in the future and be considered without prejudice.

**Suspension from the Program**

A D.Min. student is placed on academic probation and suspended from the program for the following reasons:

- inability to function in an educational context and as a member of the learning community or D.Min. group of which she or he is a part;
- failure to pay tuition and fees on a timely basis;
- two Incompletes on the transcript;

When any of these conditions exist, the Dean of Doctor of Ministry Programs will notify the student of the academic probation. Students on probation may not take additional courses or continue working with their advisor on the Thesis in the Practice of Ministry until the required financial payments have been made, or the incomplete work has been resolved.

**Policy for Readmission to the Program**

If a student leaves the program by voluntary or administrative withdrawal and then wishes to continue studies at McCormick, she or he must apply for readmission. Students applying for readmission will submit a complete and current admissions application. (An exception may be the request for transcripts, which are already on file unless there are additional transcripts to be presented.) The following guidelines and procedures will be in responding to the request for readmission:

- Students applying for readmission must present evidence that the reasons for previous difficulties have been identified and resolved.
- Previous indebtedness to the Seminary, including tuition for courses taken but not completed satisfactorily, must be satisfied.

**Readmitted Students**

Students who are readmitted will:

- ordinarily be required to take or retake I-648 Thesis Residency and pay the full course and thesis fees;
- pay full tuition for all courses needed to meet degree requirements at the prevailing rate at the time of readmission;
required to maintain a 2.00 average in all courses after readmission and must complete all courses in accordance with the Seminary's rules or be again subject to action by the Student Standing Committee. After readmission, previous Fs and PIs will not be considered in computing the average.

**Dismissal**
D.Min. students may be dismissed by action of the Student Standing Committee for any of the following reasons:

- failure to make academic progress in a timely manner;
- three or more Incompletes (Is), permanent incompletes (PIs) or Fs on the transcript;
- breach of integrity or other disciplinary actions.

**General Academic Information**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>3.25</td>
</tr>
<tr>
<td>A</td>
<td>3.00</td>
</tr>
<tr>
<td>A-</td>
<td>2.75</td>
</tr>
<tr>
<td>B+</td>
<td>2.25</td>
</tr>
<tr>
<td>B</td>
<td>2.00</td>
</tr>
<tr>
<td>C</td>
<td>1.00</td>
</tr>
<tr>
<td>C-</td>
<td>0.75</td>
</tr>
<tr>
<td>C</td>
<td>1.00</td>
</tr>
<tr>
<td>B-</td>
<td>1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The D.Min. degree requires a 2.00 average. A student with a grade point average below 2.00 is not making satisfactory progress.

Doctoral level courses completed at other institutions may be accepted by transfer if the course work undertaken relates directly to the learning objectives of the student's D.Min. program at McCormick. See the section relating to transfer of credit on page 96.

**Full Academic Load**
A full course load for students in the D.Min program is three courses, including work on the thesis, during an academic year.
Independent Study
An Independent Study may be negotiated with a member of the Seminary faculty. Except in extraordinary circumstances, an Independent Study may not be substituted for a course that is included in the Doctor of Ministry course offerings. The Dean of Doctor of Ministry Programs must approve an Independent Study in advance; the contract must be filled out fully by the student and the faculty member, signed by both, and sent to the D.Min. Dean for approval. Independent Studies at the D.Min. level must taken for letter grade and are subject to the same standards as regularly-offered courses.

Transcripts
Students and graduates who wish to receive unofficial copies of their transcripts or who wish to have official transcripts sent to other institutions or agencies may apply in writing to the Registrar. Telephone and e-mail requests will not be honored. Transcript request forms are available through the Registrar’s office. The first transcript is provided at no charge. Each additional transcript is provided at a charge of $5. Transcripts on demand or walk-ins will be charged $10. Official transcripts will not be issued until the student has met all financial obligations to the Seminary.

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

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

**Graduation**

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

Students expecting to graduate will fill out an application for graduation and pay the established graduation fee prior to the spring semester of the year of graduation. To be eligible to graduate, degree candidates are required to submit all academic work to instructors no later than Friday two weeks prior to the last day of the spring term. All students must meet all financial obligations to the Seminary by April 15, including payment of rent in housing owned by other ACTS seminaries, settlement of all debts and obligations to JKM Library, other ACTS libraries, and the Regenstein Library. Diplomas will be withheld until all the graduate’s accounts are reconciled and financial obligations have been satisfied. Additional details related to the procedures for completion of D.Min. degree requirements are found in the Thesis Handbook.

**Academic Standing**

Degree candidates are expected to maintain an adequate qualitative level of work and to make progress sufficient to complete the degree in the statutory time allowed unless special permission for a slower rate of progress is given. The Seminary will honor the academic requirements in force at the time of matriculation for a particular degree program for the length of these time limits, after which any new requirements must be fulfilled. The time limit for the Doctor of Ministry degree is five years.

Students who do not complete the D.Min. program within the five-year time limit may petition the Dean of Doctor of Ministry Programs in writing for a one-year extension. A D.Min. student requesting an extension must present an intentional plan to move toward
completion of the Doctor of Ministry program within an established time frame. The plan must show evidence of active work on the Thesis in the Practice of Ministry and registration for any courses needed to complete the nine other units of credit required for the degree. An annual continuation fee of $400 is charged to all D.Min. students who are granted a program extension.

The D.Min. degree requires a 2.00 average on a three-point scale. A student with a grade point average below 2.00 is not making satisfactory progress.

**Academic Probation**

A. D.Min. student is placed on academic probation and suspended from the program for the following reasons:

- inability to function in an educational context and as a member of the learning community or D.Min. group of which she or he is a part;
- failure to pay tuition and fees on a timely basis;
- two Incompletes on the transcript.

When these conditions exist, the Dean of Doctor of Ministry Programs will notify the student of the academic probation. Students on probation may not take additional courses or continue working with their advisor on their Thesis in the Practice of Ministry until the required financial payments have been made, or the incomplete work has been submitted.

A D.Min. student may be dismissed by action of the Student Standing Committee for any of the following reasons:

- failure to make academic progress in a timely manner;
- three or more incomPLEtes (Is), permanent incomPLEtes (PIs), or F’s on the transcript;
- breach of integrity or other disciplinary action.

**The Student Standing Committee**

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

**Appeals**

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

All matters of a student’s standing which involve the Student Standing Committee will be recorded in writing and become a part of the student’s file on record in the offices of the Registrar and degree level deans.
Doctor of Ministry Courses

Listed here are core courses as well as some of the more frequently chosen electives.

Core Courses

I-648 Thesis Residency
This integrative, interdisciplinary, team-taught course builds upon and applies the learnings gained in the foundational courses. It employs a method of inquiry in which each student explores and addresses a challenge from the context of ministry using the resources of the Christian tradition, social sciences, and experience. The purpose of this two-week intensive course is to assist students in constructing viable proposals for the Thesis in the Practice of Ministry.

I-649 Thesis in the Practice of Ministry

Course participants will be given the opportunity to reflect on their own ministry settings with these new insights.

M-606 Leading Faith Organizations
This course explores theories and theologies of congregational and community change and transformation. Students will analyze how change occurs. They will discover various methods church leaders can use in the transformation of situations in church and community. The framework for these learnings will be the student’s congregation in its social, political, economic, cultural, and religious context.

M-612 Human and Financial Resources Development
Leaders of church governing bodies and nonprofit organizations have responsibility for raising funds, for maintaining accountability for their use, and for mobilizing human resources as well. Students will review the biblical perspective on resource development and explore the contemporary environment for the mobilization of financial and human resources. The principles of fund-raising and human stewardship of persons in a variety of contexts will be analyzed.

M-602 Caring Role of the Whole Congregation
In the area of pastoral theology, the contextual perspective has become a dominant theme. This course examines the history, theory, and practice of pastoral care using the contextual perspective as a guiding framework. In addition, the philosophy of education that underlies the pastoral care track is discussed, as is the structural as well as the practical elements of care in contextual settings where care is both action and attitude.
**M-626 Pastoral Care in a Congregational Context**
Much has been thought and written about pastoral care through counseling. But how can the life of a congregation become healing, guiding, and sustaining to the members who share in its worship, work, fellowship, and outreach? What makes for care in congregational life itself, and how can all the people share in receiving and giving that care? How do pastors lead to make that happen? These are questions wrestled with in this course which is based heavily on case studies supplied by the participants.

**M-627 Ministry with Groups**
In the same way that physicians use questions to diagnose physical needs, so participants in this course learn to use diagnostic questions to understand and meet a group’s needs. They use these questions to understand their formation as a new Doctor of Ministry group and to work with groups such as governing bodies, committee/task forces, and study/growth groups in the parishes or judicatories where they minister.

**M-677 Human Development and the Church**
This course focuses on normal human development and the potential impact of the Church, as an organization and as individuals, on that development. A developmental perspective will be utilized, encompassing infancy, childhood, adolescence, adulthood, and older adulthood. Recent advances in infant research, cognition, affect, and self-esteem issues (e.g., Kohut’s work) will be addressed. Normal development will also be correlated with the potential developmental phase, and the clinical aspects of these various forms of psychopathology will be considered.

**T-628 Theology and Ethics from the Margins**
This course examines the works of some representative ethnic minority thinkers in the U.S. who have contributed to the theological and ethical analysis of sociological marginality as a **locus theologicus**, a place for a justice-seeking practice of ministry. Students are invited to examine the concept of marginality with the help of some sociological and cultural approaches, explore the theological and ethical resources for a justice-seeking ministry in the city, and develop a practical project in partnership with the congregation/community focused on a justice issue in their ministerial context.

**T-649 Theological and Ethical Perspectives the Practice of Ministry**
This course is structured around four essential questions that are raised by thoughtful ministerial practice: (1) Who are we as individuals? What is the larger frame of our identity and our vocation? (2) What is the mission of the church? (3) What is the world like? How do we “read” the world? and (4) How do we make a difference? How does change occur? A number of different resources will be used to inform the inquiry carried on in the course, including, importantly, student experience.
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**M-701 Transforming Communities**
This class will explore the dynamics of cross-cultural and multicultural ministries, the methods available to build inclusive and anti-racist communities, as well as the theological, biblical and historical foundations to such ministries.

**M-702 Building Inclusive Communities**
The skills, techniques, and models taught in this course are in two areas: 1) how to bring together people of diverse backgrounds, and 2) how to enable a community to act inclusively when its boundaries are being challenged. The course focuses on two major “cultural differences” among different groups that are significant for building an inclusive community: communication styles and perception of power.

**M-720 Forming and Leading Groups in Governing Bodies**
The purpose of the course is to increase participants’ understandings of and skills for ministering with groups in church bodies and service organizations that they serve. It will serve to form the class group as an on-going learning group, to increase participants’ knowledge and skills for leading groups in organizations they lead, and to further orient students to the doctoral program as a whole.

**M-722 Understanding & Leading Church Systems**
Church leaders carry out their ministries within a field of complex, interrelated organizational systems. Students will analyze the church systems in which they participate through a number of theoretical perspectives: structure, human relations, political, open systems, and symbolic. Students will explore the interaction between organizational theory, theological perspectives, and the practice of ministry.

**M-723 Leading Change in Church Systems in a Multicultural World**
This course explores theories of change in the context of religious systems and cultural diversity. The focus will be on the leader as direct facilitator of change or as a consultant to others in the change process. Learners will discuss the shifts from a modern to a post-modern world and analyze the effects of these shifts on judicatories and congregations including multiracial and multicultural realities. The framework for the course will be the learner’s judicatory or congregations within it.
B-604 The Holy Land and the Bible
The purpose of this course is to gain a deeper understanding of biblical life, literature, and religious faith by a visit to Israel/Palestine. The trip will include an introduction to the landscape and places that shape the biblical narrative, to archeological remains from the biblical period, and – as possible – to the contemporary communities that live in these places today.

B-601 The Psalms in the Bible and the Church
The purpose of this course is twofold: to gain a fuller understanding of the origin, character, and life of the Psalms in their ancient biblical context, and to develop ideas and designs for appropriating them more fully in contemporary Christian ministry.

B-602 Retelling Traditions in the Psalms
The stories of creation, the exodus, kingship – all are retold in the Psalter. Retold, reworked, and often completely turned around. For example, as the book of Numbers tells it, the wilderness wanderings were a time of complaint and unfaithfulness. Yet according to Psalm 105, this was when God moved in glorious and miraculous ways to keep the Abrahamic covenant. By examining the creativity of the psalmists, we can find ways of telling the stories of God’s ways in the world.

This course is a study of the theological, sociocultural, and political dynamics of Luke-Acts and attempt to correlate this study with the life of the modern church. The biblical study will focus on methods of interpreting Luke-Acts with special attention to the literary, intertextual, and social analyses. Among the foci will be how similarities and differences between the Lucan models of God in relation to humanity and the world can enable modern Christians to envision God in relation to humanity and the world; and how our understanding of the Lucan vision can be appropriated into our constructs of reality.

B-612 Biblical Foundations for Spiritual Leadership
The purpose of this course is to explore biblical models and resources for how to exercise spiritual leadership; to explore how to enable others to build/become spiritual communities; and to learn how to exercise spiritual discernment as a leader. Sabbath time is built into the model of the course for renewal and spiritual nurture of self and others. Biblical themes are identified and discussed which may serve as “countersigns” in contemporary cultural and ecclesiastical structures.

B-613 Romans
This course aims to guide the students to the critical, contextual, and cross-cultural study of Romans, one of the most influential discourses in the
Western Christianity. The focal emphasis will be given on (1) careful reading of the socio-historical, literary (rhetorical), and theological contexts of Romans, (2) serious engagement with new questions and perspectives on Romans, and (3) critical appropriation of Paul’s messages for faithful ministry in local churches and communities.

B-688 Sacred Landscapes: Recovering a Biblical Ecology
This course will offer a new exploration of the way biblical faith is rooted in the land, and it will offer an opportunity to discover how such a biblical faith can provide resources for living on earth today. Such topics as creation, worship and ritual, sacred space, agriculture, and wilderness will be studied to reconsider the relation of God to nature, the role of humans in the world, and the integrity of creation itself.

B-725 Biblical Foundations of Jewish and Christian Difference
This course looks at the biblical and early post-biblical roots of Jewish and Christian Difference. It is text-centered, attempting to understand from a historical vantage point how is it that Jews and Christians (often beginning with the same biblical texts) have developed world views and identities which differ from each other. What is it that we truly share? Is it possible to comprehend our differing interpretations of these texts without judgment and in a way that leads to greater understanding between Jews and Christians? How similar or different are our Messianic expectations? What about the dilemma of early Jewish and New Testament texts which promote negative stereotyping and hatred of the other? These are a few of the issues we will consider together. This course moves from the biblical world into modern ministry, as it looks at the ways in which ancient sacred texts have shaped our contemporary community identities and understandings of each other. How can ministry meet the challenge of promoting greater self-understanding alongside respect for the other?

H-604 The American Church in a Multi-Religious Society
The course will offer a comparative study of the American Church and the interfaith movement between the two Parliaments of the World’s Religions (1893/1993). The course will focus on the changes in congregational identity and interreligious relations between the two parliaments. Attention will be given to how the historical context shaped ministry in the different periods.

H-608 Historical Realities and Resources in Ministry
This elective is intended to provide an opportunity to consider a few key historical aspects of the Christian churches in North America, and to explore several related but distinct themes: 1) Historical contexts; 2) Social status of American Protestantism; and 3) Strategies to retrieve the traditions of the Church.
H-609 Calvin and the Reformed Tradition: Appropriation and Interpretation
This course proposes to examine the development of Calvinism from European roots to contemporary forms, with particular focus on the impact of exile, immigration, missions, revival, and theological contention. The variety of Reformed traditions in North America, South Africa, and South Korea will be explored in an effort to identify resources for contemporary ministry and theological reflection concerning issues of church and culture.

H-652 Urban Visions and the Black Church in the 21st Century
This course studies the Black Church in the twentieth and twenty-first centuries through the lens of the urban context. The course will focus on the continuities and discontinuities in the Black Church’s engagement with the urban context in the United States. The course will discuss the impact of the Black Church on the changing urban context as well as the impact of the urban context on the evolving Black Church, with critical attention given to the competition between models of ministry in different eras.

H-649 Diasporic Christianity
A study of the impact of immigrant people upon the churches of the United States, the focus of this course is on the diversity of their origins and contexts of incorporation of their arrival. The course uses as a case study the people from Latin America and the Caribbean and explores the theological and pastoral implications for ministry among new immigrants including the impact upon “traditional” congregations and denominations.

M-605 Christian Spirituality
In this course we will alternate between theological reflection on the historical significance of Christian spirituality in the practice of the Churches and the experiential understanding of Christian spiritual disciplines as embraced as a means of sanctification for individuals and congregations. A one-day retreat will be one portion of the course. The course is understood as a workshop with a sharing of gifts, skills, ideas, and expertise from all members, with each being asked to contribute in an atmosphere of mutuality where all are assumed to be teachers and learners together. There will be little in the way of lecture, with most sessions given to dialogue around readings and diverse experience. All group norms will be expected to apply throughout.

M-611 Pastoral Intervention in Family Crisis
This course examines the psychological and theoretical aspects of different human crises; dealing with concrete cases which illustrate and clarify the psychodynamics of crises; examining the pastor’s, as well as the church’s role in ministering to those in crisis; exploring different techniques for
responding to crisis; reflecting on theological dimensions of pastoral work.

**M-615 Sacraments, Worship, and Lifestyles**
This seminar is designed to explore fundamental theological questions about the meaning of the sacraments, their relation to worship and their potential significance when seen in connection with the human issues of today. We will look at some of the ways by which sacramental life is an element in creating new lifestyles. For example, the seminar will raise issue as to whether or not the church’s response to the hunger problem should have any connection with its understanding and practice of Holy Communion; and, further, whether fasting (and feasting) should have theological as well as political meaning for us.

**M-637 Spiritual Formation of Pastor and Congregation**
The course will explore the meaning of spiritual formation and provide participants with an opportunity to define that state of their own spirituality. In addition, study will be done to integrate spiritual formation with the other ministries and the administrative functions of the church. Students registering should have a lively interest in expanding the horizons of their own spiritual life as well as developing a working understanding of spiritual formation as a function of ministry.

**M-639 Ministry in Conflicts**
Church conflicts can vitalize or wound ministers and faith communities. Using current situations where they minister, participants in this course learn a way of analyzing and intervening in conflicts so as to cut the costs of destructive church conflicts and/or reap the benefits of constructive church conflicts.

**M-645 Wise Use of Time/Energy: A Spiritual Discipline**
A person’s time/energy is one of the most valuable gifts of creation, yet sometimes a most neglected and abused resource available in our personal life and in the practice of ministry. Wise and effective use of our time/energy is not only a key to healthy self-care, but is a serious theological matter requiring focused spiritual discipline. Students will study the concepts of time, energy, and effectiveness from biblical perspectives and theological reflections on their own experience. They also will be given practical tools for assessing and developing more effective expenditure of their time/energy, be it in personal, family or corporate dimensions of life.

**M-660 The Educational Ministry of the Church**
The way that a congregation and its leaders conceptualize and practice religious education gives evidence of their philosophy and theology of educational ministry. The purpose of this course is to consider the ways that religious education serves an integrating
function in relating to worship, liturgy and the sacraments, mission, and stewardship.

**M-666 Pastoral Care in Human Crisis**
This course will seek to understand the physical, psychological, social and spiritual impact of major life crises on human beings. Participants in the course will learn the basic principles of crisis intervention and pastoral care, which would enable them to minister more effectively in times of crisis. Participants will also be able to reflect on the theological issues in human crisis so that their ministries might enable persons to grapple with the theological meanings and possibilities within their crisis.

**M-679 Human Resource Management in the Church**
This course is designed to equip church leaders to better use the gifts, skills, and abilities of employees and volunteers in churches and ecclesiastical administrative offices. The creation and nurture of effective staff relationships is a focus. Recruitment, staff motivation, leadership styles, and review and evaluation are also discussed.

**M-688 Preaching in the 21st Century**
Preaching requires the engagement of biblical texts with the lives of believers in light of the issues and challenges of the world in which they live. This course explores the particular challenges of preaching in the late twentieth and early twenty-first centuries in North America. Participants will be asked to map their ministry setting with respect to issues such as secularization and civil religion, religious pluralism and cultural diversity, economic and social problems. Issues such as gospel and culture, post-modern and narrative theology will be analyzed. Sermons on selected texts will be shared and discussed.

**M-707 Worship Wars**
This class will step back from conflicts over worship styles and resources, and examine closely some fundamental issues that shape how we plan and lead worship. For example, what do we think is good worship? Where do worshipers come from on Sunday morning, and what expectations do they bring? How can worship leaders help people and congregations mature in their spiritual journeys? After we wrestle with some of these questions, we will return to issues of style, conflict, and strategies for fashioning worship for and with our congregations.

**M-715 Naming God in the World: Preaching in a Post-Christian Age**
At the beginning of the 21st century, those called to preach the Gospel every Sunday cannot assume that their hearers are familiar with either the biblical narrative or the theological terms used by the Christian tradition to name God’s presence and activity in the world. This course explores the possibilities for a renewed “Christian Apologetics” that takes seriously the transition underway from modern” to “post-modern” ways of knowing.
Participants develop sermons that attempt to “name God”—i.e., to provide a plausible account of Christian faith in an emerging post-Christian world.

M-716 Preaching During the Festival Seasons: Homiletical Trajectories for Advent-Christmas-Epiphany and Lent-Easter-Pentecost

The liturgical year (together with the ecumenical three-year lectionaries which provide a particular hermeneutical focus upon it) is designed to focus the attention of the community of faith on the mystery of God’s redemptive purpose in Jesus Christ. Throughout most of the year, this mystery is explored diachronically through parallel in-course readings of a particular Old Testament narrative tradition, a particular synoptic Gospel and a series of particular New Testament epistles. This diachronic pattern is broken by a more synchronic scriptural focus on the person and work of Christ twice each year, first during the festival season of Advent-Christmas-Epiphany and then later during the festival season of Lent-Easter-Pentecost. This course explores the hermeneutical issues that underlie the texts appointed for these festival seasons and focuses upon the homiletical possibilities that emerge from those juxtapositions.

M-717 Christian Worship in a Post-Modern World

The worship traditions of the mainline churches, once privileged by the worldview and ethos of modernity, find themselves being challenged in the emerging post-modern world by a variety of trans-denominational renewal movements, each of which sees the reform of worship as the key to a more broad-based renewal of the church. The first part of the course is devoted to an analysis of the transition from modernity to post-modernity, and its implications for the future of mainline worship traditions. The remainder of the course is devoted to determining what, if anything, mainline congregations might learn from the worship strategies of five of these renewal movements (the Church-Growth movement, the Pentecostal movement, the Afrocentric movement, the Women-Church movement and the Ecumenical Liturgical Renewal movement).

Note: Additional courses are always in development. Please consult the Web site for regular updates of course listings at www.mccormick.edu.
Learning Resources and Partnerships

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

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

The Center for the Study of Latino/a Theology and Ministry
The mission of the Center for the Study of Latino/a Theology and Ministry is to contribute to the theological and ministerial formation of Latino/as and non-Latinos working in Hispanic ministries and
theological education. Its goal is to develop research, publications, and training that will contribute to the understanding and development of Latino/a theologies, congregations, and ministerial leadership. The Center seeks to involve Latino/a scholars, ministers, and seminarians in envisioning new models of theologies, mission, and leadership that are public, intercultural, ecumenical and holistic. The Center plans courses, conferences, and lectures with other McCormick Centers and other institutions in the Chicago area. It promotes the Hispanic Summer Program which McCormick co-sponsors (see description on page 131).

**Center for Asian American Ministries**

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

**Urban Ministry Program**

McCormick delights in its urban environment, and takes seriously its opportunity to train and equip persons who are committed to ministry in urban areas. For over 60 years, urban ministry has been a focus of teaching and learning at McCormick. Our urban ministry program includes course offerings in urban ministry at McCormick and other ACTS schools, as well as field experience in a wide variety of urban settings. Dual degree programs provide the opportunity to gain expertise in social work or community development. Partnerships with the Urban CPE program, the Seminary Consortium on Urban Pastoral Care (SCUPE), and the National Interfaith Committee for Worker Justice (NICWJ) allow students to deepen their understanding of urban issues and their capacity to minister in the face of them. Finally, the presence of many persons committed to urban ministry provides students the chance to build networks of support and mutual commitment with other students, faculty, and community leaders - networks that will continue to grow beyond students’ seminary careers.
Focused Centers and Programs

Partners in Education

The Association of Chicago Theological Schools

The Association of Chicago Theological Schools (ACTS) consists of 12 theological seminaries: Catholic Theological Union, Chicago Theological Seminary, Garrett-Evangelical Theological Seminary, Loyola University - Institute of Pastoral Studies, Lutheran School of Theology at Chicago, McCormick Theological Seminary, Meadville/Lombard Theological School, Mundelein Seminary, North Park Theological Seminary, Northern Baptist Theological Seminary, Seabury-Western Theological Seminary, and Trinity Evangelical Divinity School. ACTS publishes an internet catalog (campus.northpark.edu/acts/) that contains a comprehensive listing of all courses being offered by the member schools. Masters level students in the ACTS schools can cross-register among the twelve schools.

Urban Clinical Pastoral Education Program

McCormick Theological Seminary is one of a number of institutions that participates in the Urban CPE Program. Accredited by the Association for Clinical Pastoral Education, the program offers a nontraditional CPE experience with focus on church and community. It brings together the CPE methodology of integration of personal and professional identity with the practice of ministry in urban agencies, parishes, and community organizations.

The Hyde Park Cluster of Theological Schools

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

The Chicago Center for Global Ministry
The Chicago Center for Global Ministry (CCGM) is a joint effort of McCormick, the Lutheran School of Theology, and the Catholic Theological Union. The CCGM engages in a variety of activities in the general area of mission and world Christianity, including hosting issue-oriented forums and seminars for faculty and students.

The CCGM is central in the organization of the annual World Mission Institute, which is sponsored by a number of Chicago-area theological institutions, including the schools that cooperate in the CCGM. Every summer the CCGM is responsible for implementation of the global mission training in Hyde Park, sponsored primarily by the Presbyterian and Lutheran denominations but including people from other denominations as well.

Chicago Seminary Summer Session
A Chicago Seminary Summer Session is offered by McCormick Theological Seminary, Chicago Theological Seminary, and the Lutheran School of Theology at Chicago. Courses are offered at both masters and doctoral levels.

The University of Chicago
McCormick maintains several cooperative relationships with the University of Chicago through dual competency programs. Through the University of Chicago Divinity School, McCormick students may take a limited number of courses for Seminary credit at reduced tuition rates. McCormick students have access to the Regenstein Library, the main University research library, Crerar and Harper libraries, the University health and athletic facilities, the University bus service, and numerous cultural and educational events.

Ecumenical Theological Seminary in Detroit
Students living in the Southeastern Michigan area may complete a portion of their course work in a masters program of the Seminary
through courses offered in a cooperative program with the Ecumenical Theological Seminary of Detroit. Additional information may be obtained from the Dean of Masters Programs.

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

**JKM Library**
The JKM Library is one of McCormick’s most valuable educational resources. The library, housed in the west wing of LSTC and McCormick’s academic complex, consists of the full library resources of all of the predecessor schools of McCormick Theological Seminary and the Lutheran School of Theology, together with portions of the library of the former Jesuit School of Theology.
The remarkable diversity of the JKM collection reflects the various strands within the Lutheran, Reformed and Jesuit traditions. Students and faculty benefit from the strength of this cooperative library, which contains more than 460,000 items and over 900 domestic and foreign journal subscriptions, making it one of the largest theological collections in the United States.

JKM’s most valuable resource is its staff -- 10 individuals with years of library and classroom experience, masters and doctoral degree-level competence in information and theological studies, a commitment to ministry and an eagerness to serve. Public service staff provide not only traditional library orientation, one-on-one reference and bibliographic instruction, but teaching and database demonstrations outside the library’s “west wing” -- in classroom, conference room, where ever instruction is needed. Interlibrary loan, Internet, and database searching, and other information technology assistance are all part of JKM’s contribution to teaching, learning and research at McCormick

Study space available in the library includes private carrels and public study tables, with wireless Internet access. The library’s online catalog provides access to over 50 percent of the collection, including most items acquired since 1978, and is available on the Internet at www.jkmlibrary.org. JKM is a member of Online Computer Library Center (OCLC), which links the library collection via computer to the resources of libraries around the world and provides access to important online databases.

The Ecumenical Parish Resource Center, an integral part of the JKM Library, provides a variety of resources for use in parish ministry with an emphasis on curricula, educational and practical aids for congregational life. The center’s collection also includes publications that address contemporary issues facing churches plus current denominational social statements and policy papers. The library staff assists clergy, lay leaders and seminary students in identifying appropriate resources for congregational ministries.

The JKM Library contains several significant collections of rare materials gathered by the various schools over the past 150 years that are now part of LSTC and McCormick. Among the collections are materials pertaining to biblical archaeology, papyri from Oxyrhynchus (Egypt), medieval manuscripts, early printed materials, Luther manuscript letters and printed works, American abolitionist materials, Swedish and German hymnals, and hundreds of Bible translations.
The most valuable rare materials are 14 manuscript codices from the tenth through the thirteenth centuries, including an entire New Testament, individual gospels, and gospel lectionaries. The Gruber collection also has several original editions of Luther’s German Bible and many sixteenth century treatises and pamphlets. Also housed in the library are manuscripts, microfilms, and photocopies of materials relating to the Greek New Testament manuscript tradition. Faculty members regularly include the rare book collections in course work, particularly in the historical and biblical fields. Scholars may use the collections by making arrangements with the public services librarian.

Through direct borrowing or by using a courier system, students and faculty may borrow materials from the member libraries of the Association of Chicago Theological Schools (ACTS). The shared library resources of ACTS total approximately 1.3 million volumes and about 5,000 current periodical titles.

Hyde Park is a remarkable place to study because of the many libraries within walking distance of the school. These libraries include the Joseph Regenstein Library and the John Crerar Library of the University of Chicago, where seminary faculty and students have borrowing privileges, as well as the Center for Research Libraries. Students and faculty are encouraged to make use of the large number of libraries in the Chicago area that grant reader or borrowing privileges, such as the Newberry Library, the Asher Library of the Spertus Institute of Jewish Studies, and the Chicago Public Library.
Community Life

McCormick’s community is multicultural, urban, and ecumenical. Students, faculty, staff, and family members from diverse backgrounds come together in this dynamic environment to live together, work together, and learn from each other. Central to the Seminary’s community life is worship. Each Tuesday at noon, the Seminary gathers for a community worship service which includes the Eucharist. The service is planned and led by teams of students, faculty, and administrative staff and reflects the many dimensions of our community life as the body of Christ. On any given Tuesday, one might encounter songs sung in Spanish, prayers offered in French, scripture read in Greek, tears shed for a loved one, spirits lifted, souls comforted, Christ recognized. Tuesday community worship is followed by a community meal.

Mary Paik
Vice President for Student Affairs
Residential Living

Housing in recently renovated residence buildings is available to masters level students who are enrolled full-time, making progress in degree or certificate programs, and in good standing at McCormick. The maximum number of years that students can live in McCormick residence is four years for M.Div. students, three years for M.A.T.S. students and one year for certificate students.

Apartments for Families or Individuals

One to three bedroom apartments consisting of a living room, dining area and kitchen with one or two bathrooms. Apartments are unfurnished. Monthly rent (in 2005-06) ranges from $610 to $965.

Shared Apartments

Shared three-bedroom apartments are available for students without families in the 1400 Building. Students each have a private bedroom and share two bathrooms, a kitchen, study, and a common area. Students may arrange for roommates of their choice or be assigned roommates by residential staff. Monthly rent for 2005-06 for a shared space is $365.

There are also two-bedroom apartments, designed to be shared by two students who are not married to each other. Each bedroom has a private bathroom. These apartments are in the Kimbark building. Monthly rent for 2005-06 for this option is $495.

Guest Housing

Guest rooms are mostly private rooms with shared bathrooms, kitchens, and common areas that are available in the 1400 Building for Doctor of Ministry students, commuting students, and short-term guests. The cost for a guest room is $50 per night per person.

Social Activities

Residents are invited to become involved in community life to the extent that they wish. Weekly evening study breaks sponsored by the Office of Student Affairs are held in student apartments, offering time for food and fellowship. Other activities and community building opportunities, such as dinners, movies and recreation are offered throughout the year.
Services and Support
Washer and dryers are located in the basements of both the 1400 and Kimbark buildings and are provided for residents at no cost.

Telephone service is provided by McCormick’s internal telephone system. Voicemail, telephone instruments and local service are included in the rent. Long distance service is available through an access code system to be charged to the student’s account.

There is direct access from the residence facilities to the internet for McCormick students. There are two ways residents can connect to the Internet: 1) dial-up through the analog adapter; or 2) via high speed internet access.

A limited number of storage areas are available in both the 1400 and Kimbark buildings.

Vocational Planning
In order for students to achieve their vocational goals following graduation, vocational planning needs to happen even before students enter seminary. The Office of Student Affairs cooperates
with church governing bodies of various denominations to provide assistance in vocational planning. To this end the Office of Student Affairs works with each student to:

1. ensure timely responses to ecclesiastical queries and matters (such as candidacy process, Standard Ordination Examinations, etc.);
2. prepare dossiers, personal information forms, resumes as required by the student’s ecclesiastical body;
3. assist in securing a call after graduation.

**Student Session**

The Student Session is a student organization which seeks to serve the masters level students and their families through communication, advocacy and nurture as they prepare for Christian ministry. To this end, the Student Session:

- facilitates timely communication among students, faculty, administration, and the Board of Trustees and fosters open communication and mutual respect among various interest groups of the McCormick community;
- responds to and is an advocate for needs and concerns of students;
- enables participation of students in the life of the whole community, providing opportunities for nurture, growth, renewal, fellowship, and connectedness among students and their families.

To improve relationships between the different groups within the McCormick community and in recognition of the diversity of needs by a diversity of groups, the Student Session encourages and supports a number of groups, including the following:

- Pan African Student Organization (PASO)
- Asociacion Estudiantes Latinos de McCormick (AELM)
- Community of International Students (CIS)
- Asians, Etc.
- Women in Ministry Concerns Group
- Acts 10:15
McCormick Board of Deacons
The Board of Deacons is comprised of masters level students and is led by two co-moderators. The Deacons’ scope of concerns includes the emotional and spiritual well-being of students and their families. They seek to foster fellowship, provide opportunities for community building, and offer recognition, comfort and support during times of joy and sorrow. The Deacons fulfil these responsibilities in cooperation with the Care Team, the Resident Assistant, and the Student Session.

University of Chicago Services
The Hyde Park neighborhood hosts some of the country’s finest medical facilities due to the presence and influence of the University of Chicago Medical Center. McCormick students have access to the student health services of the University of Chicago. See page 34 for more information.

Through McCormick’s partnership with the University of Chicago, students have full access to a variety of services including three film series, concerts, lectures, and other special events. The university athletic facilities in the Henry Crown Field House and the Gerald Ratner Athletics Center are also available and offer basketball, racquetball, squash, and tennis courts, as well as weight-lifting facilities, indoor and outdoor running tracks and swimming pools to help maintain physical health during seminary. Students planning to use these facilities must purchase a facilities pass to be affixed to the McCormick ID card.
Continuing Education

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

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

1 McCormick Days is a two-day annual event combining lectures, worship, and an opportunity for McCormick graduates to renew ties with each other and the Seminary. Open to everyone.

2 Scheduled courses are available on a continuing education basis for individuals who are not working toward McCormick degrees. See the “Special Student” section on page 30.

3 Programs and events for specific audiences. McCormick has a long-standing commitment to providing theological education for Asian American, African American, and Hispanic students, a commitment that extends to continuing education. CEUs are available as needed.

4 Special lectures are offered throughout the year: the Allen, Zenos, and Distinguished Ministry lecture series, presentations offered by individual centers and programs, and lectures by scholars visiting McCormick. Open to everyone.

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

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

- The Chicago Center for Global Ministry provides the World Mission Institute and the Scherer Lectures in Hyde Park.
- Western National Leadership Training Event at Jackson Hole in Wyoming.

McCormick also partners with congregations and church governing bodies to provide leadership training in several disciplines.

7 Courses in congregations. Masters level courses are offered on request in congregational settings in the Chicago area. McCormick students take the courses for credit and congregation members participate for a nominal fee. CEUs are available.

8 Chicago Summer Session provides graduate level courses in week long intensives in late June and early July. A wide variety of courses are offered by three seminaries in this cooperative program, Chicago Theological Seminary, The Lutheran School of Theology at Chicago and McCormick Seminary. Continuing Education Units (CEUs) are available.

For information about CEUs and more, please contact the Continuing Education Office at 773/947-6283. A complete Continuing Education calendar of events, with links to specific events and speakers, is available at www.mccormick.edu.
The McCormick faculty is composed of 21 full-time faculty members divided into four fields of study: Bible, history, theology and ethics, and ministry. In addition to teaching, advising, and participating in seminary governance and community life, faculty members are active in their academic fields through publishing and leadership of professional societies and in the life of the church locally, nationally, and internationally.

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

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

David V. Esterline
Dean of the Faculty and
Vice President for Academic Affairs
Homer U. Ashby, Jr.

W. Clement and Jessie V. Stone Professor of Pastoral Care

Homer joined the faculty in 1979. An ordained Methodist elder, he has served as a chaplain at a residential school for truant children and The University of Chicago Medical Center. A fellow in the American Association of Pastoral Counselors, Professor Ashby has provided counseling services at two pastoral counseling centers. Professor Ashby’s most recent book is *Our Home is Over Jordan: A Black Pastoral Theology*. He has also published articles in numerous journals including *The Journal of Pastoral Care*, *The Journal of Pastoral Theology*, and *The Journal of Supervision and Training*. Co-editor of the *Future of Pastoral Counseling*, he has contributed to several books including the *Dictionary of Pastoral Care*, *At the Point of Need: Living Human Experience*, and *The Family Handbook*. His interests include health and wellness, ministry with older adults, spiritual dimensions of professional practice, and pastoral care in the African American context.


Robert L. Brawley

Albert G. McGaw Professor of New Testament


B.A. Erskine College; B.D. Erskine Theological Seminary; S.T.M. Lutheran Theological Southern Seminary; Ph.D. Princeton Theological Seminary.
Elizabeth Francis Caldwell

*Harold Blake Walker Professor of Pastoral Theology*

Lib joined the McCormick faculty in 1984 to teach courses in the field of religious education. Ordained in the Presbyterian Church (U.S.A.), she worked for 14 years as a church educator with congregations in Tennessee and Alabama. She has taught throughout the denomination at conferences and judicatory events with a particular focus on her interest in faith formation and the Christian life. She is the author of *Hulda Niebuhr: A Mysterious Mantle; Come Unto Me, Rethinking the Sacraments for Children; Making a Home for Faith: Nurturing the Spiritual Life of Your Children; and Leaving Home with Faith: Nurturing the Spiritual Life of Our Youth.*

B.A Rhodes College; M.Ed. Vanderbilt University; Ph.D. Northwestern University; D.D. Rhodes College.

Cynthia McCall Campbell

*President and Cyrus McCormick Professor of Church and Ministry*

Cynthia became McCormick’s ninth president in the spring of 1995. Ordained in the Presbyterian Church (U.S.A.), she has served as associate pastor, interim and head of staff, as well as on numerous task forces and committees at all denominational levels. She also served as President of the Association of Theological Schools. Campbell was associate professor of theology and ministry and director of the Doctor of Ministry program at Austin Presbyterian Theological Seminary. She is author of a monograph, *Theologies Written from Feminist Perspectives,* and has written articles on theology, ministry, ethics, and worship for *Presbyterian Outlook, Reformed World, Insights, Interpretation,* and *Reformed Liturgy and Music,* and the foreword to *Presbyterian Polity for Church Officers.*

B.A. Occidental College; M.Div. Harvard Divinity School; Ph.D. Southern Methodist University.
Anna Case-Winters

**Professor of Theology**

Anna joined the McCormick faculty in 1986. Ordained in the Presbyterian Church (U.S.A.), she served in pastoral ministry before completing her Ph.D. in theology. She currently serves as Moderator of the Theology Committee of the World Alliance of Reformed Churches (Caribbean and North American area) and as Chair for Christian Unity of the PC(USA) General Assembly Committee on Ecumenical Relations. She has preached and lectured through the denomination. Case-Winters is author of *Divine Power: Traditional Understandings and Contemporary Challenge*, and is currently working on a second book, *Reconstructing a Christian Theology of Nature*. She is particularly interested in Reformed tradition and contemporary theology. She is now engaged in research and writing in the area of theology and science.

B.A. Agnes Scott College; M.Div. Columbia Theological Seminary; Ph.D. Vanderbilt University.

Robert A. Cathey

**Associate Professor of Theology**

Robert joined the McCormick faculty in 1998. He has taught at Monmouth College (IL) where he was Chair of the Department on Philosophy and Religious Studies, Davidson College (NC), and William Paterson University (NJ). He is ordained in the Presbyterian Church (U.S.A.). He is a member of the Center of Theological Inquiry (Princeton, NJ), and was a co-founder of the Society for Scriptural Reasoning. He has written or co-authored essays, articles, or reviews in *Shaping Beloved Community: Reflections on Multicultural Theological Education*, *Ecumenical Trends, The Princeton Seminary Bulletin*, *Dictionary of Christianity in America*, *Ecumenical Theology in Worship, Doctrine, and Life* (Festschrift for G. Wainwright), *Union Seminary Quarterly Review*, and *Theological Students Fellowship Bulletin*. His new book, *God in Postliberal Perspective: Between Realism and Imagination*, will be published by Ashgate Pub., U.K. in their series, *Transcending Boundaries in Philosophy and Theology*.

B.A. Davidson College; M.Div. Princeton Theological Seminary; Ph.D. Duke University.
David D. Daniels III

**Professor of Church History**

David came to McCormick in 1987. An ordained minister in the Church of God in Christ, he has served as co-pastor of the Black Church at Yale University, associate school minister at Phillips Exeter Academy, and pastoral staff at First Church of God in Christ in Brooklyn, NY. He has also taught at New York Theological Seminary and Phillips Exeter Academy and served as co-director of Union’s “Doing Theology at the Crossroads” interim program. Recent publications include “Teaching the History of U.S. Christianity in a Global Perspective” in *Theological Education* and a major entry on the black holiness Pentecostal movement in the Encyclopedia of Afro-American Religion.

B.A. Bowdoin College; M.Div. Yale University; Ph.D. Union Theological Seminary, New York

---

David V. Esterline

**Dean of the Faculty, Vice President for Academic Affairs, and James G.K. McClure Professor of Theological Education**

David came to McCormick in 1997 as Director of Doctoral Programs and Continuing Education and was elected by the faculty to serve as Dean in 1999. In 2004, he was appointed the James G.K. McClure Professor of Theological Education. Before coming to McCormick he taught New Testament at the Theological College of the Presbyterian Church in Cameroon and at Pacific Theological College in Fiji where he also served as Academic Dean and Director of Distance Education. His published work includes *More Than a Story* (which he coauthored), two chapters in *Opting for Change: A Handbook on Evaluation and Planning for Theological Education by Extension*; and several articles and reviews in *Ministerial Formation, Pacific Journal of Theology*, and *Teaching Theology and Religion*. He is ordained in the Presbyterian Church (U.S.A.).

A.B. University of California, Santa Cruz; M.A. Oxford University, Trinity College; Ph.D. Graduate Theological Union
Theodore Hiebert

Francis A. McGaw Professor of Old Testament

Ted came to McCormick in 1995. He has served one year as pastor of a Mennonite congregation in Boston, taught at Harvard Divinity School, Louisiana State University, Gustavus Adolphus College, Boston College, St. John’s Seminary, Tabor College, and Numan Teachers College, Nigeria. Hiebert has also led numerous workshops on exegesis and preaching and lectured on the Bible and ecological responsibility in a variety of church settings. He has written entries for The New Interpreter’s Bible, The Oxford Companion to the Bible, The Books of the Bible, and The Anchor Bible Dictionary. He is author of God of My Victory: The Ancient Hymn in Habakkuk 3 and The Yahwist’s Landscape: Nature and Religion in Early Israel.

B.A. Fresno Pacific College; M.Div. Princeton Theological Seminary; Ph.D. Harvard University

J. Frederick Holper

Professor of Preaching and Worship

Frederick joined the faculty in 1998. A journalist and then an ordained minister in the Presbyterian Church (U.S.A.), he was the principal writer for the report of the Task Force on the Theology and Practice of Ordination of the Presbyterian Church (U.S.A.) and is helping develop a Book of Occasional Services for the PC(USA). Before coming to McCormick, he was Professor of Liturgics and Homiletics at Union Theological Seminary in Richmond, Virginia. His main interests include the history of Christian worship, sacramental theology and practice, ministry and ordination, worship and social ethics, and liturgical preaching. His most recent publications, in Reformed Liturgy and Music, include “Choose This Day Whom You Will Serve: The Significance of Renunciations in the Sacrament of Baptism” (1997) and “Swimming in Unfamiliar Waters: What We Can Learn From Other Renewal Movements.”

B.A. University of Wisconsin at Milwaukee; M.Div. McCormick Theological Seminary; M.A., Ph.D. University of Notre Dame.
José Irizarry

Dean of Doctor of Ministry Programs and Associate Professor of Cultural Studies in Religion and Education

Jose joined the McCormick Faculty in 2004. Ordained in the Presbyterian Church (USA), he has served churches in Puerto Rico and Illinois. He also serves on the Board of Directors of the Presbyterian Publishing Corp. Irizarry taught at Pacific School of Religion in Berkeley and most recently at the Lutheran School of Theology at Chicago where he also directed the Doctor of Ministry Program. In 2003, he became a Visiting Fellow at Cambridge University, England. He currently functions as the Director of the Hispanic Summer Program, a national and ecumenical program in religion and theology. Among his recent publications are a series of entries for the Diccionario Ilustrado de Interpretes de la Fe and The Religious Educator As Spec-actor: Researching Self in Intercultural Pedagogy for the Journal of Religious Education.

B.A. University of Puerto Rico, Rio Piedras; MDiv. McCormick Theological Seminary; PhD. Northwestern University

Ogbru Kalu

Henry Winters Luce Professor of World Christianity and Mission

Ogbru came to McCormick in 2001 from the University of Nigeria, Nsukka, where he had served as Professor of Church History for 23 years. He is an elder in the Presbyterian Church of Nigeria. He has served as visiting professor at several institutions, including Harvard, Bayreuth, Toronto, McGill, Edinburgh, Pretoria, and the Presbyterian Theological Seminary in Seoul. He has published extensively: 12 books, including Power, Poverty and Prayer: The Challenges of Poverty and Pluralism in African Christianity, 1960-1996, Interpreting Contemporary Christianity: Global Processes and Local Identities, A Global Faith: Essays in Evangelization and Globalization and as editor, History of the Church in the Third World: Vol. III, History of the Church in Africa. He is author of more than 150 articles in journals and edited volumes.

B.A. University of Toronto; M.A. McMaster University; Ph.D. University of Toronto; M.Div. Princeton Theological Seminary; D.D. McGill University.
Melody D. Knowles

Associate Professor of Hebrew Scriptures
Melody came to McCormick in 1999. Her teaching and research interests include the Jerusalem temple, ancient historiography, the ancient practice of religion, and film and the Bible. She has participated in the archaeological excavations at Tel Miqne (biblical Ekron) and Beth-Shemesh, and serves on the steering committee for the Society of Biblical Literature consultation on Jerusalem in Bible and Archaeology. Work published and pending publication include “Ancient Women as Pilgrims,” “Pilgrimage Imagery in the Returns in Ezra,” “Note on Psalm 131:2b” and “The Rhetoric of Retelling: The Psalter's Portrait of the Choice of David.” Melody is an ordained priest in the Episcopal Church.

B.A. Trinity Western University; M.Div., Ph.D. Princeton Theological Seminary.

Deborah J. Kapp

Associate Professor of Ministry
Deborah joined the faculty in 1995. Ordained in the Presbyterian Church (U.S.A.), she has served on the pastoral staff of three congregations and worked with the General Assembly offices for Women’s Programs, and served as the Acting Dean of the Faculty at McCormick from 2004 to 2005. She was moderator of the Presbytery of Chicago in 1990. A sociologist of religion, Deborah’s research interests include the practice of worship, the work of ministry and congregational studies. Her present work centers in the field studies and Doctor of Ministry program. Published work includes reviews in Sociology of Religion, Journal for the Scientific Study of Religion, Journal of Contemporary Religion and “The Commissioned Lay Pastor in the Presbyterian Church (U.S.A.): A Preliminary Examination of a New Occupational Category” in the volume, Unusual Occupations.

B.A. Brown University; M.Div. Union Theological Seminary, New York; M.A., Ph.D. Loyola University.
Lois Gehr Livezey
Professor of Christian Ethics
Lois came to McCormick in 1988 and served as Dean of Doctoral Programs from 1988 to 1994. An ordained elder in the Presbyterian Church (U.S.A.), she serves as chair of Theological Educators for Presbyterian Social Witness. She has served on several task forces of the Advisory Committee on Social Witness Policy, including “Why and How the Church Makes a Social Policy Witness.” Most recently, she was theological consultant to the Presbyterian Church (U.S.A.) Task Force on “Healing Domestic Violence.” She also serves on the Presbytery of Chicago’s Task Force on Confronting Family Violence. She is a board member of Women, Ministry, and the City and a member of the Editorial Board of the Journal of Religion and Abuse. She is an active member of the Society of Christian Ethics. She is the author of numerous articles on Christian social ethics, church and society, family ethics, feminist ethics, and sexual and domestic violence.

B.A. Smith College; M.A. Columbia University/Union Theological Seminary; Ph.D. University of Chicago

Jae Won Lee
Assistant Professor of New Testament
Jae Won Lee came to McCormick in 2002, and teaches courses on the Gospels, the epistles of Paul, the study of the historical Jesus, Greek, and biblical hermeneutics. Her major studies focus on the critical, contextual, and emancipatory rereading of Pauline text and its social, political, and cultural texture. She has held teaching and research positions at the Korea Theological Study Institute in Seoul and at Union Seminary in New York and a long-term pastoral leadership position at Bedford Park Presbyterian Church. Jae Won was involved in the Minjung theology movement in Korea. She has been actively engaged in the activities for the transformation of Korean American church and society in the New York area, including the movement for the reunification of Korea.

B.A., M.A. Ewha Women’s University; S.T.M., Ph.D., Union Theological Seminary
**Deborah Flemister Mullen**

*Dean of Masters Programs, Associate Professor of Ministry and Historical Studies, and Director of the Center for African American Ministries and Black Church Studies*

Deborah came to McCormick in 1989. Ordained in the Presbyterian Church (U.S.A.), she has served as chair of the General Assembly Theology and Worship Unit and its theological studies subunit and represents the denomination on Faith and Order, National Council of Churches, working group on unity and renewal. She has been a stated supply pastor and associate dean of students/director of minority student affairs at the University of Rochester. She is author of “A Time for Openness” in Presbyterian Survey and co-editor of *Ordination: Past, Present and Future.*

B.A. University of Rochester; M.Div. Colgate Rochester Divinity School/ Bexley Hall/Crozer Theological Seminary; Ph.D. University of Chicago Divinity School

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**Luis Rivera-Rodríguez**

*Associate Professor of Theology and Director of the Center for Latino/a Theology and Ministry*

Luis joined the faculty in 1995. A lay Baptist minister, Rivera has served three churches. He has served as an adjunct faculty member and Doctor of Ministry Program coordinator in Puerto Rico for McCormick. He was associate executive minister of leadership development for the Puerto Rico Baptist Churches and coordinator of the International Missions Program of the Boston Theological Institute in Boston. He is author of *Anthropogenesis: The Theological Anthropology of Leonard Boff,* which has been recommended for publication in the Harvard Dissertation Series, and has published articles on theological education, youth and sexuality, bioethics, and AIDS and the church.

B.A. University of Puerto Rico; M.Div. Evangelical Seminary of Puerto Rico; Th.M., Th.D. Harvard University Divinity School
Kenneth Sawyer

Associate Professor of Church History

Ken was appointed to the faculty in 1993, after serving as an adjunct faculty member while on staff of the JKM library. He is a member of the Presbyterian Church (U.S.A.). Ken's teaching and research focus upon Reformation topics, especially the life and work of John Calvin. He teaches courses in the history of the Reformed tradition, Puritan and Reformed movements, and New and Old School Presbyterian history. Ken is interested in the appropriate use of emerging technologies in service to theological education.

B.A. University of Nebraska; M.A. Trinity Evangelical Divinity School; M.A. the Graduate Library School of the University of Chicago; Ph.D. University of Chicago Divinity School

Sarah Tanzer

Professor of New Testament and Early Judaism

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

B.A. Dickinson College; M.A.T.S. Harvard Divinity School; Ph.D. Harvard University
Christine Vogel

Jean W. and Frank T. Mohr Professor of Ministry

Christine Vogel is an ordained minister in the Presbyterian Church (USA). Prior to coming to McCormick in 2005, Rev. Vogel served as the Chaplain at Alma College in Michigan. There she served as a resource for students considering vocations in ministry and mission. From 1996 to 2002, she served as an associate pastor at the First Presbyterian Church in Lake Forest, Illinois, where she was responsible for adult education/spiritual formation, mission outreach and for special and intergenerational worship services. She served on a number of governance committees, and was a standing member of the Martin Luther King Task Force. She has a special interest in issues of faith formation (particularly among young adults), religion and literature, and the role of lament and pastoral care in contemporary life.

BA Binghamton University; M.Div. McCormick Theological Seminary; D.Min. Columbia Theological Seminary

Christine Wenderoth

Director of JKM Library and Associate Professor of Ministry

Chris came to McCormick/LSTC in 2004. Previously, she was the library director at Colgate Rochester Crozer Divinity School in Rochester, New York, where she also taught courses on gender issues in pastoral ministry, faith development and Christian education. This followed 13 years on the library staff and faculty at Columbia Theological Seminary in Decatur, Georgia. Chris has been an active member of ATLA since 1982, serving twice on its board and as its president. Her work has focused on include the role of gender in administration and leadership; disordered eating and its relation to gender and sacrament; the impact of technology on community; librarianship as ministry and instruction; and teaching, learning and research as it occurs outside the classroom. She is an ordained minister in the Presbyterian Church (U.S.A.)

B.A. Oberlin College; M.S.L.S University of North Carolina at Chapel Hill; M.A., PhD. Emory University.
# Directory of Personnel

## Faculty

### The Biblical Field

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<th>Name</th>
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<tr>
<td>Robert L. Brawley</td>
<td>Albert G. McGaw Professor of New Testament</td>
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<tr>
<td>Theodore Hiebert</td>
<td>Francis A. McGaw Professor of Old Testament</td>
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<td>Melody D. G. Knowles</td>
<td>Associate Professor of Hebrew Scriptures</td>
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<td>Jae Won Lee</td>
<td>Assistant Professor of New Testament</td>
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<td>Sarah Tanzer</td>
<td>Professor of New Testament and Early Judaism</td>
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<td>David D. Daniels III</td>
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<td>Ogbu Kalu</td>
<td>Henry Winters Luce Professor of World Christianity and Mission</td>
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<td>Kenneth Sawyer</td>
<td>Associate Professor of Church History</td>
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<td>Cynthia McCall Campbell</td>
<td>President and McCormick Professor of Church and Ministry</td>
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<tr>
<td>Anna Case-Winters</td>
<td>Professor of Theology</td>
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<td>Robert A. Cathey</td>
<td>Associate Professor of Theology</td>
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<tr>
<td>Lois Gehr Livezey</td>
<td>Professor of Christian Ethics</td>
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<td>Luis R. Rivera-Rodriguez</td>
<td>Associate Professor of Theology and Director of the Center for the Study of Latino/a Theology and Ministry</td>
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The Ministries Field

Homer U. Ashby Jr.  W. Clement and Jessie V. Stone Professor of Pastoral Care
Elizabeth Francis Caldwell  Harold Blake Walker Professor of Pastoral Theology
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Deborah Flemister Mullen  Dean of Masters Level Programs, Director of the Center for African American Ministries and Black Church Studies and Associate Professor of Ministry and Historical Studies
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Christine Bonney Vogel  Jean W. and Frank T. Mohr Jr. Professor of Ministry
Christine Wenderoth  Associate Professor of Ministry

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Edward F. Campbell Jr.  Professor Emeritus of Old Testament
Hugh Halverstadt  Professor Emeritus of Ministry
Earle Hilgert  Professor Emeritus of New Testament
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Gary Rand  Seminary Musician

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Sheila Allen  Administrative Assistant to Masters Level Programs
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Regina Hunter  Administrative Assistant for Doctoral Programs
Sean McMillan  Administrative Director of Doctoral Programs

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Danna Gobel  Program Coordinator

Center for African American Ministries and Black Church Studies

Deborah Mullen  Director
Priscilla Rodriguez  Program Specialist for the African American and Latino/a Centers

Center for the Study of Latino/a Theology and Ministry

Luis Rivera-Rodriguez  Director

Center for Asian American Ministries

To Be Announced  Director

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Cynthia M. Campbell  McCormick Theological Seminary
                    Chicago, Illinois
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<tr>
<th>Name</th>
<th>Position/Company</th>
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<tr>
<td>José Mauricio Chacon</td>
<td>Iglesia De Le Mision Presbyterian Church</td>
<td>Pittsburg, California</td>
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<td>Robert H. Craig</td>
<td>Ghost Ranch</td>
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<td>David Crawford</td>
<td>Technology Advisors Group, LLC</td>
<td>Glencoe, Illinois</td>
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<td>David V. Esterline</td>
<td>McCormick Theological Seminary</td>
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<td>Sam Evans</td>
<td>YMCA of the USA</td>
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<td>Leroy Fassett</td>
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<td>Highland, Indiana</td>
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<tr>
<td>Kyung-il Ghymn</td>
<td>University of Nevada at Reno</td>
<td>Reno, Nevada</td>
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<td>Ellen Gignilliat</td>
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<td>Diane T. Hart</td>
<td>Kenilworth Union Church</td>
<td>Kenilworth, Illinois</td>
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<td>Jeffrey A. Hutsell</td>
<td>Levels of Discovery</td>
<td>Deerfield, Illinois</td>
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<td>John A. Johnson</td>
<td>Highlands Presbyterian Church</td>
<td>LaGrange, Illinois</td>
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<td>Robert S. Karlblom</td>
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<tr>
<td>Myrna Kline</td>
<td></td>
<td>Lake Bluff, Illinois</td>
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<tr>
<td>Eddie L. Knox</td>
<td>Pullman Presbyterian Church</td>
<td>Chicago, Illinois</td>
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Field Adjunct Faculty
Willie Barrow Rainbow/PUSH Coalition Chicago, Illinois
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<tr>
<th>Name</th>
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<tr>
<td>Gessell Berry</td>
<td>Sherman United Methodist Church</td>
<td>Evanston, Illinois</td>
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<tr>
<td>Mark Bradley</td>
<td>The Night Ministry</td>
<td>Chicago, Illinois</td>
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<td>Barbara Cathey</td>
<td>Edgewater Presbyterian Church</td>
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<td>Jeffrey Doane</td>
<td>Lincoln Park Presbyterian Church</td>
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<td>Joy Douglas-Strome</td>
<td>Lake View Presbyterian Church</td>
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<td>Heather Fitzpatrick</td>
<td>Interfaith House</td>
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<td>Apostolic Faith Church</td>
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<td>Chicago, Illinois</td>
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<td>Colette Halverson</td>
<td>Evanshire Presbyterian Church</td>
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<td>Astead N. Herndon</td>
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<td>Park Forest, Illinois</td>
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<td>Chicago Uptown Ministries</td>
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<td>B. Herbert Martin</td>
<td>Progressive Community Center/The People's Church</td>
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<td>Isaias Mercado</td>
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<td>Maria Priggen</td>
<td>Bread for the World</td>
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<td>Iglesia del Pueblo - Hope Center</td>
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<td>Gail Russell</td>
<td>Sarah’s Circle</td>
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<td>Dianne Shields</td>
<td>First Presbyterian Church of Arlington Heights</td>
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<td>Ozzie E. Smith</td>
<td>Covenant United Church of Christ</td>
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<td>Gerald Stephen Wise</td>
<td>First Presbyterian Church of Chicago</td>
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<tr>
<td>Won Ha Yu</td>
<td>Great Love Presbyterian Church</td>
<td>Hoffman Estates, Illinois</td>
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Additional Information

McCormick Theological Seminary is a seminary of the Presbyterian Church (U.S.A.), an accredited and charter member of the Association of Theological Schools in the United States and Canada, an accredited member of the North Central Association of Colleges and Schools, a member of the Association of Chicago Theological Schools and the Hyde Park Cluster of Theological Schools; and is associated with the University of Chicago. McCormick offers an approved Master of Divinity Program jointly with the Ecumenical Theological Seminary in Detroit, Michigan.

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

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

Under the Family Educational Rights and Privacy Act (FERPA) McCormick students have the right to inspect and review education records; the right to seek and amend education records; and the right to have some control over the disclosure of information from education records. For a complete description of student rights under FERPA please consult the Student Handbook.

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