Princeton Theological Seminary

2016–2017 Catalogue

Volume XL

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Princeton Theological Seminary

2016–2017 Catalogue

Two Hundred and Fifth Year
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This catalogue is an account of the academic year 2015–2016 and an announcement of the proposed program for the 2016–2017 academic year. While it has been prepared based on the best information available at the time of its publication, all information, including statements of fees, course offerings, and admission and graduation requirements, is subject to change without notice. This catalogue should not be construed as a contract between the Seminary and any potential, current, or former student or any third party. The projected programs for 2016–2017 are subject to change without notice and are in no way binding upon the Seminary. Tuition and fees listed herein cover the 2016–2017 academic year and are also subject to change in subsequent years without notice. At all times, Princeton Theological Seminary acts as permitted by law, and does not discriminate on the basis of race, color, ancestry, sex, age, marital status, national or ethnic origin, sexual orientation, gender identity, or disability in its admission policies and educational programs. The associate dean for institutional diversity and community engagement (Multicultural Relations Office, Templeton Hall, 609.688.1941) has been designated to handle inquiries and grievances under Title IX of the Education Amendments of 1972 and other federal nondiscrimination statutes.

ACCREDITATION

Princeton Theological Seminary is accredited by the
Middle States Commission on Higher Education (MSCHE)
and the Commission on Accrediting of the Association of
Theological Schools (ATS).

The following degree programs are approved:
MACEF, MDiv, MDiv/MACEF, MA(TS), ThM, PhD

Middle States Commission on Higher Education
3624 Market Street, 2nd Floor West
Philadelphia, PA 19104
267.284.5000 msche.org

The Commission on Accrediting of the
Association of Theological Schools
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Overview

Mission Statement

Princeton Theological Seminary prepares women and men to serve Jesus Christ in ministries marked by faith, integrity, scholarship, competence, compassion, and joy, equipping them for leadership worldwide in congregations and the larger church, in classrooms and the academy, and in the public arena.

A professional and graduate school of the Presbyterian Church (USA), the Seminary stands within the Reformed tradition, affirming the sovereignty of the triune God over all creation, the gospel of Jesus Christ as God's saving word for all people, the renewing power of the word and Spirit in all of life, and the unity of Christ's servant church throughout the world. This tradition shapes the instruction, research, practical training, and continuing education provided by the Seminary, as well as the theological scholarship it promotes.

In response to Christ's call for the unity of the church, the Seminary embraces in its life and work a rich racial and ethnic diversity and the breadth of communions represented in the worldwide church. In response to the transforming work of the Holy Spirit, the Seminary offers its theological scholarship in service to God's renewal of the church's life and mission. In response to God's sovereign claim over all creation, the Seminary seeks to engage Christian faith with intellectual, political, and economic life in pursuit of truth, justice, compassion, and peace.

To these ends, the Seminary provides a residential community of worship and learning where a sense of calling is tested and defined, where scripture and the Christian tradition are appropriated critically, where faith and intellect mature and lifelong friendships begin, and where habits of discipleship are so nourished that members of the community may learn to proclaim with conviction, courage, wisdom, and love the good news that Jesus Christ is Lord.

A Brief History

The establishment of The Theological Seminary at Princeton by the General Assembly of the Presbyterian Church in 1812 marked a turning point in American theological education. Within the last quarter of the eighteenth century, all learning was of a piece and could be adequately taught and studied in the schools and colleges, nearly all of which were church-initiated. General education was also the context for professional studies in divinity, medicine, and the law. In the first quarter of the nineteenth century, professional training became disengaged from the college curriculum, medical and law schools were established, and seventeen divinity schools and seminaries came into existence.

On the threshold of the nineteenth century, powerful elements in American life, both secular and religious, were forcing some radical changes in the older, more unitive education and intellectual climate. The emergence of scientific studies, the expansion of the college curriculum, new economic and social responsibilities associated with a democratic government, industrial development in the east and geographical movement toward the west—all such factors required the churches to reconsider their own mission and message.

There were also intramural conflicts within the churches. As the denominations multiplied, they became more self-conscious, polemical, and defensive. Local "parsons" found they were not always the undisputed intellectual "persons" in the community. The western migration created a sudden demand for ministers that could not be met under the old training programs, and the rough-and-ready people on the frontier were less exacting in their requirements for an educated ministry. Religious and theological tides in the meantime were running between deistical, rational influences and pietistic, revivalistic enthusiasm.

The plan to establish a theological seminary at Princeton was in the interests of advancing and extending the theological curriculum. It was not, as has sometimes been intimated, a sectarian withdrawal from secular university life. The educational intention was to go beyond the liberal arts course by setting up a post-graduate, professional school in theology. The plan met with enthusiastic approval on the part of authorities at the College of New Jersey, later to become Princeton University, for they were coming to see that specialized training in theology required more attention than they could give.

With fewer than a dozen students, Archibald Alexander was the only Seminary professor in 1812. He was joined the following year by a second professor, Samuel Miller, who came to Princeton from the pastorate of the Wall Street Church in New York. Though the faculty of the Seminary was as big (or as small) as at the College, it was a venture of faith bordering on the foolhardy to lay elaborate plans for the future.

To read back over the wording of the original "Design of the Seminary" is to perceive the early growth of the modern development in theological education in America—though the Princeton innovators were not at all thinking of breaking new ground except in the literal sense. They were prophetic enough, however, and among other things the "Design" noted that the purpose of the Seminary was

> to unite in those who shall sustain the ministerial office, religion and literature; that piety of the heart, which is the fruit only of the renewing and sanctifying grace of God, with solid learning; believing that religion without learning, or learning without religion, in the ministers of the gospel, must ultimately prove injurious to the church

The dialectic suggested in the juxtaposition of piety and learning deserves some comment. It is an apt text for expounding the peculiar genius of Princeton Seminary and its view of theological education. The piety side of the formula stems from the accent on personal salvation, the experience of repentance and forgiveness, the Christian life of faith, justification, and sanctification, the reality of new selfhood in Jesus Christ, all of which can be traced to the roots of American religion, whether of the Puritan, Calvinist, Lutheran, Quaker, Wesleyan, or "left-wing" Reformation traditions. So it was that Princeton Seminary, as was true of most other divinity schools, deliberately defined itself as a school of "that piety of the heart," a training center for church leaders of all sorts, which specialized in preaching, the cure of souls, evangelism, and missions. To be sure, there were many at Princeton unsympathetic with much of the methodology of the new pietism and revivalism; but regarding the religious goals interpreted as personal salvation, "the fruit only of the renewing and sanctifying grace of God," there was unanimity between thumping revivalists and proper Princetonians.

The other side of the piety-learning formula was equally important for the founders of the Seminary. The new institution was never described as a Protestant monastery or retreat, a place distinguished mainly for prayer and meditation. It was to be a school with teachers and students, library and books, ideas of the mind as well as convictions of the heart, all in the service of "solid learning." The Reformed tradition, to which Princeton Seminary was and is committed, has always magnified intellectual integrity of the faith. Theology has been a highly respected word on the campus. Systems and structures of thought, reflection on the meaning and application of the faith, clarity of expression, and precision of definition—these are recognized norms for theological thinking.

The Seminary has been served by a remarkable succession of eminent presidents. Francis Landey Patton (1902–1913) came to the Seminary after serving as president of Princeton University. J. Ross Stevenson (1914–1936) guided the Seminary through some turbulent years and expanded the institution's vision and program. John A. Mackay (1936–1950) strengthened the faculty, enlarged the campus, and created a new ecumenical era for theological education. James I. McCord (1959–1983), whose presidency saw the institution of the first center of continuing education at a theological seminary, the establishment of endowment for twenty-six faculty chairs, and the construction or renovation of major campus residences and academic facilities, gave leadership to both the national and world church through denominational and ecumenical councils.

Thomas W. Gillespie (1983–2004), a pastor-scholar, gave leadership to the Presbyterian Church (USA) nationally through its Committee on Theological Education. He made faculty development and increasing the diversity of the Seminary community priorities, added endowed chairs, effected a partnership between the Seminary and the Center of Theological Inquiry in Princeton, led in a major building program of renovation and new construction, and oversaw the founding of major new Seminary programs, including the Institute for Youth Ministry, the Center for Barth Studies, the Abraham Kuyper Center for Public Theology, and the Joe R. Engle Institute of Preaching.

Iain R. Torrance (2004–2012) came to Princeton Seminary from Scotland, where he served as a parish minister, was a chaplain in Britain's armed forces, a chaplain-in-ordinary to HM the Queen in Scotland, and taught at Queen's College, Birmingham, the University of Birmingham, and Aberdeen University, where he was professor of patristics and Christian ethics and dean of the faculty of arts and divinity. In 2003 he was elected moderator of the Church of Scotland. As president of Princeton Seminary, he led a major curriculum review and revision of the Master of Divinity degree program, supported the use of technology in administrative and academic areas in providing access to the Seminary's resources by scholars and churches around the world. Under his leadership, the Seminary initiated an Office of Multicultural Relations to lead the Seminary community in addressing issues of inclusion, respect, and understanding among the many cultures and perspectives represented within the community. During his presidency, the Board of Trustees initiated a major capital campaign to build a new library and new campus apartments for student families.

M. Craig Barnes became the Seminary's seventh president in January 2013. Prior to his appointment, he was on the faculty of Pittsburgh Theological Seminary and pastor and head of staff of Shadyside Presbyterian Church. He is widely respected as a preacher and pastor and has written eight books on ministry. He is deeply committed to the theological formation of pastors to lead the church in changing times.

Affiliated from the beginning with the Presbyterian Church and the wider Reformed tradition, Princeton Theological Seminary is today a denominational school with an ecumenical, interdenominational, and worldwide constituency. This is reflected in the faculty, in the curriculum of studies, and in the student body.

Worship Life

Worship enriches the spiritual and communal life of Princeton Theological Seminary and all who gather here to study, teach, and serve. More than two hundred years ago the founders of the Seminary wrote that Princeton Seminary should be a place that unites the "piety of the heart…with solid learning." To this end, worship in Miller Chapel remains both an extension of and a complement to learning in Stuart Hall.

During the fall and spring semesters, when classes are in session, the community gathers Monday through Friday to worship. The sacrament of Holy Communion is celebrated on Fridays. During summer language courses, the community gathers midweek for worship. Special services are held throughout the year. The president leads in worship weekly, and other daily chapel services are led by our students, faculty, and administration.

The worship life of the chapel is coordinated by the minister of the chapel and the director of music under the supervision of the president of the Seminary. The Directory for Worship of the Presbyterian Church (USA) provides a guideline for the ordering of worship. However, we encourage and welcome worship leadership and participation from the broad range of faith traditions that we find within the Seminary community. This adds to the rich texture of worship life here at Princeton Seminary and reflects the diversity of Christ's church in the world. The ministry of the chapel is also enriched by the chapel office staff, student chapel assistants, and sextons who prepare the space and provide hospitality for worship and special events.

Miller Chapel has been at the center of the Seminary's worship life for more than 175 years. Named in honor of the Seminary's second faculty member, Dr. Samuel Miller, the chapel was built in 1834 adjacent to Alexander Hall. On the eve of the centennial in 1933, it was remodeled and relocated to its present site on the quadrangle of the main campus. This location attests to the centrality of worship to the life of the Seminary community.

Statement of Educational Effectiveness

Princeton Theological Seminary is a school dedicated to forming women and men in service to Jesus Christ for leadership in changing churches and to serving as an unsurpassed resource for Reformed theology worldwide.

The Seminary engages in ongoing evaluation of its educational effectiveness which, as an institution of the PC(USA), is measured in part through: 1) graduation rates, 2) completion rates, 3) PC(USA) ordination exam pass rates, 4) student satisfaction with progress in the primary areas of the core curriculum, and 5) placement.

1) Graduation rate: 91% for MDiv students

2) Completion rates for the 2014–2015 graduating class:

- 83% of the Master of Divinity (MDiv) graduates completed the degree in 3 years, 15% in 4 years, and 2% in 5 years.
- 93% of the Master of Theology (ThM) graduates completed the degree in 1 year and 7% in 2 years.
- 67% of the Master of Arts in Christian Education and Formation (MACEF) graduates completed the degree in 2 years and 33% in 3 years.
- 75% of the Master of Arts (Theological Studies) (MA(TS) graduates completed the degree in 2 years and 25% in 3 years.

- The 2015 Doctor of Philosophy (PhD) graduates completed the degree in an average of 6.2 years.

3) PC(USA) October 2015 ordination exam pass rates for Princeton Theological Seminary students:

- Biblical Exegesis: 90% (national average: 81%)
- Theological Competence: 89% (national average: 78%)
- Worship and Sacraments: 86% (national average: 77%)
- Polity: 100% (national average: 75%)

4) 2015 graduating MDiv students' evaluation of the Seminary's effectiveness in facilitating skills in the primary areas of the core curriculum as reported on the ATS Graduating Student Questionnaire (Average rating based on a 5-point scale: 1-Not at all effective, 2-Not very effective, 3-Somewhat effective, 4-Effective, 5-Very Effective):

- Ability to use and interpret Scripture: 4.3
- Ability to think theologically: 4.4
- Knowledge of church history and doctrine: 4.1
- Ability to preach well: 4.0

5) Placement information for various graduating classes:

<u>MDiv and ThM Graduates</u>

- Placement for the 2014 graduating MDiv students: 74% in church ministry placement, 14% on to further study, 6% in non-church placement, 0% seeking placement, and 6% unknown.
    - Church ministry: pastor (senior/associate/youth/campus), Christian education director
    - Non-church ministry: chaplain (college/hospital/military), teacher at a Christian school
    - PTS MDiv and ThM graduates have been accepted into PhD programs at institutions such as Candler School of Theology, Duke Divinity School, Durham University, Garrett Theological Seminary, Graduate Theological Union, Harvard Divinity School, Princeton Theological Seminary, Princeton University, University of Edinburgh, University of Notre Dame, University of Oxford, Vanderbilt Divinity School, and others.

<u>PhD Graduates</u>

- Placement for PhD graduates from 2010–2015: 66% in higher education faculty positions, 20% in professional clergy/ministry positions, 10% in other professional positions (private and nonprofit enterprises, post-doctoral fellowships, higher education administration), and 4% unknown.
- PTS PhD graduates are serving at institutions such as Azusa Pacific University, Boston College, Candler School of Theology, Columbia School of Divinity, Duke Divinity School, Fuller Theological Seminary, Harvard Divinity School, Pittsburgh Theological Seminary, Princeton Theological Seminary, Presbyterian University and Theological Seminary (Seoul, Korea), Seattle Pacific University, Tokyo Christian University, Trinity Evangelical Divinity School, Union Presbyterian Seminary, University of Chicago Divinity School, University of Munich, University of Notre Dame, University of Zurich, Villanova University, Wesley Theological Seminary, Wheaton College, Yale Divinity School, Yonsei University (Seoul, Korea), and others.

Academic Calendars

- 2016-2017 and 2017-2018 Academic Calendar

Academic Calendars

This is NOT the most current version of the Academic Calendar. Please click here to access the latest version.

2016-2017 and 2017-2018

2016-2017		
Summer Session 2016		
June 6	Monday	Summer registration deadline without penalty
June 24	Friday	Final deadline for summer registration
July 4	Monday	Fourth of July Holiday, offices closed, no classes
July 5	Tuesday	Summer Language classes begin
July 5	Tuesday	New Student Orientation
July 12	Tuesday	Deadline for continuing students fall semester registration without penalty
July 20	Wednesday	Online registration opens for entering students
Aug. 24	Wednesday	Deadline for entering students to complete the admissions process and pay fall tuition
Aug. 26	Friday	Summer Language classes end
Fall Semester 2016		
Aug. 29	Monday	International students arrive
Aug. 30–Sept. 3	Tuesday–Saturday	International Student Orientation
Sept. 5	Monday	Labor Day, offices closed

Sept. 6	Tuesday	Faculty Conference
Sept. 6–8	Tuesday–Thursday	Orientation
Sept. 8	Thursday	Advising Day
Sept. 8	Thursday, 8:00 p.m.	Opening Convocation
Sept. 9	Friday, 8:30 a.m.	Classes begin
Sept. 9	Friday, 11:30 a.m.	Opening Communion Worship
Sept. 22	Thursday, 4:30 p.m.	End of fall semester drop/add period
Oct. 24–28	Monday–Friday	Reading Week
Oct. 31	Monday	Classes resume
Nov. 11	Friday	Deadline for January term registration without penalty
Nov. 16	to be announced	Advising Day
Nov. 18	Friday	Spring semester online registration opens
Nov. 23–25	Wed.–Friday	Thanksgiving recess, no classes
Nov. 24–25	Thursday–Friday	Thanksgiving recess, offices closed
Nov. 28	Monday, 8:30 a.m.	Classes resume
Dec. 12	Monday	Wednesday classes meet
Dec. 13	Tuesday	Thursday classes meet; fall classes end
Dec. 14–18	Wednesday–Sunday	Reading Week
Dec. 15	Thursday, 4:30 p.m.	Deadline for spring semester registration without penalty
Dec. 15	Thursday	Deadline for submission of application to graduate
Dec. 19–22	Monday–Thursday	Final examinations
Dec. 22	Thursday, 4:30 p.m.	All Masters' and PhD final papers due
Dec. 22	Thursday, 4:30 p.m.	Final examinations end; fall semester ends
Dec. 22	Thursday, 4:30 p.m.	Offices close for Christmas/New Year's holidays
January 2017		
Jan. 2	Monday	Offices closed for New Year's holiday
Jan. 3	Tuesday	Offices open
Jan. 3	Tuesday	January term begins
Jan. 13	Friday	Fall semester grades due (masters' courses)
Jan. 16	Monday	Martin Luther King Jr. holiday, offices closed, no classes
Jan. 17	Tuesday	January term ends

Jan. 27	Friday	Fall semester grades due (doctoral seminars)
Spring Semester 2017		
Jan. 24	Tuesday, 8:30 a.m.	Classes begin
Jan. 24	Tuesday, 11:30 a.m.	Opening Communion Worship
Feb. 3	Friday	January term grades due
Feb. 6	Monday, 4:30 p.m.	End of spring semester drop/add period
Mar. 6–10	Monday–Friday	Reading Week
Mar. 13	Monday, 8:30 a.m.	Classes resume
April 14	Good Friday	Offices closed, no classes
April 24	Monday	Spring classes end
Apr.25–May 1	Tuesday–Monday	Reading Week
Apr. 27	Thursday	Fall semester online registration opens
May 2–8	Tuesday–Monday	Final examinations
May 5	Friday, 4:30 p.m.	Final papers due for graduating students
May 8	Monday, 4:30 p.m.	All Masters' and PhD final papers due
May 8	Monday, 4:30 p.m.	Final examinations end; spring semester ends
May 11	Thursday, 12:00 p.m.	Graduate grades due
May 20	Saturday, 10:00 a.m.	Commencement
May 22	Monday	Spring semester grades due (masters' courses)
May 29	Monday	Memorial Day holiday, offices closed
June 5	Monday	Spring semester grades due (doctoral seminars)
2017–2018		
Summer Session 2017		
June 5	Monday	Summer registration deadline without penalty
June 23	Friday	Final deadline for summer registration
July 3–4	Monday & Tuesday	Fourth of July Holiday, offices closed, no classes
July 5	Wednesday	Summer Language classes begin
July 5	Wednesday	New Student Orientation

July 12	Wednesday	Deadline for continuing students fall semester registration without penalty
July	to be announced	Online registration opens for entering students
Aug. 23	Wednesday	Deadline for entering students to complete the admissions process and pay fall tuition
Aug. 28	Monday	Summer Language classes end
Fall Semester 2017		
Aug. 28	Monday	International students arrive
Aug. 29–Sept. 2	Tuesday–Saturday	International Student Orientation
Sept. 4	Monday	Labor Day, offices closed
Sept. 5	Tuesday	Faculty Conference
Sept. 5–7	Tuesday–Thursday	Orientation
Sept. 7	Thursday	Advising Day
Sept. 7	Thursday, 8:00 p.m.	Opening Convocation
Sept. 8	Friday, 8:30 a.m.	Classes begin
Sept. 8	Friday, 11:30 a.m.	Opening Communion Worship
Sept. 21	Thursday, 4:30 p.m.	End of fall semester drop/add period
Oct. 23–27	Monday–Friday	Reading Week
Oct. 30	Monday	Classes resume
Nov.	to be announced	Advising Day
Nov. 10	Friday	Deadline for January term registration without penalty
Nov. 17	Friday	Spring semester online registration opens
Nov. 22–24	Wed.–Friday	Thanksgiving recess, no classes
Nov. 23–24	Thursday–Friday	Thanksgiving recess, offices closed
Nov. 27	Monday, 8:30 a.m.	Classes resume
Dec. 11	Monday	Wednesday classes meet
Dec. 12	Tuesday	Thursday classes meet; fall classes end
Dec. 13–17	Wednesday–Sunday	Reading Week
Dec. 14	Thursday, 4:30 p.m.	Deadline for spring semester registration without penalty
Dec. 15	Friday	Deadline for submission of application to graduate

Dec. 18–21	Monday–Thursday	Final examinations
Dec. 21	Thursday, 4:30 p.m.	All Masters' and PhD final papers due
Dec. 21	Thursday, 4:30 p.m.	Final examinations end; fall semester ends
Dec. 21	Thursday, 4:30 p.m.	Offices close for Christmas/New Year's holidays
January 2018		
Jan. 1	Monday	Offices closed for New Year's holiday
Jan. 2	Tuesday	Offices open
Jan. 2	Tuesday	January term begins
Jan. 12	Friday	Fall semester grades due (masters' courses)
Jan. 15	Monday	Martin Luther King Jr. holiday, offices closed, no classes
Jan. 16	Tuesday	January term ends
Jan. 26	Friday	Fall semester grades due (doctoral seminars)
Spring Semester 2018		
Jan. 23	Tuesday, 8:30 a.m.	Classes begin
Jan. 23	Tuesday, 11:30 a.m.	Opening Communion Worship
Feb. 2	Friday	January term grades due
Feb. 5	Monday, 4:30 p.m.	End of spring semester drop/add period
Mar. 5–9	Monday–Friday	Reading Week
Mar. 12	Monday, 8:30 a.m.	Classes resume
Mar. 30	Good Friday	Offices closed, no classes
April 23	Monday	Spring classes end
Apr.24–Apr. 30	Tuesday–Monday	Reading Week
Apr. 26	Thursday	Fall semester online registration opens
May 1–7	Tuesday–Monday	Final examinations
May 4	Friday, 4:30 p.m.	Final papers due for graduating students
May 7	Monday, 4:30 p.m.	All Masters' and PhD final papers due
May 7	Monday, 4:30 p.m.	Final examinations end; spring semester ends
May 10	Thursday, 12:00 p.m.	Graduate grades due
May 19	Saturday, 10:00 a.m.	Commencement
May 22	Tuesday	Spring semester grades due (masters' courses)
May 28	Monday	Memorial Day holiday, offices closed

June 4	Monday	Spring semester grades due (doctoral seminars)

Communication with the Seminary

Mailing Address:

Princeton Theological Seminary
P.O. Box 821 OR 64 Mercer St.
Princeton, New Jersey 08542-0803

Telephone Numbers: 609.921.8300
800.622.6767
Fax: 609.924.2973
Website: ptsem.edu

You may communicate with the Seminary by addressing your initial correspondence to one of the offices below. The telephone numbers listed provide direct access to those offices.

General Matters and Trustee Affairs:
President
609.497.7800; president@ptsem.edu

Faculty Personnel:
Dean and Vice President of Academic Affairs
609.497.7815; Fax: 609.497.7819; academic.dean@ptsem.edu

Admission to PhD Program:
Director of PhD Studies
609.497.7818; Fax: 609.497.7819; phd@ptsem.edu

Admission to Masters'-level Programs:
Director of Admissions and Financial Aid
609.497.7805; Fax: 609.497.7870; admissions@ptsem.edu

Continuing Education Programs:
Associate Dean for Continuing Education
609.497.7990; Fax: 609.497.0709; coned@ptsem.edu

Financial Aid, Grants, Loans, and Student Employment:
Director of Admissions and Financial Aid
609.497.7805; Fax: 609.497.7870; fin-aid@ptsem.edu

Transcripts:
Registrar
609.497.7820; Fax: 609.524.0910; registrar@ptsem.edu

Business Affairs and Payment of Bills:
Senior Vice President
609.497.7705; Fax: 609.497.7709; business.office@ptsem.edu

Field Education Positions:
Director of Field Education
609.497.7970; field-ed@ptsem.edu

Student Housing

Director of Housing and Auxiliary Services
609.497.7730; Fax: 609.497.7723; housing@ptsem.edu

Capital Funds, Gifts, and Bequests
Vice President for Advancement
609.497.7750; advancement@ptsem.edu

Alumni Services:
Director of Alumni Relations
609.497.7756; alumni@ptsem.edu

Chapel Office:
Minister of the Chapel
Director of Music
609.497.7890; chapel.office@ptsem.edu

Multicultural Relations:
Associate Dean for Institutional Diversity and Community Engagement
609.688.1943; multicultural@ptsem.edu

Placement Services Masters'-Degree Candidates:
Director of Student Relations and Senior Placement
609.497.7882; student.relations@ptsem.edu

Placement Services PhD Candidates:
Director of PhD Studies
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Communication:
Director of Communication and Marketing
609.497.7760; communication@ptsem.edu

External Relations:
Director of External Relations
609.688.1949; external.relations@ptsem.edu

Visiting the Campus

Prospective masters-level degree candidates are always welcome to visit campus Monday through Friday during our normal business hours. It is strongly recommended that these visits occur during the fall or spring semesters when classes are in session and prior to the fall term you are interested in attending. Therefore, campus visits normally include the opportunity for a campus tour, attending the chapel service, auditing classes as well as an admissions interview if desired. Please note that March 1st is the deadline for interviews for those interested in applying for the following fall.

Princeton Seminary also provides prospective masters-level candidates the opportunity to attend one of our multi-day events for theological exploration, which are scheduled throughout the year. You may choose to register for one of five Princeton Seminars or one of two L.I.V.E. Symposia. For more information about these events, please visit the Admissions website at ptsem.edu, contact the Office of Admissions and Financial Aid at 1.800.622.6767, extension 7805, or send an email to admissions@ptsem.edu.

Seminary offices are open from 8:30 a.m. until 4:30 p.m. (EST), Monday through Friday except during summer months, when offices close at 1:00 p.m. on Friday.

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Masters’-level Programs

Master of Divinity Program

The program of study set forth for the Master of Divinity (MDiv) degree is designed to prepare students for the diverse ministries of congregational leadership, graduate study in theology and related disciplines, various types of chaplaincy, mission work at home and abroad, and other forms of church vocation.

Master of Arts in Christian Education and Formation Program

The two-year program for the Master of Arts in Christian Education and Formation includes basic studies in the Bible, theology, church history, and practical theology and continues the ministry of the Tennent School of Christian Education.

Master of Divinity/Master of Arts in Christian Education and Formation Dual-degree Program

Persons who at the time of application know that they wish to emphasize teaching, ministry with young people, or spiritual formation and mission in their program may seek admission to a combined Master of Divinity/Master of Arts in Christian Education and Formation degree program and may be admitted to candidacy for both degrees simultaneously.

Post-MDiv MACEF Program

Candidates who hold the MDiv degree may be able to complete the MA in Christian and Formation requirements in one additional year of full-time study.

Master of Arts (Theological Studies) Program

A two-year program for the degree of Master of Arts (Theological Studies) enables students to possess baseline knowledge and judgment appropriate to an initial graduate level degree in theological studies.

Master of Theology Program (advanced master degree)

The program of studies for the advanced degree of Master of Theology (ThM) is designed for students who wish to improve or deepen their preparation for ministry beyond the level reached by their MDiv degree or who desire to acquire a preparation for specialized ministries of the church.

Masters' Application

A student desiring to enroll at Princeton Seminary must file a formal admissions application, which can be accessed through the PTS website at ptsem.edu. Prospective students are welcome to apply online for the following PTS degree programs: Master of Divinity (MDiv), Master of Arts in Christian Education and Formation, Master of Divinity/Master of Arts (dual degree), Master of Arts in Theological Studies (MA(TS), and Master of Theology (ThM). A nonrefundable fee of $50 will be required for applications submitted via the PTS website.

Princeton Seminary does not discriminate on the basis of race, color, ancestry, sex, age, marital status, national or ethnic origin, sexual orientation, gender identity, or disability in its admissions policies.

Degree Application Deadlines

The deadline dates for admission application for Fall Semester 2016–2017 are listed below:

December 15, 2016:	Fall 2017 deadline for all PhD applicants
February 1, 2017:	Fall 2017 deadline for all Masters'-level international applicants
February 1, 2017:	Fall 2017 priority deadline for scholarship consideration for MDiv, MA(TS), and MDiv/MA (dual-degree) applicants
March 15, 2017:	Fall 2017 deadline for MDiv, MA(TS), MACEF, and dual-degree (MDiv/MA) applicants who are U.S. citizens or permanent residents of the U.S. Applications that become complete after this deadline date are considered by the admissions committee on a "space available basis." Interviews are recommended for MDiv and MA(TS) candidates and are required for MDiv/MA (dual-degree) applicants. You should work with the Office of Admissions to set up your interview prior to completing your admissions application. The latest interviews can be scheduled for those seeking Fall 2017 admission is March 1, 2017. Typically, interviews can be arranged via Skype or in-person during a campus visit.
April 15, 2017:	Fall 2017 deadline for ThM applicants

Advanced Standing/Transfer Credits

An admitted student who has completed graduate coursework in a program conducted by a school accredited by a recognized accrediting organization, who meets all of the requirements as outlined below, and who wishes to transfer credits should contact the Office of the Registrar at registrar@ptsem.edu.

- Admitted students who plan to transfer 12-26 credits from study at another accredited graduate program and who have final transcripts showing all work to be transferred should contact the Office of the Registrar at registrar@ptsem.edu.
- Admitted students who plan to transfer less than one semester's coursework (1-11 credits) should wait until the Fall Orientation program to contact the Office of the Registrar at registrar@ptsem.edu.

Transfer Credit

Princeton Theological Seminary may receive transfer credit toward the MDiv, MACEF, MA(TS) degrees, and toward the Dual (MDiv/MACEF) program in accordance with the following procedures and limitations:

1. Transfer credit is normally accepted only for graduate courses actually taught in seminaries and divinity schools accredited by a recognized accrediting organization. This principle also applies to work pursued at extension or satellite centers. The courses underlying the transfer credit must be similar in content and design to the Seminary's own course offerings. Students requesting transfer of credit may be required to submit additional documentation.
2. With the approval of the Registrar and the Associate Dean for Academic Administration, in consultation with the Education and Formation faculty, transfer credit toward the MACEF degree may also be received from a college or university accredited by a recognized accrediting organization. If the candidate subsequently seeks to change to the MDiv program, transfer credit from a college or university may be reconsidered.

3. Credit is not accepted for work begun more than seven years before the student enters the Seminary or for courses passed below the grade of B-. Courses taken on a pass/fail or credit/no credit basis ordinarily will not be received in transfer. No recognition will be given to life-experience equivalencies or continuing education units.
4. A maximum of 26 credit hours can be accepted in transfer for the MDiv, Dual (MDiv/MACEF) or MACEF (Christian Education) program. A maximum of one semester of credit (15 credits) can be accepted in transfer for the MA(TS) program for domestic students, or a maximum of one year (26 credits) for international students entering the MA(TS) program. A student who presents 26 credit hours of transfer credit toward the MDiv must then take the remaining 52 units at Princeton Seminary in order to qualify for the degree. This ordinarily is done in four semesters of full-time study, apart from summer sessions or an internship.
5. No portion of the final year of study for the MDiv, MACEF, MA(TS) or Dual (MDiv/MACEF) program (26 credits) will be received as transfer credit from another institution.

Allocation of Transfer Credit

Accepted transfer credit is allocated according to the following policies:

1. Courses are accepted in lieu of distribution requirements, without examination, where those courses appear from the official descriptions to be similar to those offered by the Seminary and where they are comparably weighted. A one-hour course will not be accepted to replace a four-hour course; an introduction to Catholic theology will not replace an introduction to Reformed theology; an introduction to homiletics course that does not involve the preparation and delivery of sermons cannot replace a course that does.
2. If replacement transfer credit is denied by the Registrar and the Associate Dean for Academic Administration, the student may approach a member of the faculty designated by the department concerned, with syllabi and other evidence of comparability. The decision rendered by the departmental designee shall be final and may not be appealed.
3. Transfer credit toward the MDiv degree will not be counted toward all of the distribution requirements of a given department. Ordinarily, six credits in each of the four departments must be completed at the Seminary in order to qualify for a Princeton Seminary degree.

Transfer Credit Contract

The transfer of credit toward a Seminary degree is completed by signing a contract with the Registrar and the Associate Dean for Academic Administration. If a transcript showing all work to be transferred is available before the student arrives on campus, the contract may be completed before online registration. Otherwise, the credit transfer contract will be completed during the later summer or fall orientation period, but no later than the end of the first semester. Questions concerning transfer credit should be raised prior to matriculation, but may not be raised after the completion of the first semester of study at the Seminary.

Housing and Financial Aid for Transfer Students

Students received in transfer from other institutions are eligible for consideration for housing and financial aid, to an extent commensurate with the anticipated length of their candidacy. Relevant policies and guidelines may be found in the Seminary's Handboo k, section 8.2 Policy on Housing and Financial Aid for Transfer. The Handbook is available online.

Preclusions for Transfer Credit

Princeton Theological Seminary receives no transfer credit toward the ThM or PhD degrees.

Mid-year Admissions

Under normal circumstances the student should begin seminary work in the fall semester. However, candidates for the ThM degree, as well as special students, may undertake their studies at the beginning of the spring semester. This privilege cannot be extended to international students. Applicants seeking advanced standing into the MDiv program may be considered for admission beginning the spring semester on a space-available basis.

Masters' Admission Requirements

It is recommended that the candidate's baccalaureate preparation include at least sixty credits, or twenty semester courses, in such liberal arts studies as English, philosophy, literature, history, and ancient and modern languages, together with some work in the natural and human sciences, especially psychology and sociology.

Among items requested in the online admissions application, an applicant for the MDiv, MACEF, MA(TS) or MDiv/MA (dual) degree program must furnish a letter of endorsement from an ordained minister who can speak to the applicant's call to ministry. In addition, an applicant must submit three additional letters of reference from persons in a position to assess his or her qualifications for graduate theological studies. Where possible, at least one of those references should be from a professor or teacher with whom the applicant has studied. It is the applicant's responsibility to order a background check from CastleBranch and the result will be part of his/her application. In addition, the candidate must supply an academic transcript of all college or university work pursued to date. If an applicant has not yet completed the baccalaureate program and is accepted for admission to the Seminary, a final transcript must be provided indicating the awarding of a baccalaureate degree by a regionally accredited college or university. Matriculation in the Seminary cannot be effected until this final transcript has been received.

An interview before March 1 is strongly recommended. It is arranged through the Office of Admissions and Financial Aid. It may take place on campus with a member of the faculty or staff, or via Skype. However, interviews must be completed prior to February 1st if you plan to apply by the priority deadline for merit-based scholarship consideration.

Masters-level admissions are considered on a rolling basis. Admissions decisions are made by the committee beginning in September. Applications are submitted online via the Seminary's website. Applicants for masters'degree programs must submit all required materials according to the stated deadlines. found in this catalogue and on the PTS website.

Applications received after the stated deadline dates will be considered only on a space-available basis. All questions regarding admissions requirements or applications procedures should be directed to the Office of Admissions and Financial Aid by calling 800.622.6767, extension 7805.

Non-Degree Students

The Seminary admits a limited number of qualified applicants who desire to pursue studies at the Seminary on a matriculated basis but who do not wish to enroll as candidates for a degree. These students usually are admitted for only one year of study and pursue a carefully selected group of courses under a faculty adviser. These students are not eligible for financial aid or housing. They pay tuition either by the semester or by the unit of credit. Inquiries should be directed to the Office of Admissions and Financial Aid.

Auditing and Auditors

Auditors are those who have followed the below requirements to attend the class lectures for a course in which they are not enrolled for credit. Auditors should not expect to participate in class discussion (e.g., ask questions) or attend preceptorials, and may not take examinations or ask professors to evaluate work of any kind, and no record will be maintained of any classes attended on this basis. Courses begun on an audit basis may not subsequently be changed to credit status. There is a limit of one course audit per semester. Stud ents may not audit any language course or travel course and language and travel courses are not open to affiliated or unaffiliated auditors .

Affiliated Auditors: Faculty spouses, student spouses, active field education supervisors (during year of supervision), and persons invited by the president to be guests of the Seminary may audit classes by having the professor sign an audit authorization form (secured from the Office of the Registrar) and returning the signed form to the registrar no later than the tenth class day of the semester, fall or spring semester, the end of the drop/add period.

Unaffiliated Auditors: Other persons may apply to audit classes. This requires permission of the instructor, completion of an auditor's application and the online background check, and payment of the auditor's fee and parking fee. Those who wish to apply should contact the registrar at registrar@ptsem.edu and state the course (course number, instructor) that they wish to audit. No outside auditors will be allowed to enroll after the tenth class day of the semester. There is a limit of one course audit per semester.

Unclassified Students

As a courtesy to other recognized schools of theology, students from those institutions may occasionally be allowed to register for a semester or a year of full-time or part-time work. The grades for such persons are transmitted to the sending schools, and Princeton Seminary provides no further transcript service. Unclassified students received in this way are not considered to be alumni/ae of the Seminary.

Graduates of the Seminary who reside in the area and who wish to pursue a course or two without becoming candidates for an advanced degree may apply to take additional courses at the Seminary. These alumni/ae are required to complete an admission application, available online, by the stated deadline. If such graduates are admitted, their work is appended to their Seminary record.

Acceptance of an unclassified student is for a maximum of one academic year. Unclassified students are charged tuition and parking fees and are not eligible for financial assistance. These students are also not permitted to take courses via any inter-institutional arrangement. Normally, these students cannot be considered for student services and/or campus accommodations. Those who wish to inquire about unclassified status should contact the registrar at registrar@ptsem.edu.

Academic Advising

In order to support the larger mission of Princeton Theological Seminary, to strengthen the Seminary's academic programs, and to further define the Seminary's commitment to high-quality residential, theological education and formation, the academic advising program aims to provide an effective, flexible, and multidimensional approach to academic advising.

The three goals of the academic advising program include: 1) empower students to navigate the curriculum in ways that promote intellectual breadth and depth, integration, and effective vocational preparation, 2) provide entering students with intensive academic advising in service to effective navigation of the curriculum across the course of their degree program, and 3) offer vocational discernment and spiritual mentoring in conjunction with academic advising for interested students.

The Seminary's academic advising program consists of three components: online advising module, faculty advising, and voluntary cohorts.

Online academic advising module: MDiv students are able to manage academic requirements through the online advising module. The online component of the advisement system addresses questions about degree program requirements and enables students to track academic progress.

Faculty advising: One faculty member serves as the executive adviser. This faculty member has been trained on all aspects of the curriculum and serves as a resource to faculty colleagues. The executive adviser and registrar organize two advising days for the academic year—one on the day prior to the beginning of the fall semester and one in November in preparation for spring registration. All new students in the ThM, MDiv, MDiv/MACEF dual-degree, MA(TS), or MACEF programs are required to meet with a faculty adviser to review their schedules. Students sign up for a 20-minute block through an online registration system. The executive adviser and registrar provide a general advising overview to all new students prior to the individual sessions. Some students may want to discuss possible changes to their schedules with their faculty adviser. This 20-minute block also gives them an opportunity to get an initial introduction to a faculty member. Returning students may sign up for advising slots as well. The executive adviser and registrar are available to students throughout the academic year; in particular during the drop/add periods.

Voluntary Cohorts: Second- and third-year students may apply to participate in a cohort ordinarily consisting of fifteen students co-led by two faculty facilitators. Cohorts meet over the academic year and are often organized around a thematic focus determined by the faculty facilitators. Academic advising takes place as a pervasive and integrated dimension of all cohorts. Cohorts begin the academic year with an on-campus retreat. The groups meet four times per semester, normally on a weekday evening for two hours. The regular meetings may include Bible study, prayer, and a focus on spiritual formation and vocational discernment.

Master of Divinity Program

The program of study set forth for the Master of Divinity (MDiv) degree is designed to prepare students for the diverse ministries of congregational leadership, for graduate study in theology and related disciplines, for various types of chaplaincy, for mission work at home and abroad, and for other forms of church vocation. The curriculum is planned to provide the flexibility and independence consonant with a broad theological foundation. Please note that Princeton Theological Seminary encourages international students to earn their Master of Divinity degrees in their home countries; thus, international students are not normally admitted to the MDiv program. Exceptions may be made for suitably qualified applicants where the needs of the local church context support admission.

Master of Divinity (M.Div.) Learning Goals

In service to the mission of Princeton Theological Seminary, graduates of the Master of Divinity Program will be able to:

1. Integrate a critically informed and contextually aware understanding of the basic biblical and theological elements of the Christian faith into a dynamic theological understanding that is both theoretically rich and practically nuanced.
2. Analyze the unfolding of that faith in history, in the practices of the church, and in its interaction with other religions.
3. Demonstrate competence in the practices and skills necessary for faithful ministers, effective leaders, and public witnesses for the church in the world at large.
4. Evidence a critical awareness of their own culture through discerning engagement with diverse cultural contexts in our increasingly globalized society.
5. Display the ability and inclination to maintain the practices of critical reflection and spiritual discipline necessary for continuing personal and spiritual formation throughout a lifetime of learning.

Curriculum

The Master of Divinity program requires the successful completion of seventy-eight credits drawn from the four academic departments of the Seminary and a listing of breadth and general requirements.

The specific course/credit requirements are allocated as follows:

Biblical Studies

The student is required to take twelve credits, distributing the work as follows:

1. Courses OT2101 Orientation to Old Testament Studies, and NT2101 Introduction to the New Testament, which must be completed during the first year of work
2. One course (three credits) in New Testament and one course (three credits) in Old Testament, one of which must be designated as “close reading of the text”

Although not required for the M.Div. degree, students are encouraged to take Greek and/or Hebrew, and language-based exegesis courses. Exegesis courses are offered on two tracks, English-based and language-based. Entering students who have studied Greek and/or Hebrew in college or university and who wish to have an introductory language prerequisite waived must take the appropriate language placement examination(s). Students who have studied the equivalent of two full semesters or more of a biblical language at an ATS-accredited seminary or divinity school and have earned a grade of B or better need not take a placement examination.

As a means of evaluating the student’s ability to carry on exegetical work in New Testament, the Greek placement examination will seek to test a student’s ability to:

1. Analyze Greek forms
2. Understand fundamental syntactical construction
3. Translate from the Greek New Testament.

Students should be familiar with an introductory grammar such as N.C. Croy’s A Primer of Biblical Greek or D.A. Black’s Learn to Read New Testament Greek.

As a means of evaluating the student's ability to carry on exegetical work in Old Testament, the Hebrew placement examination will seek to determine the candidate's ability to:

1. Analyze Hebrew forms
2. Understand the fundamental syntactical construction
3. Translate prose passages from the Hebrew Bible

Students who have studied modern Hebrew should become familiar with an introductory grammar such as T.O. Lambdin's Introduction to Biblical Hebrew (Scribner's) or C.L. Seow's Grammar for Biblical Hebrew (Abingdon). An unmarked copy of the BDB lexicon (Brown, Driver, Briggs, Hebrew and English Lexicon of the Old Testament) may be used as a resource while taking this examination.

History

The student is required to take twelve credits, distributing the work as follows:

1. Three credits in the area of Early and Medieval History
2. Three credits in the area of Reformation History
3. Three credits in the area of Modern European or American History
4. Three credits in the area of Mission, Ecumenics, History of Religions, or Sociology of Religion

Theology

The student is required to take twelve credits, distributing the courses as follows:

1. TH2100 Systematic Theology (three credits), to be taken in either the first or second semester of the junior year
2. Two courses, six credits, in TH3000- or TH5000-level courses
3. A course, minimum of three credits, in philosophy or Christian ethics

One course, three credits, in one of the above areas must focus on a major theologian or church doctrine.

Practical Theology

The student is required to take fourteen credits, distributing the work as follows:

1. Courses SC2101 and SC2102 Speech Communication in Ministry I and II (one credit each), which are to be completed in the junior year
2. Course PR2100 Introduction to Preaching (three credits), which is to be completed in either the first or second semester of the middler year
3. Three credits in the area of education and formation
4. Three credits in the area of pastoral care and specialized ministries
5. Three credits of distributive electives

Field Education

Two field education units, two credits each, are required. The first is usually done during the summer between the junior and middler years and is selected from either FE2101 or FE2110. The second is usually done over the entire middler year and is selected from either FE2102, FE2103, or FE2111. At least one of the course sites must be a local church.

Breadth Requirement

The breadth requirement is fulfilled by designated courses that are elective courses or courses that meet departmental distribution requirements: Two to three credits in Christian Responsibility in the Public Realm (course suffix "cr") are required to fulfill this requirement.

Students in the Master of Divinity degree program are required to take at least two credits in courses suffixed cr. Courses qualifying for this suffix normally express a range of ethical, social, or political issues that would be found in higher education courses focused on law, medicine, philosophy, public policy, social studies, business, and/or international affairs, and include study material relevant to these topics drawn from classical or contemporary Christian thinkers.

Capstone Project Requirement

All students in the MDiv, Dual (MDiv/MACEF), and MA(TS) degree programs are required to complete a Capstone Project during the senior or final year. This does not apply to those in the ThM program. Courses designated as capstone courses have "capstone course" listed in the course description, following the credits. A capstone course may be a one, two, or three credit course.

Definition

A capstone project is a constructive work in which students demonstrate integration, particularly with an eye toward implications for some form of ministry. A capstone project should be "integrating" in at least one of the following four ways:

1. Cross-disciplinary (across theological disciplines)
2. Interdisciplinary (between theology and other human sciences, natural sciences, literature, the fine arts, or any other field usually considered to be outside the central purview of theological study)
3. Intellectual-personal (assimilating frameworks gained from theological study, the student's personal beliefs, social location and practices, or self-perception)
4. Theory-practice (e.g. preaching, teaching, pastoral care, congregational leadership, congregational formation, hospital and military chaplaincy, non-profit ministries)

A capstone project is subject to the instructor's approval and may take a variety of forms including but not limited to the following: an essay; a sermon or series of sermons; a lesson plan or unit of curriculum; a plan of response and action for a congregation or institution; a website/social media; a drama; a work of art; a dance production; or a video series posted on the internet. The course catalogue will indicate courses that are eligible to meet this requirement.

Registration

Students will register their chosen capstone courses on the Online Academic Advising Module of their Student Profile by the end of semester drop/add periods and the end of the first week of January Term. A reminder of capstone registration deadlines and instructions will be sent to students by the registrar's office. A list of students registered for a capstone course will be available to professors under Course Center, Current Courses, Capstone students on their Faculty Portal.

Requirements

Students are required to submit two documents (or a recording and a document): a capstone project and a Summary and Reflection Statement

1. Capstone Project

At the sole discretion of the professor, the capstone project may be offered as one or any combination of the four options that meet the criteria of integration:

- A regular course assignment (that already incorporates integration).
- An addition to a regular course assignment.
- A separate capstone project assignment.
- Student proposed projects as approved by the professor.

The faculty member will specify length and format of the project. At the beginning of the term, professors should provide an orientation for students to explain the capstone in the context of the particular course.

2. Summary and Reflection Statement

A brief 2-3 page (double-spaced) Summary and Reflection Statement on the capstone project will be submitted by the student through Blackboard. The statement should describe the project and indicate how the student sees the project as an exercise in at least one of the four listed ways of integration (see Definition).

Procedure

Academic departments determine which courses will be eligible to meet this requirement. Courses designated as capstone courses have "capstone course" listed in the course description for registration materials, the seminary catalogue, and the course syllabus. Students doing a senior thesis may be eligible to meet this requirement through the senior thesis if the supervising faculty member so approves.

In order to fulfill this requirement, a capstone project must:

- Be registered by the student on the Online Academic Advising Module of their Student Profile by the last day of the drop/add period of the term.
- Be developed and submitted in one course (or as part of a senior thesis with approval from supervising faculty member) during the final year of a Master's-level degree program.
- Have approval by the faculty member teaching the course in which the project will be submitted.
- Demonstrate integration in one of the four ways described above, drawing relatively equally from the domains of knowledge and practice being integrated.
- Be submitted through Blackboard. If the project is not a paper, students are strongly encouraged to provide a media recording of the project to the professor.
- Include a 2-3 double-spaced page capstone Summary and Reflection Statement that outlines the capstone project and indicates how the student sees the project as an exercise in integration.
- Receive a passing grade designation for the capstone project and Summary and Reflection Statement as indicated by the faculty member to the registrar's office.

Submission

Projects in print and the Summary and Reflection Statement must be submitted by the student through Blackboard. A non-print project should be recorded (if possible) and submitted by the student through Blackboard or by DVD to the professor. A course listed as a "capstone course" includes two drop boxes in Blackboard: one for the Capstone Project and one for the capstone Summary and Reflection Statement. Due dates for Capstone Projects and Summary and Reflection Statements will be determined by the professor and in accordance with the registrar's deadline for final assignments.

Assessment

Capstone projects are assessed by the primary instructor of the course within which this option is offered. Faculty will grade the paper or project as they would normally do for the course in question, but for capstone projects, faculty will record a Pass or Fail for the project and the Summary and Reflection Statement through the Faculty Portal.

Electives

The remaining credits may be distributed as follows:

1. Introductory and advanced language classes, which do not meet Biblical Studies Department distribution requirements
2. Denominational studies, such as polity, which do not meet departmental distribution requirements. Students who are members of the Presbyterian Church (USA) ordinarily take Presbyterian Church polity.
3. A senior research paper or thesis (three or six credits)
4. Electives over and above the requirements

Part-time Study

The program of study leading to the MDiv degree is designed to be completed in six semesters of full-time study, exclusive of any period that may be devoted to an internship. In a few instances, usually occasioned by ill health or extraordinary family circumstances, a

portion of the work may be conducted on a part-time basis, and the time required to finish the degree is extended beyond three years.

An MDiv candidate should not expect, however, to pursue any substantial portion of the curriculum by part-time study.

In addition to the regular academic semesters, a summer session is available to students:

1. To pursue intensive courses in the Greek or Hebrew language
2. To satisfy requirements of the field education sequence
3. To enroll in a program of clinical pastoral education

Students contemplating part-time study should be aware of the limitations that such status imposes on eligibility for financial aid, student housing, and loan deferment. The Seminary cannot certify to the U.S. Citizenship and Immigration Service an international student who is pursuing work on a part-time basis.

Credit and Course Load Stipulations

Credits to graduate	78
Average credits per year	26
Average credits per semester	13
Minimum full-time load	12
Maximum credits per semester	15
Maximum credits per year*	30
Core Requirements	54
Departmental	50
Field Education	4
Electives	24

* These maximum stipulations do not include summer courses. Including January term credits, students may take a maximum of 30 credits per year.

Master of Arts in Christian Education and Formation Program

The two-year program for the Master of Arts in Christian Education and Formation (MACEF) includes basic studies in the Bible, theology, church history, and practical theology and continues the ministry of the Tennent School of Christian Education, see page 225. Students choose from one of three tracks: teaching, ministry with young people, or spiritual formation and mission. The program emphasizes theory and practice for the ministry of education and formation for the church. Each track attends to philosophical, cultural, developmental, and procedural dimensions of Christian education and formation. The MACEF is designed to prepare students for the ministry of education and formation in congregational and institutional settings and to provide training for teaching the Christian religion in church or secular schools. The MACEF is a professional degree and does not constitute adequate preparation for doctoral education in practical theology unless it is obtained alongside an MDiv Note: While dual-degree students must meet the requirements for both the MDiv and the MACEF degrees, some coordination of requirements is possible.

Master of Arts (MACEF) Learning Goals

In service to the mission of Princeton Theological Seminary, graduates of the Master of Arts in Christian Education and Formation Program will be able to:

1. Demonstrate basic competencies for critically appraising and creatively deploying theoretical frameworks for the ministry of Christian education and formation.
2. Demonstrate in-depth knowledge of at least one track of Christian education and formation.
3. Possess skills for effective teaching and dynamic leadership for Christian education and formation.
4. Possess expanded contextual awareness and reflective capacities in the practical dimensions of the ministry of Christian education and formation.

Degree Requirements

The Master of Arts in Christian Education and Formation program has several requirements as outlined below.

Note: specific courses listed in the chart are for illustrative purposes. Courses that meet specific requirements in a track are subject to change.

1. Degree tracks
   All MACEF tracks focus on education and discipleship formation, albeit in different ways, and involve some overlapping coursework. The various tracks emphasize multiple dimensions of discipleship ministries:
   - Teaching Track—for students who view teaching in churches, higher education, or private elementary or secondary schools as a primary aspect of their vocational identity.
   - Ministry with Young People Track—for students who view mission and discipleship formation with youth or emerging adults as primary aspects of their vocational identity.
   - Spiritual Formation and Mission Track—for students who view spiritual growth and outreach, including spiritual direction or evangelism, as primary aspects of their vocational identity.
2. Focused field education experiences in students' areas of emphasis
3. Opportunities for contextual education through interaction with pastors/ practitioners in Continuing Education events
4. Opportunities for theological reflection through practice and mentoring with faculty and area pastors
5. Cohort reflection opportunities through special precepts in foundational education courses designed to integrate course materials with others in the same MACEF track, allowing for peer mentoring

EDUCATION AND FORMATION TRACKS FOR MACEF AND DUAL (MDIV/MACEF) DEGREE PROGRAM STUDENTS			
	TEACHING TRACK (TT)	MINISTRY WITH YOUNG PEOPLE (MYP)	SPIRITUAL FORMATION & MISSION (SFM)
	Vocational trajectory: Pastors, associate pastors, teachers in private schools, teachers in higher ed.	Vocational trajectory: Children's, youth/ young adult ministers, campus ministers, pastors addressing young people, family ministers, parachurch, entrepreneurial, and nonprofits	Vocational trajectory: Pastors, associate pastors, spiritual directors, and evangelists

CURRICULAR CATEGORIES At least three of categories #1–5 below must be taken in your track. Courses count in only one category.	1. Intro to Field Course (3 credits)	TRACK-REQUIRED EF1200 Intro to CE & F ALTERNATES EF1340 Teaching Bible in Church	TRACK-REQUIRED EF2352 Theological Foundations for Youth Ministry ALTERNATES EF1520 Ecologies of Faith Formation	TRACK-REQUIRED EF1500 Intro to Spirituality & Missional Formation ALTERNATES
	2.Theological/Theoretical Foundations Course (3 credits)	TRACK-REQUIRED EF5312 Philosophy of Education ALTERNATES IN TRACK EF/ET3212 Ethics of Ten Comm EF/WR3339 Sacraments and Educational Ministry	TRACK-REQUIRED EF5353 Adv. Studies in Youth, Church, Culture ALTERNATES IN TRACK EC/TH5350 Missional Theology & Practice	TRACK-REQUIRED ALTERNATES IN TRACK CH/EF3610 Spiritual Awakening Movements EC/TH(EF)3473 Miss/ Ecu. Newbigin EF/ET3212 Ethics of Ten Comm. EF3456 Dialogical & Imaginative Prayer EF3558 Practicing Presence of God EF4335 When God Talks Back EF/TH5457 Face of the Other EF5980 Tolkien, Lewis, Rowling
	3. Human Development Course (3 credits)	TRACK-REQUIRED EF3215 Educational Psychology ALTERNATES IN TRACK PC5461 PC & the Life Cycle	TRACK-REQUIRED ALTERNATES IN TRACK EF3215 Educational Psychology PC5248 Family Stories & Ministry PC5461 PC & the Life Cycle PT9027 Educational Ministry and the Learning Sciences	TRACK-REQUIRED ALTERNATES IN TRACK EF3215 Educational Psychology EF3217 Spiritual Guidance thru Life Cycle EF/RS3221 Rel., Vulnerability & Resilience PC5461 PC & the Life Cycle

4. Contextual Issues in Ministry Course (3 credits)	TRACK-REQUIRED ALTERNATES IN TRACK EF1800 Ed. Min. in Asian American Context EF/TH 3201cr Judaism, Christianity, and Islam in Israel/Palestine	TRACK-REQUIRED ALTERNATES IN TRACK EF1345 Culturally Responsive Pedagogies EF/RS1710 Studying Congregations EF1800 Ed. Min. in Asian American Context TH/EF3201cr Judaism, Christianity, and Islam in Israel/Palestine EF3474 Evangelism & Mission EF3520 Spectacle, Consumer Culture, and Youth Ministry EF4375 Latino/a Church Ministry EF4800 Sabbath & Youth Ministry EF4380 Christian Education and the Intercultural Communication of Faith	TRACK-REQUIRED ALTERNATES IN TRACK EF1700 Confirmation: Research & Innovative Practices ECHR3340 Islam in America EC/TH3358 Ecu. Theology & Mission EC/TH(EF)3473 Miss/Ecu Newbigin EC/TH5350 Missional Theology & Practice EF/WR3340 & EF/ WR3341 Taize EF 3370 Theory & Practice of Raising Money EF 3371 Money and Generosity EC/EF3390cr Encountering Rel. Other in Brazil EF3473 Readings in Evang. & Mission EF3474 Evangelism & Mission EF3558 Practicing Presence of God EF4335 When God Talks Back EF4375 Latino/a Church Ministry EF/TH 5457 Face of the Other HR/CL3370 African Rel. in Achebe Trilogy HR3345 Hinduism

5. Skills and Practices Course (3 credits)	TRACK-REQUIRED EF3366 Curriculum & Methods ALTERNATES IN TRACK EF1340 Teaching Bible in Church EF3320 Children's Fantasy Literature	TRACK-REQUIRED ALTERNATES IN TRACK EF1700 Confirmation: Contemporary Research and Innovative Practices EF1340 Teaching Bible in Church EF3320/3325 Children's Fantasy Literature EF3330 Teaching Bible to Children & Youth EF/WR3340 & EF/ WR3341 Taizé EF3366 Curriculum & Methods EF3558 Practicing Presence of God EF3559 Models of Young Adult and Campus Ministries EF3560/3561 Cont. Listening: Intro Spiritual Dir. EF4330 Art of Discernment EF4335 Arts in Christian Formation EF4335 When God Talks Back EF4390 Scripture and Food PC5253 PC of Adolescents	TRACK-REQUIRED ALTERNATES IN TRACK EF1700 Confirmation: Contemporary Research and Innovative Practices EF3410 Benedictine Spirituality EF3560/3561 Cont. Listening: Intro Spiritual Dir. EF4330 Art of Discernment EF/TH5457 Face of the Other

6. Integrative Learning Course (3 credits)	TRACK-REQUIRED EF5312 Philosophy of Education ALTERNATES IN TRACK EF/WR3339 Sacraments and Educational Ministry	TRACK-REQUIRED ALTERNATES IN TRACK TH/EF3201cr Judaism, Christianity, and Islam in Israel/Palestine EF/WR3339 Sacraments and Educational Ministry EC/EF3390cr Encountering the Rel. Other in Brazil EF4400 Lab. Sustainable Models of Ministry EF4500 Church as Entrepreneur EF/NT5010 Church Planting & Revitalization EF5312 Philosophy of Education EF5342/3 Passion, Joy and Adolescents EF5800 Leading Change through Disc. Form.	TRACK-REQUIRED ALTERNATES IN TRACK EC/TH(EF)3473 Mission/ Ecum Newbigin EF/WR3339 Sacraments and Educational Ministry EC/EF3390cr Encountering the Religious Other in Brazil EF/NT5010 Church Planting & Revitalization EF5459 Rhythms of Prayer in the Chr. Trad.
7. EF Electives (6 credits)	Two EF elective courses		
8. Dedicated field ed sites (4 credits)	Teaching Ministry Congregational Placements (developed in partnership with Office of Field Education)	Field Ed placement in one of: youth ministry, young adult ministry, campus ministry, or a training hub congregation	Spiritual life, hospital chaplaincy with a focus on spiritual direction, or Evangelism placements (developed in partnership with Office of Field Education)
9. Reflective Practicum (1 credit)	Field ed. reflection groups specific to teaching congregations, Teaching Ministry Program; OR FE3105 Practicum: Theo Reflection EF1107 Practicum in Children's Ministry EF1109 Youth Ministry Practicum	EF1107 Practicum in Children's Ministry OR EF1109 Youth Ministry Practicum OR Participation in a Chaplains Corps or Training Hub placement	Spiritual director or direction group for 1 academic year during degree program

	10. Continuing Education seminars (Two events)	Two non-credit seminars related to teaching, dynamics of learning, leadership, or church administration; OR ML4100 First Call: Living into a Pastoral Identity (2 credits)	Two non-credit seminars relevant to ministry with young people; OR IYM1101 Princeton Forum on Youth Ministry (1 credit); OR ML4100 First Call: Living into a Pastoral Identity (2 credits)	Two non-credit seminars in evangelism, mission, or spiritual formation

Master of Divinity/Master of Arts in Christian Education and Formation Dual-degree Program

Persons who at the time of application know that they wish to emphasize teaching, ministry with young people, or spiritual formation and mission in their program may seek admission to a combined Master of Divinity/Master of Arts in Christian Education and Formation degree program and may be admitted to candidacy for both degrees simultaneously. Pursued over a period of four years, the studies are coordinated from the outset to integrate preparation for ministry in the church with a Master of Arts in Christian Education and Formation degree. Through one of three tracks— teaching, ministry with young people, or spiritual formation and mission. The requirements for the two programs are unchanged. An integrated pattern of advisement enables the student to attain greater proficiency in theological studies as related to understanding and practice in specialized areas of Christian education and formation than would be possible if the degrees were pursued in sequence. Students enrolled in this four-year program may also qualify for financial aid and housing for the duration of the program. A decision to discontinue the program, once admitted, will not guarantee that either degree separately may be concluded in what otherwise might be standard time.

MDiv candidates who become interested in the dual-degree program after matriculation at Princeton Seminary can apply to transfer to that program, provided that space is available. Applicants must apply online no later than March 15 of their middler year. (For procedure, see Registrar's website under Internal Degree Transfer Process for Current PTS students.):

Master of Divinity/Master of Arts in Christian Education and Formation Dual Degree Program (MDiv/MACEF Dual) Learning Goals

Refer to the learning goals and requirements for the MDiv and MACEF programs (see above).

Post-MDiv MACEF Program

Candidates who hold the MDiv degree may be able to complete the MA in Christian Education and Formation requirements in one additional year of full-time study, twenty-six credits. In each case, the specific program and MACEF track components will be determined in terms of the student's previous education and experience.

Master of Arts (Theological Studies) Program

A two-year program for the degree of Master of Arts (Theological Studies) enables students to possess baseline knowledge and judgment appropriate to an initial graduate level degree in theological studies. This program includes basic studies in Bible, theology, church history, and practical theology with a specialization in one of the disciplines of theological scholarship.

Learning Goals

In service to the mission of Princeton Theological Seminary, graduates of the Master of Arts (Theological Studies) Program will be able to:

1. Integrate a basic competence in the classical theological disciplines into a dynamic theological understanding that is both theoretically rich and practically nuanced.
2. Demonstrate a specific competence in a dimension of the theological curriculum.
3. Evidence a critical awareness of their own culture through discerning engagement with diverse cultural contexts in an increasingly globalized society.
4. Display the ability and inclination to maintain the practices of critical reflection and spiritual discipline necessary for continuing personal and spiritual formation throughout a lifetime of learning.

Admission Requirements

Domestic Applicants

It is recommended that the candidate's baccalaureate preparation include at least sixty credits, or twenty-semester courses, in such liberal arts studies as English, philosophy, literature, history, and ancient and modern languages, together with some work in the natural and human sciences, especially psychology and sociology.

Among items specified on the application form, an applicant for the MA(TS) degree program must furnish a letter of endorsement from a lay leader or clergy member of his or her church. A chaplain from the applicant's college or university can also complete the letter of endorsement. In addition, an applicant must submit three additional letters of reference from persons in a position to assess his or her qualifications for graduate theological studies. Where possible, at least one of those references should be from a professor or teacher with whom the applicant has studied. It is the student's responsibility to order a background check from Certified Background and the result will be part of his/her application. In addition, the candidate must supply an academic transcript of all college or university work pursued to date. If an applicant has not yet completed the baccalaureate program and is accepted for admission to the Seminary, a final transcript must be provided indicating the awarding of a baccalaureate degree by a regionally accredited college or university. Matriculation in the Seminary cannot be effected until this final transcript has been received.

An interview before February 8 is strongly recommended. It is arranged through the Office of Admissions and Financial Aid. It may take place on campus with a member of the faculty or staff, via Skype, or at a location near the applicant's home with an alumnus/a who lives in the area. All interviews must be scheduled through the Office of Admissions and Financial Aid before February 8 for those who desire consideration for the following academic year. On occasion, an interview may be required by the Admissions Committee.

Master's-level admissions are considered on a rolling basis. Admissions decisions are made by the committee beginning in October. Applications are submitted online via the Seminary's website. Applicants for Masters'-degree programs must submit all required materials according to the deadlines stated on the Princeton Seminary website.

Applications received after the stated deadline dates will be considered only on a space-available basis. All questions regarding admissions requirements or application procedures should be directed to the Office of Admissions and Financial Aid by calling 800.622.6767, extension 7805.

International Applicants

Applications for the Master of Arts (Theological Studies) program should be addressed to the director of admissions and financial aid and must be made through the candidate's church or through the educational institution in which he or she has been assured a position. Applications will not be considered if submitted independently.

An applicant is required to furnish, among other items specified on the application form, an endorsement from a responsible ecclesiastical or institutional officer, describing the position for which the applicant is being prepared and indicating the areas of specialization that he or she is expected to pursue. Other credentials include official records of all post-baccalaureate degrees. In addition to the above, applicants are required to achieve a minimum score of 580 on the paper-based TOEFL test, with 57 in reading; 59 in writing; and 58 in listening. On the computer-based test, a minimum score of 250 is required, with 23 in reading; 26 in writing; 23 in listening, and an essay rating of 5. Applicants who take the Internet-based TOEFL are expected to test in all areas offered and achieve minimum scores

as follows: writing, 23; listening, 23; reading, 23; and speaking, 23. Please note that TOEFL scores are to be submitted with the application by the January 18 deadline. Applicants who have passed General Certificate Examinations (GCE) should provide records. If there is uncertainty about the prerequisite degree equivalency, the Admissions Committee could request a portfolio of work and/or a competency exam. On occasion, the Seminary may use professional agencies to evaluate academic credentials submitted with the application. All required materials must be on file with the director of admissions and financial aid by January 30 in order for an applicant to be considered for admission for the following September. The program may not be begun midyear.

Residency

The MA(TS) program will be completed in residence at PTS in two successive academic years. Domestic ministerial practitioners may petition the Admissions Committee to work toward the completion of the degree on a part-time basis and not to exceed eight years (i.e. one course per semester).

Curriculum

Fifty-two credits are required for the Master of Arts (Theological Studies) degree. Specific requirements include:

OT2101 Orientation to Old Testament Studies	3 credits
NT2101 Introduction to the New Testament	3 credits
Church History (Introductory level course and one additional course)	6 credits
TH2100 Introduction to Systematic Theology and one additional course	6 credits
Practical Theology (An introductory course in one of three areas: Preaching, Pastoral Care, or Education and Formation and one additional course)	6 credits
Speech	2 credits
Field Education (May be in a non-congregational setting, supervision provided through the Office of Field Education)	2 credits
Electives (not in area of specialization)	6 credits
Specialization (A proposed area of specialization shall be submitted to the Masters' Studies Committee for approval by November 1 in the first year of residency)	18 credits
TOTAL CREDITS	52 credits (spread over 4 semesters)

Area of Specialization

The area of specialization for the Master of Arts (Theological Studies) degree is chosen from one of the following areas, which are organized under five broad categories:

1. Biblical Studies
    - Old Testament

    - New Testament
2. History and Ecumenics
    - Church History
    - Mission, Ecumenics, History of Religion (MEHR)
3. Theology
    - Philosophy and Theology
    - Christian Ethics
    - Systematic Theology
4. Practical Theology
    - Education and Formation
    - Pastoral Care
    - Preaching, Worship, and Speech Communication in Ministry
5. Religion and Society

Capstone Project Requirement

All students in the MDiv, Dual (MDiv/MACEF), and MA(TS) degree programs are required to complete a Capstone Project during the senior or final year. This does not apply to those in the ThM program. Courses designated as capstone courses have "capstone course" listed in the course description, following the credits. A capstone course may be a one, two, or three credit course.

Definition

A capstone project is a constructive work in which students demonstrate integration, particularly with an eye toward implications for some form of ministry. A capstone project should be "integrating" in at least one of the following four ways:

1. Cross-disciplinary (across theological disciplines)
2. Interdisciplinary (between theology and other human sciences, natural sciences, literature, the fine arts, or any other field usually considered to be outside the central purview of theological study)
3. Intellectual-personal (assimilating frameworks gained from theological study, the student's personal beliefs, social location and practices, or self-perception)
4. Theory-practice (e.g. preaching, teaching, pastoral care, congregational leadership, congregational formation, hospital and military chaplaincy, non-profit ministries)

A capstone project is subject to the instructor's approval and may take a variety of forms including but not limited to the following: an essay; a sermon or series of sermons; a lesson plan or unit of curriculum; a plan of response and action for a congregation or institution; a website/social media; a drama; a work of art; a dance production; or a video series posted on the internet. The course catalogue will indicate courses that are eligible to meet this requirement.

Registration

Students will register their chosen capstone courses on the Online Academic Advising Module of their Student Profile by the end of semester drop/add periods and the end of the first week of January Term. A reminder of capstone registration deadlines and instructions will be sent to students by the registrar's office. A list of students registered for a capstone course will be available to professors under Course Center, Current Courses, Capstone students on their Faculty Portal.

Requirements

Students are required to submit two documents (or a recording and a document): a capstone project and a Summary and Reflection Statement

1. Capstone Project

At the sole discretion of the professor, the capstone project may be offered as one or any combination of the four options that meet the criteria of integration:

- A regular course assignment (that already incorporates integration).
- An addition to a regular course assignment.
- A separate capstone project assignment.
- Student proposed projects as approved by the professor.

The faculty member will specify length and format of the project. At the beginning of the term, professors should provide an orientation for students to explain the capstone in the context of the particular course.

2. Summary and Reflection Statement

A brief 2-3 page (double-spaced) Summary and Reflection Statement on the capstone project will be submitted by the student through Blackboard. The statement should describe the project and indicate how the student sees the project as an exercise in at least one of the four listed ways of integration (see Definition).

Procedure

Academic departments determine which courses will be eligible to meet this requirement. Courses designated as capstone courses have "capstone course" listed in the course description for registration materials, the seminary catalogue, and the course syllabus. Students doing a senior thesis may be eligible to meet this requirement through the senior thesis if the supervising faculty member so approves.

In order to fulfill this requirement, a capstone project must:

- Be registered by the student on the Online Academic Advising Module of their Student Profile by the last day of the drop/add period of the term.
- Be developed and submitted in one course (or as part of a senior thesis with approval from supervising faculty member) during the final year of a Master's-level degree program.
- Have approval by the faculty member teaching the course in which the project will be submitted.
- Demonstrate integration in one of the four ways described above, drawing relatively equally from the domains of knowledge and practice being integrated.
- Be submitted through Blackboard. If the project is not a paper, students are strongly encouraged to provide a media recording of the project to the professor.
- Include a 2-3 double-spaced page capstone Summary and Reflection Statement that outlines the capstone project and indicates how the student sees the project as an exercise in integration.
- Receive a passing grade designation for the capstone project and Summary and Reflection Statement as indicated by the faculty member to the registrar's office.

Submission

Projects in print and the Summary and Reflection Statement must be submitted by the student through Blackboard. A non-print project should be recorded (if possible) and submitted by the student through Blackboard or by DVD to the professor. A course listed as a "capstone course" includes two drop boxes in Blackboard: one for the Capstone Project and one for the capstone Summary and Reflection Statement. Due dates for Capstone Projects and Summary and Reflection Statements will be determined by the professor and in accordance with the registrar's deadline for final assignments.

Assessment

Capstone projects are assessed by the primary instructor of the course within which this option is offered. Faculty will grade the paper or project as they would normally do for the course in question, but for capstone projects, faculty will record a Pass or Fail for the project and the Summary and Reflection Statement through the Faculty Portal.

Master of Theology Program (advanced master degree)

The program of studies for the advanced degree of Master of Theology (ThM) is designed for students who wish to improve or deepen their preparation for ministry beyond the level reached by their MDiv degree, or who desire to acquire a preparation for specialized ministries of the church.

Master of Theology (ThM) Learning Goals

In service to the mission of Princeton Theological Seminary, graduates of the Master of Theology Program will be able to:

1. Integrate a critically informed and contextually aware advanced understanding of a particular dimension of the Christian faith that is both theoretically rich and practically nuanced.
2. Demonstrate advanced competence in a particular range of practices and skills necessary for leadership in some form of ministry.
3. Evidence a critical awareness of their own culture through discerning engagement with diverse cultural contexts in our increasingly globalized society.
4. Display the ability and inclination to maintain the practices of critical reflection and spiritual discipline necessary for continuing personal and spiritual formation throughout a lifetime of learning.

Admission Requirements

Applications for the degree of Master of Theology (ThM) together with the necessary supporting documents, must be filed with the director of admissions and financial aid by April 15 for the following academic year. Applications submitted after April 15 will be considered if space is available. (NOTE: Required materials from all international applicants must be on file in the Office of Admissions and Financial Aid by January 30 for the following academic year. For information about scholarships available to international applicants, see "Financing Your Seminary Education" in this catalogue.) The Admissions Committee holds meetings periodically throughout the year to consider those applications for which the files of credentials are complete. Each applicant will be notified of the committee's action as soon as practicable after a decision has been reached. Those who seek admission to this program will find it to their advantage to make application at an early date, since the number of positions available in some fields is necessarily limited.

An applicant for the ThM degree is required to furnish, among other items specified on the application form, a letter from the appropriate official of the applicant's endorsing governing body, stating that he or she is in good and regular standing with the denomination, together with three additional letters of reference from persons in a position to assess his or her qualifications for graduate theological study. Where possible, at least one of these references should be from a professor or teacher with whom the applicant has studied. It is expected that in most cases applicants shall be certified as ministers or ministerial candidates by the responsible governing bodies of their denominations, or are making normal progress toward such certification. In addition, the applicant must submit an official transcript (usually sent directly from the school) of all college and seminary work pursued to date. A ThM applicant must provide evidence demonstrating that he or she has been awarded the degree of Bachelor of Arts from an approved institution. In addition, applicants educated in the U.S. must have a Master of Divinity or first graduate theological degree providing equivalent theological background such as the MA(TS) from an approved institution and evidence of aptitude for advanced theological study. The MDiv degree is required for admission to the concentrations in the area of Practical Theology. In the case of applicants not educated in the U.S., the Admissions Committee will consider whether the academic credentials presented show the equivalent of the completion of the MDiv degree or a first graduate theological degree. Matriculation at the Seminary cannot be effected until proof of completion of the necessary academic requirements has been received.

International applicants, in addition to the above, are required to achieve a minimum score of 580 on the paper-based TOEFL test, with 57 in reading; 59 in writing; and 58 in listening. On the computer-based test, a minimum score of 250 is required, with 23 in reading; 26 in writing; 23 in listening, and an essay rating of 5. Applicants who take the Internet-based TOEFL are expected to test in all areas offered and achieve minimum scores as follows: writing, 23; listening, 23; reading, 23; and speaking, 23. Please note that TOEFL scores are to be submitted with the application by the January 18 deadline. Applicants who have passed General Certificate Examinations (GCE) should provide records. On occasion, the Seminary may use professional agencies to evaluate academic credentials submitted with the application.

Applicants wishing to receive the ThM degree in the Department of Biblical Studies must have a knowledge of Greek if they wish to focus

on New Testament, and Hebrew if they wish to focus on Old Testament.

Applicants wishing to receive the ThM degree in the area of pastoral care (Department of Practical Theology) must have completed one unit of clinical pastoral education or a course in pastoral care and counseling or have equivalent pastoral experience, prior to matriculation.

Applicants who receive notice of admission prior to February 15 must indicate to the director of admissions and financial aid by March 15 whether or not they will accept admission to the Seminary. Applicants receiving notification after February 15 must indicate their decision within thirty days.

Curriculum

A total of twenty-four credits is required for the ThM degree. If the candidate wishes to present a research paper or thesis in partial fulfillment of the requirement, it shall be assigned six credits. Courses ordinarily must be taken in the area of the department in which the candidate is specializing. However, the student may be permitted to take courses in other areas of the department, or in areas of other departments, if in the judgment of the faculty adviser these courses are related to the student's field of concentration. ThM candidates choose to concentrate on one of the following areas, which are organized under five broad categories:

1. Biblical Studies
    - Old Testament
    - New Testament
2. History and Ecumenics
    - Church History
    - Mission, Ecumenics, History of Religion (MEHR)
3. Theology
    - Philosophy and Theology
    - Christian Ethics
    - Systematic Theology
4. Practical Theology
    - Education and Formation
    - Pastoral Care
    - Preaching
    - Worship Studies (see Worship Studies)
5. Religion and Society

The candidate who seeks the degree without the presentation of a thesis is expected to pursue one or two courses that will require the writing of an essay or essays that give evidence of ability to engage in research, and to present his or her investigation in an acceptable literary and academic form. Each candidate will be assigned an adviser. Candidates will arrange their programs of study in consultation with their advisers, and in accordance with the programs developed for their chosen areas of study. As a rule, introductory-level courses may not be chosen for credit toward the ThM degree. In special cases, the student's adviser may give permission for selecting such courses, provided the instructor will give special assignments in accordance with the requirements for the ThM degree.

The candidate must spend a minimum of one year in residence and should, within that period, normally complete all courses and the research paper or thesis (where applicable). Candidates must attain an average of 2.70 (B minus) or better in order to qualify for the ThM degree. In view of this restriction, they may not choose to have their work evaluated on a Pass/D/Fail basis.

Doctor of Philosophy Program

The Doctor of Philosophy program is designed to prepare men and women for independent scholarship in various dimensions of the study of religion and for teaching in colleges and seminaries. Programs are offered in twelve fields of study, organized into five broad areas:

- Biblical Studies (Old Testament, New Testament)
- History and Ecumenics (Church History and History of Doctrine; Mission, Ecumenics, and History of Religions)
- Theology (Systematic Theology, Philosophy and Theology, Christian Ethics, History of Doctrine)
- Practical Theology (Christian Education, Pastoral Theology, Homiletics)
- Religion and Society

The office may be contacted as follows:

Office of Academic Affairs, Ph.D. Studies
Princeton Theological Seminary
P.O. Box 821
Princeton, NJ 08542-0803
Telephone: 609.497.7818
Toll-free telephone number: 800.622.6767, ext. 7818
Fax: 609.497.7819
Email: phd@ptsem.edu
Web: ptsem.edu/phd

PhD Vision Statement

The PhD program of Princeton Theological Seminary forms scholars, servants, and leaders of the church and the academy through constructive, critical engagement with the Christian tradition in its complexity and diversity, and where appropriate, in conversation with other religious and intellectual traditions in their multiplicity and variety.

Holding together love of God and love of learning in a single vision, Princeton's program nurtures excellence in (1) research and writing, (2) teaching, and (3) academic citizenship. To that end, it

1. Emphasizes thorough engagement with foundational materials, research traditions, and contemporary debates within and across disciplines; mastery of basic methodologies, requisite languages, and analytical skills; commitment to rigorous, original scholarship contributing to the advancement of knowledge; and cultivation of those virtues of mind and affection that wise scholarly judgment demands and just academic debate assumes;
2. Initiates doctoral students into the arts, activities, and habits of good teaching; into the tasks of course design, delivery, and assessment; into the complexities of student evaluation and intellectual formation; and into the opportunities, joys, and challenges of working in classrooms rich in ethnic and racial, religious, cultural, and gender diversity;
3. Encourages self-criticism, collaboration, and community in one's scholarly life; passion, productivity, and independence of mind in one's scholarly pursuits; and a commitment to serving God and neighbor, church and academy, through the exercise of one's scholarly vocation.

PhD Learning Goals

In service to Princeton Theological Seminary's mission statement and to the PhD program vision statement, the PhD program intends to form graduates who demonstrate excellence in the areas of (1) research and writing, (2) teaching, and (3) academic citizenship. Doctoral level graduates of Princeton Theological Seminary will:

- Demonstrate extensive knowledge of their discipline—broad knowledge of the history and methods of their field of study and the major theoretical positions and contributors to their field;
- Demonstrate intensive knowledge of their discipline—focused knowledge of a particular area of their field of study;
- Demonstrate interdisciplinary knowledge by gaining expertise in one or more cognate disciplines;
- Contribute to original scholarly work and participate in scholarly exchanges with peers in academic or professional societies;
- Demonstrate basic proficiency in the practices of teaching and mentoring (including the formation, academic assessment, and advisement of students) through participation as a member of the teaching team in MDiv courses with a member of the PTS faculty and through completion of a course in higher education course design and delivery, classroom management, and assessment of course content;
- Reflect in their vocation the hybrid aim of the doctoral program to train scholars who serve the church and academy.

PhD Admission Requirements

All applicants for admission to the PhD program at Princeton Theological Seminary must hold the degree of BA, or its equivalent, from an approved college or university, and ordinarily the degree of MDiv, or its equivalent, from an approved theological institution. It is assumed that those who are enrolled in MDiv or equivalent programs when they apply for admission will have received their degrees before matriculation.

The MDiv degree is required of applicants in Practical Theology. In other areas, if the MDiv or its equivalent is absent, a minimum of two years of graduate study in religion is required. Included in the two years will ordinarily be a course in each of the following: Old Testament; New Testament; systematic theology, philosophy, or ethics; and history of religions; and two courses in the history of Christianity.

PhD students in the Christian Education, Pastoral Theology, and Homiletics programs must submit evidence, as early as possible in the first year of residence, that they have engaged in that form of professional practice under close supervision, or else they must arrange to do so during their period of residence.

Language Requirements

Modern Languages

1. All students must be fluent in English and must demonstrate reading knowledge of two other modern languages, normally German and French. It is strongly recommended that students enter the program with a reading knowledge of both languages. The level of competence required may be roughly indicated as that to be expected from recent satisfactory completion of second-year college study of the language. Competence in at least one language—in the case of Biblical Studies, German—must be established before matriculation as a condition of registration for a full course load. Competence in the second modern language must be demonstrated before beginning the second year of residence, or the student's program will be terminated.
2. Students who wish to demonstrate modern language competency through a translation test should contact the Office of Academic Affairs, PhD Studies, for further information about testing options. In lieu of the translation test, the Seminary will accept a passing grade in the Princeton University summer language courses for graduate students. Other certifications are acceptable substitutes only under exceptional circumstances.
    1. Newly admitted students who wish to demonstrate modern language competency through a translation test should contact the Office of Academic Affairs, PhD Studies for information about testing options as soon as possible following their admission in order to schedule testing prior to the beginning of their first year of study. Newly admitted students who are not prepared to pass a language proficiency test are normally expected to take one of the Princeton University summer language courses for graduate students. Information on these courses is available from the Princeton University website.
3. Students who do not fulfill the first modern language requirement before the beginning of the first year will be classified as "qualifying candidates." Qualifying candidates may take only one doctoral seminar or course (permission of instructor required) and must engage in language study with an approved tutor at their own expense.

    1. Qualifying candidates must take the language test in January. If the test is not passed, language study will continue during the second semester, again with only one seminar or course permitted. After the required first modern language test is passed, the term "qualifying candidate" will no longer apply. In every case, both modern foreign language requirements must be fulfilled before beginning the second year, or the student's program may be terminated. If permitted to continue in the program, a student who does not fulfill both modern foreign language requirements by the beginning of the second year must consult with his or her residence committee and the director of PhD studies to determine appropriate language preparation and coursework for the second year of study.
    2. Qualifying candidates will be considered full-time students, although they will be taking only one course or seminar, and will pay full tuition. During the third year (first semester if possible), those who were qualifying candidates will make up any seminar(s) missed. During this time, such candidates will pay the reduced tuition fee, although they will be taking seminars or courses for academic credit.
    3. Those who have been qualifying candidates and who must take seminars or courses during the fall semester of their third year will follow the usual sequence: they will take the comprehensive examinations and write the dissertation proposal by the end of the third year. If any required seminar is not offered until the second semester of the third year, the student must petition the PhD Studies Committee for an exception to this deadline.
    4. In no case will financial aid be extended beyond the original admission offer to compensate for time lost due to failure to meet the language requirement.
4. Petitions for modern language substitutions, where permitted, should be submitted (after matriculation only) by the residence committee chair to the student's department for final approval. Substitutions may be permitted if the requested language can be shown to be more relevant to the student's field of research, course of study, and career intentions than the language that would otherwise be required.
5. Modern language requirements by areas and fields are as follows:
    - Biblical Studies (both fields): German and French ordinarily required. Knowledge of German must be demonstrated before matriculation. For Old Testament students, French can be replaced by either Modern Hebrew or Spanish on the basis of a residence committee's recommendation.
    - History and Ecumenics (Church History and History of Doctrine): German and French required.
    - History and Ecumenics (Mission, Ecumenics, and History of Religions): German and French ordinarily required. A student may petition to substitute another modern language for one of these (but not for both).
    - Religion and Society: German and French ordinarily required. A student may petition to substitute another modern language for one of these (but ordinarily not for both).
    - Theology (all fields): German (required) and ordinarily French. A student may petition to substitute another modern language for French.
    - Religion and Society: German and French ordinarily required. A student may petition to substitute another modern language for one of these (but ordinarily not for both).
    - Practical Theology (all fields): German and French ordinarily required. A student may petition to substitute another modern language or a course in statistics for one of these (but not for both).

Ancient Languages

Several fields require their Ph.D. students to demonstrate command of ancient languages, as set forth below.

Field	Languages
Old Testament	Hebrew*, Greek*, Northwest Semitic
New Testament	Hebrew*, Greek*, and either Syriac, Aramaic, Latin, or Coptic
Homiletics	Hebrew* and Greek*

Early Church History and History of Doctrine	Greek* and Latin*
Medieval Church History and History of Doctrine	Latin*
Reformation Church History and History of Doctrine	Latin*

* Before matriculation, students must have a reading knowledge of these languages. In the case of 4. Early Church History and Early History of Doctrine, reading knowledge of either Greek or Latin is required at matriculation.

PhD Application

Applications for the PhD program, together with the necessary supporting documents, must be filed online with the Office of Admissions and Financial Aid no later than December 15 for the following academic year. Applicants will be notified in March of whether or not they have been admitted.

All forms necessary for application, together with detailed application instructions, can be accessed online at ptsem.edu. The final deadline for receipt of all applications is December 15. All applicants, including alumni/ae, are required to pay a $70 nonrefundable application fee.

Princeton Seminary does not discriminate on the basis of race, color, ancestry, sex, age, marital status, national or ethnic origin, sexual orientation, gender identity, or disability in its admissions policies.

Application credentials include the following:

1. Completed application form, with designation of the desired academic area and field. Application for an interdisciplinary program requires a statement defining the unifying principle and setting forth a rationale for the whole.
2. A sketch of your intellectual history (700–1,000 words), indicating the factors that have brought you to your present focus of intellectual interests and vocational objectives, educational and ecclesiastical, and what you hope to learn from doctoral study at Princeton Seminary.
3. One academic paper (written in English, no more than thirty double-spaced pages long) in your intended area of concentration and representative of your best work, demonstrating scholarly capacity in the field selected. (In the field of homiletics, the paper should be in homiletical theory or in theology or ethics, and three written sermons are to be submitted with the paper.) The paper will be evaluated by the following standards: (1) understanding of the subject treated and the materials used, (2) knowledge of relevant bibliography, (3) cogency and clarity of argument, and (4) constructive originality of thought.
4. References:
    - Three letters of academic recommendation from individuals, ordinarily professors, who can write knowledgeably about your personal and academic qualifications and your suitability for your chosen field of study. Princeton Seminary reserves the right to contact your references and others for additional information pertinent to your application.
    - A letter of reference from an appropriate ecclesiastical officer (e.g. bishop or presbytery executive if now engaged in professional church employment; supervising individual or committee chairperson if a candidate for ordination; local church pastor if other categories are inappropriate).
    - If an institution such as a college, seminary, or other body (other than a local church) has indicated its probable intention to employ you upon completion of PhD work, an appropriate officer (e.g. dean, president, director) of that institution may complete the optional Institutional Endorsement Form.
5. Official transcripts from each college, seminary, or graduate school attended. Applicants enrolled in school at the time of application are asked to provide a list of current and projected courses for the academic year, and to send an unofficial transcript or informal record of fall term grades as soon as possible. However, official transcripts for all degree programs, including degree programs in progress at the time of application, must be provided, with notation of degree conferral, prior to matriculation, if admitted to the Seminary.

6. Scores for the Graduate Record Examination (GRE) or, in the case of applicants whose native language is not English, the Test of English as a Foreign Language (TOEFL). One of these tests is required (no exceptions); scores must be received by December 15. Applicants submitting TOEFL scores are expected to achieve a minimum score of 57 in reading, 59 in writing, and 58 in listening for the paper-based TOEFL, or 23 in reading, 26 in writing, 23 in listening, and an essay rating of 5 for the computer-based TOEFL, or a minimum score of 23 on each section of the Internet based TOEFL. GRE scores in the 90th percentile are a plus. GRE scores more than five years old and TOEFL scores more than two years old are no longer valid. Information on registration deadlines and test dates is available at ets.org.
7. Copies of any documents that could assist in interpreting your qualifications for doctoral study, such as a supervisor's report on your work or your own statement about your background, not specifically requested in the application form.
8. Conduct Statement and Statement of Intent to Study Full Time.
9. Preliminary Application for PhD Housing (required for consideration for Seminary housing; will not be seen by Admissions Committee).
10. Student Financial Aid Application and Addendum (required for consideration for financial assistance and due by December 15; will not be seen by the Admissions Committee).

Program of Study

The Sequence of a Typical Program

The program of any particular student may deviate from the following outline at some points, but this sketch indicates in general what may be anticipated.

1. Orientation and registration: Orientation and registration for incoming PhD students is held immediately before the opening of the fall term in September. During the preceding May, students will be assigned temporary advisers who will help with first semester registration. Early in the semester a three-person residence committee will be appointed to work with the student throughout the residence period. From this committee and especially its chair, the student should secure counsel regarding courses and other aspects of the program up to the comprehensive examinations. As students plan their programs, they should remember that faculty will not normally be available during the summer recess or during official leaves from the Seminary. At these times members of the faculty have no contractual obligation to advise students, to read drafts of dissertations, or to engage in any other instructional activity. Other appropriate faculty members are normally substituted for residence committee chairs who are on leave.
2. Language requirements: After fulfilling the initial modern language requirement (see Language Requirements, above), the student enters a two-year period of full-time resident study prior to the completion of the comprehensive examinations. During this residence period, students are required to complete successfully a minimum of eight doctoral seminars or their equivalent. Full-time resident study is generally understood as enrollment for two or more seminars, courses, or directed readings per term, in accordance with faculty advisement, with availability Monday through Friday for library research and interaction with colleagues outside of scheduled class meetings. In no case is advanced standing granted at the time of acceptance for admission. In exceptional cases the PhD Studies Committee may later reduce the time of residence preparation for the comprehensive examinations on recommendation of the student's department. Under no conditions will the minimum requirement of two years' full-time tuition be reduced.
3. First-Year review: In the first term of the second year, the student's work is reviewed and evaluated by the residence committee. The student completes the first-year review self-evaluation form through his or her profile in the online campus directory by September 1. After reviewing the student's self-evaluation form and meeting with the student to discuss progress, the chair of the residence committee completes the online residence committee evaluation form by October 1. If the student's committee feels there is cause for concern at the end of the first year, this review may take place in May of the first year.
4. Comprehensive examinations: The period of resident study culminates in the comprehensive examinations, a series of written examinations, and/ or papers, as specified by each department, followed within ten days to two weeks by an oral examination, usually two hours in length. Refer to the "Areas and Fields of Study" section for a more detailed description of comprehensive examinations. Variations in testing procedure must be approved by the PhD Studies Committee. In the oral examination, which is conducted by the faculty in each area, the student's competence across the breadth of the field is assessed, and a determination is made as to whether the comprehensive examination as a whole has been passed, provisionally passed (with required

revisions), or failed.

Examinations may be taken in April and May of the second year of residence or in September and October or January of the following year. The examinations may be taken in one of these periods or split between two consecutive periods, as determined by the residence committee in consultation with the student. All seminars must be completed and grades recorded before comprehensive examinations begin. An exception to the requirement for a recorded grade will be made for any seminars in which a student is enrolled during the term in which comprehensive examinations are being taken. Upon successful completion of the comprehensive exams, the student becomes an official PhD candidate.

5. Dissertation proposal: The student is urged to give thought to possible dissertation areas and topics from the very beginning of residence. Seminar and course paper topics may be selected in part to explore such possibilities. After the successful completion of all required written and oral comprehensive examinations, the PhD candidate is eligible to form a dissertation committee. The process for forming the dissertation committee may vary by department or program but should involve consultation between the candidate and those faculty members who are to serve on the dissertation committee. Once the committee's composition is determined, the chair of the department is responsible for recommending the composition of the dissertation committee to the appropriate department or program, which formally acts on that recommendation and reports the resolved action to the Office of Academic Affairs, PhD Studies. The dissertation committee is normally composed of three members of the Princeton Theological Seminary faculty, one of whom is to serve as chair of the committee and main adviser of the dissertation. In cases where the dissertation project anticipates needing to engage areas of expertise not adequately supported by current members of the Seminary faculty, a non-PTS affiliated scholar (of appropriate qualification and rank) may be appointed to serve as a third member of the dissertation committee (in place of a PTS faculty member) at the discretion of the department or program. The external member of a dissertation committee (except for Princeton University faculty) is entitled to a small honorarium. Such an appointment, as in the case of the dissertation committee's composition more generally, is to be reported to the Office of Academic Affairs, PhD Studies, which then offers the formal invitation. In all cases, the chair of the dissertation committee and main adviser of the dissertation is to be a full-time member of the Princeton Theological Seminary faculty. Variations in the composition of the dissertation committee beyond what is described above are subject to the approval of the PhD Studies Committee upon the recommendation of the appropriate department or program. Under the guidance of the dissertation committee, the candidate develops a formal dissertation proposal that is submitted to the appropriate department or program for approval by the time of the next to last department or program meeting of the year. The comprehensive examinations must be passed and the dissertation proposal approved no later than the last meeting of the PhD Studies Committee in the third year. Failure to meet this deadline may result in dismissal.

   Faculty are expected to read, assess, and return students' dissertation work within six weeks of submission. During the summer recess or during official leaves from the Seminary, faculty members have no contractual obligation to advise students, to read drafts of dissertations, or to engage in any other instructional activity. Other appropriate faculty members may be appointed as substitutes for dissertation committee chairs who are on leave.

6. Dissertation: The PhD Studies Committee has set a maximum length of 250 pages for a Princeton Seminary dissertation. Permission of the dissertation committee is required in advance for a significantly longer work. Final manuscripts of all dissertations should be prepared using the current PTS Dissertation Style Guide. The student's dissertation committee, led by the chair of the committee, is responsible for determining that a dissertation is defensible and thus ready to be circulated to an external reader for evaluation.

   The dissertation committee in consultation with the student identifies three experts in the field in rank order as potential external readers. The chair of the dissertation committee contacts the first person on the list (and others if needed) to offer an informal invitation. If the person expresses interest in accepting the invitation, the name is reported to the department chair and to the Office of Academic Affairs, Ph.D. Studies, which then extends a formal invitation. The name is also reported to the PhD Studies Committee. The purpose of the external reader is twofold. First, the external reader will offer a judgment on the quality of the dissertation as a member of the wider academic community. If the external reader is not in agreement with the judgment of the committee, he or she does not have the power to override the decision of the committee. Second, the requirement of an external reader will allow for academic interchange with other schools for our students and faculty.

   In order to give the external reader at least six weeks to evaluate the dissertation and report out the evaluation, the dissertation must be submitted to the Office of Academic Affairs, PhD Studies no later than March 15. To allow sufficient time for evaluation of the dissertation, the student should submit the draft to the committee several weeks in advance of this deadline. The oral defense of the dissertation is to be scheduled at a point after which the external reader's report has been received and normally no later than two weeks prior to the last regularly scheduled faculty meeting of the year. Ordinarily this means the oral defense must be

scheduled no later than the last week of April. A date for a public oral examination is set by the candidate's department, in consultation with the candidate and with the approval of the Office of Academic Affairs, PhD Studies.

A PDF and either a Rich Text Format (RTF) or Word version of the defense draft of the dissertation along with a hard copy of the same is to be submitted to PhD Studies (phd@ptsem.edu) no later than six weeks prior to the scheduled defense date. PhD Studies forwards the dissertation to the external reader for evaluation and to the dissertation editor for a formatting check. The editor will communicate directly with the student with regard to formatting compliance. In addition, the student is responsible for providing copies of the defense draft of the dissertation to the dissertation committee and department or program in whatever form is customary for said department or program.

After the successful defense of the dissertation and once all required corrections and/or revisions have been made, the student should submit the dissertation to the dissertation editor for final formatting approval. No dissertation may be submitted to ProQuest without final approval from the dissertation editor. After such approval has been received, then the student may submit to ProQuest according to the guidelines on the Seminary's ProQuest UMI ETD Administrator website. The student prints out one hard copy of the dissertation on high-quality, non-erasable, acid-free paper and delivers it to PhD Studies, which then forwards it to the Seminary Library for binding and deposit.

7. Degree completion: Upon satisfactory completion of the dissertation defense and receipt of all required documentation by PhD Studies, the dissertation committee recommends the candidate to the faculty for the PhD degree. Submission of the final draft of the dissertation electronically to ProQuest and in print to the Library must be completed prior to faculty (and subsequent Board) action on such a recommendation.

   Moreover, beyond the successful completion of all degree requirements, the following additional items must also be completed prior to faculty or board action.

   - Make sure all outstanding Seminary fees and/or charges are paid in full and all accounts are in good order.
   - Fill out the online Survey of Earned Doctorates.
   - Complete the PTS PhD Exit Survey located in the student's profile in the campus directory. The degree may be conferred only after the satisfactory completion of all degree and graduation requirements.
8. Degree duration: The PhD program is designed to be completed in no more than five years of full-time study. In those cases in which candidates are allowed to study on a part-time basis during the dissertation stage, all degree requirements are expected to be completed within six years of entry into the program. The candidacy will be terminated if the dissertation is not successfully defended within nine years of the date of entrance into the program.

   Failure to pay tuition (full or reduced) for an academic year without approval of the senior vice president and chief operating officer will result in termination of the candidacy.

The Teaching Apprenticeship Program (TAP)

Preparing PhD Students for the Teaching Ministry

The required Teaching Apprenticeship Program (TAP) aims to develop informed, effective, and skilled teachers for a variety of higher education contexts. As such, the TAP component of Princeton Theological Seminary's PhD program pursues several integral and interrelated goals. Having participated in this program, students will:

- Demonstrate working knowledge of a range of foundational issues pertaining to effective pedagogy and successful teaching in higher education;
- Demonstrate basic proficiency in the practices of teaching in higher education;
- Construct a well-developed and attractive teaching portfolio; and
- Develop a self-determined long-range plan for growth in pedagogical expertise in higher education.

TAP entails four interrelated requirements aimed at developing students' proficiency in the ministry of teaching:

- Two 1.5 credit yearlong TAP colloquia on the practices of teaching and pedagogical methods;
- Experience in multiple teaching roles that recognizes various levels of teaching experience;
- Coaching and mentoring by faculty supervisor(s); and
- Written assessments by faculty supervisor(s) for inclusion in a teaching portfolio.

All PhD students are required to participate in two yearlong TAP colloquia: Foundations for Teaching I and Foundations for Teaching II. The colloquia are taken during the first two years of the PhD program. Only one colloquium will be offered each year so students will begin with either Foundations for Teaching I or Foundations for Teaching II. The colloquia are topical but will accommodate students at diverse developmental stages. Students may start in either colloquium depending on the rotation. Each colloquium is graded Satisfactory/Unsatisfactory (S/U) for 1.5 credits. Each will include a one-day orientation, which will provide an intensive introduction to basic teaching concepts, and ongoing sessions, in which students will meet monthly to discuss readings and special issues related to teaching philosophies and methods.

There are three possible teaching levels that a PhD student may assume in the teacher preparation component of the PhD program at PTS: teaching assistant, teaching fellow, or graduate instructor. All PhD students entering in the fall 2012 and beyond will be required to serve as a teaching assistant for at least two semesters, usually beginning in the second year. Students may apply for additional teaching assistant or teaching fellow positions. PTS will have four competitive senior teaching fellow opportunities that will be selected by the PhD Studies Committee beginning in the 2014–2015 academic year.

TAP and the PhD students will be assessed in the following ways:

1. TAP colloquium faculty will grade the students Satisfactory/Unsatisfactory (S/U) and will provide written assessments that may be included in student portfolios.
2. Course participants will complete online evaluations of PhD students' teaching.
3. Supervising faculty will provide written assessments of students' teaching and submit them to the Office of Academic Affairs, PhD Studies. Such assessments may be included in student portfolios.

For more information on TAP, please see the Seminary website or contact the Office of Academic Affairs, PhD Studies by emailing phd@ptsem.edu.

PhD Seminars at Princeton University

The inter-institutional agreement between Princeton Theological Seminary and Princeton University allows doctoral students from either school to take regularly scheduled doctoral seminars at either institution. Princeton Seminary students are encouraged to take advantage of this arrangement in consultation with their residence committee and the Princeton University faculty. Procedures for registering for Princeton University courses can be obtained from the registrar.

Each department has its own guidelines and requirements for doctoral seminars (see department descriptions, below), which may be more restrictive than the following general guidelines:

Students may take up to half of their doctoral seminars (languages excluded) from Princeton University. For exceptional circumstances, petitions to do more than half of the coursework at the University must be supported by the student's residence committee and submitted to the PhD Studies Committee for final approval.

Normally, a doctoral student may register for only one Princeton University course per semester. For exceptional circumstances, petitions to register for more than one University course in any given semester must be supported by the student's residence committee and submitted to the PhD Studies Committee for final approval.

Special courses (independent studies, reading courses) may be undertaken only with faculty of Princeton Theological Seminary.

Areas and Fields of Study

The following sections describe the individual areas and fields of study in greater detail. Through seminars, courses, tutorials, and independent reading, students prepare for the comprehensive examinations throughout the period of residence, which normally includes two or three seminars or courses per term. If only one seminar is available, advanced courses or tutorials may be used to fill out the program. These structured elements are designed to leave students time for independent reading in their chosen fields of study. In

consultation with the residence adviser it may be possible for a student to audit a course or seminar. Such audits will be recorded on transcripts upon receipt of a Report on Audited Course form, signed by the professor. These forms are available from the registrar and must be turned in to the Registrar's Office within two weeks of the last day of classes for the semester.

AREA I: Biblical Studies

Within Princeton Theological Seminary, the Biblical Studies Department regards its mission in the doctoral program as the preparation of biblical scholars and teachers in service to the church, whether as teachers in seminaries and divinity schools, colleges and major research universities, or as pastors of local congregations.

Course of Study

In support of its programs, the department offers broad coverage in many of the areas and sub-disciplines in the field, with specific concentrations and offerings determined by the interests and expertise of the faculty. The driving force of the program both in Old Testament and New Testament clusters broadly around linguistic, historical, literary, and theological dimensions of textual and exegetical study. The general aims of formal coursework are to develop familiarity with leading areas and methods of research and analysis in the study of the Old or New Testament, to acquire linguistic and historical competencies necessary to work expertly with primary sources, to prepare for the student's Comprehensive Examinations, and to pursue specific interests relevant to the student's scholarly development, especially in the area of the dissertation. A typical course of study will include at its core requisite language study and a sequence of courses in biblical exegesis and theology, historical and comparative backgrounds, and reception history and consequences. In addition, a student will ordinarily take a number of electives, which allow him/her to shape his/her course of study according to personal interests. Interdisciplinary work or further specialist study can be taken from seminars offered by faculty in other departments at the Seminary or at affiliated institutions (e.g., Princeton University). Specific requirements for each of the subareas follow.

The Course of Study for Old Testament Students

The program of study in Old Testament features the following formal course requirements:

1. Ordinarily, students will take four seminars or courses per year (5000 or 9000 level offerings). In a two-year residence, five such courses or seminars will come from the following core areas:
    - two exegesis seminars or courses
    - one seminar in biblical theology
    - one course in the history or backgrounds of the Old Testament
    - one course or seminar in reception history and consequences
2. In addition, students shall attain (usually through coursework) competency in Hebrew, Greek, and Northwest Semitic.

The Course of Study for New Testament Students

The program of study in New Testament features the following formal course requirements:

1. Ordinarily, students will take four seminars or courses per year (5000 or 9000 level offerings). In a two-year residence, courses or seminars will come from the following core areas:

- One seminar in Greco-Roman environment
- One seminar in second temple Jewish environment
- Two exegesis seminars or courses
- One seminar in biblical theology
- Electives, which allow students to shape their course of study, such as interdisciplinary work, or further specialist study that can be taken from seminars offered by department faculty or from doctoral offerings by other Seminary and Princeton University faculty.

2. In addition, students shall attain competency in Hebrew, Greek, and one other ancient language, chosen from Aramaic, Syriac, Latin,

and Coptic. Depending on the subject matter of a student's dissertation, other language may be required.

Old Testament and New Testament Research Colloquia

As a means to foster collegiality and to promote research, the Department sponsors research colloquia in both Old Testament and New Testament. Six colloquia in each subarea occur over the course of the academic year. Participants include Seminary graduate students (required during residency) and faculty as well as interested visiting scholars and faculty from the local area. Papers are circulated in writing, usually two weeks in advance of the colloquium's meeting. Each paper will be assigned two respondents. Faculty and students share responsibility for presenting papers and responses. Students in their first year are expected to give one response to a paper, while students in their second year will give one paper (often on a topic the student anticipates exploring in the dissertation).

Topic Statement

In consultation with pertinent faculty members, a student will compose a two-page statement describing the general topic of the dissertation. This statement is to be submitted to the Chair of the student's Residency Committee in time for consideration by the Department in its February meeting of the student's second year. These topic statements are provisional and heuristic, serving both to aid in the student's preparation of a thesis proposal in the third year and to guide decisions about the content of the student's Comprehensive Examinations (especially Book-and-Block, Review Essay).

Comprehensive Examinations (for Old Testament PhD students)

Students may sit for Comprehensive Examinations upon successful completion of all residency requirements and the recommendation of their Residency Committee. There are a total of six Comprehensive Examinations, which normally are to be completed by the middle of the third year of graduate work. Some parts of these examinations are taken earlier (see below). The nature and form of the Comprehensive Examinations vary, but in each, the student's knowledge and competence in a specified area of study is to be evaluated. The six exams are as follows:

1. Major language competency

Attainment of competency in a student's major language will be demonstrated as prescribed in the following:

> Hebrew for students in Old Testament: (i) by May of the first year, either pass an exam in Hebrew prose or satisfactorily complete the Accelerated Hebrew Reading course and (ii) in May of the second year, pass an exam in Hebrew poetry.

The Department's subcommittee on language study oversees all fulfillment of these exams.

2. Minor language competency

For students in Old Testament, there are two components: (i) proficiency in Greek which may be demonstrated either by passing a competency exam in May (of either the first or second year) or by satisfactorily completing an approved course in Old Testament or New Testament that includes a substantial Greek component; and (ii) proficiency in Northwest Semitic, which may be satisfied through examination or successful completion of two courses, one from each of the following areas:

- Northwest Semitic Epigraphy or Ugaritic
- Aramaic or Syriac

Faculty responsibility for overseeing these exams falls to the Department's subcommittee on language study.

3. Old Testament Critical Issues Exam

This comprehensive exam is normally to be taken early in the fall of the second year. A bibliography of classic works will be given to incoming doctoral students with the expectation that they will begin reading through the bibliography during their first year and into the summer following the first year.

4. Book-and-Block Exam

In order to prepare for an exam to be taken in the first week of the fall semester of a student's third year, each student in the spring of the second year of residency shall choose a canonical book in which to specialize and shall indicate it to his or her Residence Committee Chair by April 1. Students will be expected to know all critical issues pertaining to the book. Based on the book they choose, students will also be prepared to be examined on the corpus of writings (the "block") in which the book is situated. The exam will have both a written and oral component (The oral component will be conducted jointly with the oral component for the Exegetical Competency Exam [see below]). The nature of the written component will be negotiated between the student and the assigned faculty examiners before the end of May of the student's second year.

Old Testament students will ordinarily choose one of the following corpora:

- Pentateuch
- Prophetic Literature
- Deuteronomistic History
- Psalms
- Wisdom Literature
- Lyric Poetry
- Apocalyptic Writings (including New Testament)
- Ezra/Nehemiah/Chronicles

5. Exegetical Competency Exam

This exam will ordinarily not cover material in a student's area of specialization (as the Book-and-Block Exam is designed to). By the end of April of the student's second year of residency, the department will assign faculty examiners who will notify the student of the book from which the exam passage is to be taken. Students are responsible for marshaling all necessary resources in advance of the examination, which will normally be set for the week immediately following the date of a student's Book-and-Block exam in September, with joint oral to follow as soon thereafter as possible, though ordinarily no later than the end of September of the student's third year. The exam is to be open book, for which students are expected to use all the resources available to them to do advanced exegetical work. Students will be given one week to study a set passage (usually a difficult one); at the end of the week, students must be ready to discuss all aspects of the text including, as relevant, language, philology, textual criticism, literary issues, historical questions, theology, and a sufficiently persuasive close reading of the text using whatever method or combination of methods the student deems appropriate. The student is expected to demonstrate independence in exegesis, an ability to use all relevant languages, and knowledge of the primary and secondary literature. At the end of the week of study, students will turn in a copy of a seven to ten page essay (need not be polished) with an argument for their proposed close reading (including footnotes or end notes), together with additional working notes on other exegetical aspects of the biblical text to the Office of Academic Affairs, PhD Studies. These will provide a partial basis for the ensuing oral examination.

6. Review Essay

This essay is to focus on the status of the question of a particular issue in the field, normally a topic central to a student's anticipated dissertation project. The essay is to involve a thorough review and evaluation of the secondary literature on the topic in question and is to show promise toward publication, either as an independent essay or as a part of the dissertation (often the "history of scholarship" chapter). Ordinarily, the essay is to be submitted to the Office of Academic Affairs, PhD Studies before the Christmas break of the third year in the program. Faculty evaluations will be in writing and notification of pass or failure will be given by the end of the following January.

Successful completion of these Comprehensive Examinations entitles a student to move directly to the Dissertation Proposal and the Dissertation.

Comprehensive Examinations (for New Testament doctoral students)

Students may sit for Comprehensive Examinations upon successful completion of all residency requirements and the recommendation

of their Residency Committee. A total of five Comprehensive Examinations (2 Language Competency requirements plus 3 Qualifying Examinations) are normally completed by the middle of the third year of matriculation. Occasionally some of these examinations, such as those in language competence, may be taken earlier. While the nature and form of the Comprehensive Examinations vary, each evaluates the student's knowledge and competence in a specified area of study.

The five examinations are as follows:

1. Major Language Competency

Attainment of competency in a student's major language will be demonstrated as prescribed in the following:

Greek for students in New Testament:

- in May of the first year, pass an exam in New Testament Greek
- in May of the second year, pass an exam in Septuagint Greek

2. Minor Language Competency

Attainment of competency in a student's minor languages will be demonstrated as prescribed in the following:

> For students in New Testament, there are two components: (i) proficiency in Hebrew, which may be demonstrated by passing a competency exam in May (of either the first or second year) or by completing an approved course in Old Testament or New Testament, that includes a substantial Hebrew component; and (ii) proficiency in one other language chosen from the following possibilities: Aramaic, Coptic, Latin, or Syriac. Proficiency may be demonstrated through examination or through satisfactory completion of coursework during the student's first two years of residency.

3. Required Examination Topics

The student will be examined in each of the following three areas:

- Second Temple Judaism and the Greco-Roman World
- Jesus, the Gospels, and Acts
- Paul and Earliest Christianity

The student will be provided with a bibliography for each of these three areas at the beginning of matriculation. These bibliographies are established by the New Testament faculty; occasionally they may be altered to take account of a student's particular interests. A three-hour examination is administered in each of these three areas of inquiry; normally one exam is given each week over a period of three weeks. The student's oral defense of all three examinations is administered by the New Testament faculty within a week or two after their written completion.

Successful completion of these Comprehensive Examinations entitles a student to move directly to the Dissertation Proposal and the Dissertation.

Dissertation Proposal

The dissertation proposal is to be brief (no more than ten pages) and should be composed by the student in consultation with relevant faculty members. Normally, it is to be submitted to area faculty for evaluation (via the student's proposed Dissertation Committee Chair) no later than March 1 following the successful completion of the Comprehensive Examinations. The proposal should contain within it a recommendation for the constitution of a Dissertation Committee. The Department will record the area colleagues' evaluation of the proposal and will act on the recommendation for a Dissertation Committee, forwarding both findings onto the Office of Academic Affairs, PhD Studies.

AREA II: History and Ecumenics

1. Church History and History of Doctrine

The history of Christianity, commonly referred to as Church History and the History of Doctrine, is an integrative, interdisciplinary program that encompasses social, theological, institutional, and cultural history of the world's Christian communities, their ideas, and their practices. It also offers resources from related fields in the history of religions, history of worship, sociology of religion, missiology, and ecumenism. The program's goal is to train scholars to develop an area of specialization within a context of breadth, balancing particular interests with an attention to Christianity's larger history and global expansion.

Residence Requirements

The program in Church History and History of Doctrine includes five eras: the early church, the medieval church, the Reformation, the modern European church, the American church. Over the two years of residence, a student must successfully complete eight doctoral seminars. The purpose of coursework is to develop historical breadth, hone research skills, and prepare for comprehensive exams. Students must choose these seminars in consultation with their advisers to constitute a coherent core of studies while meeting the following distribution requirements:

1. A departmental seminar or individual tutorial on historical method
2. Church History seminars in at least three different eras (early, medieval, Reformation, modern, American)
3. One seminar chosen from doctoral offerings at Princeton University
4. At least one seminar from among the department's broader offerings, such as mission, ecumenics, history of religions, and sociology of religion
5. Two electives, chosen from doctoral courses of the department, the rest of the Seminary, or the University

PhD students are free to audit other courses in the Seminary catalogue, such as those offered in the master's program. If such courses are taken for PhD credit, additional work will usually be required.

Language proficiency in French and German is required. PhD students are also encouraged to develop further language skills through auditing Seminary courses or enrolling in appropriate University courses. These opportunities, however, do not count toward the eight seminars.

Comprehensive Examinations

During their first two years of residence, students choose three historical eras of specialization from among the five (early, medieval, Reformation, modern European, modern American), and communicate this to their residence committees. There will be a total of four written exams, one of which may be submitted as a research paper. Any one of these exams will combine the era with another field of study of the department (e.g. ecumenics, history of religions, missiology, sociology of religion). After the written exams are completed, there will be a comprehensive oral examination based on all four of them.

The four exams will be based on the chosen eras and include the following:

1. One specialized exam in the areas defined as requisite background for the proposed dissertation. This typically falls within one of the three chosen eras. (If a student's dissertation topic involves more than one era, adjustments to the exam structure may be made by the residence committee.)
2/3. Two examinations, each based on one of the remaining eras of choice
4. One comparative examination focused on a topic that involves at least two different historical divisions and/or cultural contexts

All examiners are appointed by the department in consultation with the student and his or her residence committee. Bibliographies for the examinations are compiled by the student in consultation with the examiner.

Interdisciplinary exams involve one examiner for each discipline. In all cases, the instructors setting the examination have final responsibility for determining the bibliography.

Residence Requirements

The Program in Mission, Ecumenics, and History of Religions (MEHR) integrates the fields of Mission (history and theology), Ecumenics (history and theology), and History of Religions to promote the interdisciplinary study of Christianity as a cross-cultural, global phenomenon. Capitalizing on the Seminary's diverse resources, MEHR nurtures a broad perspective on Christianity's historical and contemporary expansion and expression throughout the world, including representative theologies emanating both from the global South and the global North. Additionally, MEHR pays special attention to the ecumenical interrelations of the global Christian communion as well as to its interactions with believers from other faith communities. As a whole, MEHR provides a rigorous scholarly foundation for a multifaceted study of world Christianity.

Students are expected to complete eight seminars during two years of residence. These seminars will include at least one from each of the three major fields in the program: Mission, Ecumenics, and History of Religions. The remaining seminars may draw on courses in the MDiv program (with enhanced requirements) that have a bearing on the student's area of concentration. The program may be rounded out by doctoral seminars offered elsewhere in the Seminary or at the University. The resulting program will be tailored individually by the student in consultation with her or his residence committee. The student is expected to participate in the monthly colloquium for PhD students and faculty conducted by the Department of History and Ecumenics.

Students are expected to develop an area of dissertation research during their period of residence. The student's residence committee will provide advice and formal guidelines.

Comprehensive Examinations

Following the two-year period of residence, the student will take a series of comprehensive examinations. Passing these examinations qualifies the PhD candidate to submit her or his dissertation proposal and to begin concentrated work on the dissertation. Methods and specific content of the exams will be negotiated with the residence committee. There will be a total of four comprehensive examinations:

1. History of Mission and Ecumenics
2. Theology of Mission and Ecumenics
3. Theory and methodology for the History of Religions in relation to one particular religious tradition, or with special application to inter-religious dialogue, comparative theology, or theology of religions
4. Social science theory and methodology for the study of world Christianity. Note that in lieu of an examination in social science theory and methodology, or in addition to it, an essay may be submitted illustrative of a major theme or topic that might be treated in the student's doctoral dissertation.

Dissertation Proposal

Following successful completion of the comprehensive examinations, the Ph.D. candidate is expected to submit a dissertation proposal to the department for approval. Guidance will be provided by the candidate's residence committee.

AREA III: Theology

The several fields of the Department of Theology (Christian ethics, history of doctrine, philosophy, and systematic theology) are closely related. Students normally will be examined in each, as well as in the particular field chosen for specialization (see description of comprehensive examinations). The department offers a cycle of seminars in its principal fields. Students will normally register for at least one seminar in each field for which they intend to be examined. In addition to the seminars, some carefully selected MDiv courses or graduate offerings at Princeton University, which are also open to PhD students, may be recommended. In the first two years of the PhD program, students will divide their eight required courses according to a "4/4" structure:

Four courses must be taken as seminars in the Theology Department. The remaining four required courses can be taken as Theology Department seminars or taken as a combination of Princeton University courses, independent studies, PhD seminars in other departments, or MDiv courses with PhD-level writing assignments negotiated with the professor of the course. The following restrictions apply:

- Princeton University courses: No more than 3 out of the 8 required courses.
- Independent Studies: No more than 3 out of the 8 required courses.

- PhD seminars in other PTS departments: No more than 3 of the 8 required courses.
- MDiv courses: No more than 1 of the 8 required courses. Any courses taken beyond the eight requirements can fall under the forms described above.

A concentration in Ethics may be pursued either within the Theology Department or through the Religion and Society Program. In the Theology Department, ethical inquiry takes place in the context of systematic theology, history of doctrine, and philosophy. In the Religion and Society Program, ethical inquiry focuses on religion, politics, and social life. For a comparison, see the Religion and Society Program description.

A concentration in History of Doctrine may be pursued within either the Theology Department or the History Department. In the Theology Department, the intent is to study the history of theology for the constructive theological task in the present day. Graduates are primarily theologians whose work has been focused on historical materials. In the History Department, the intent is to provide an understanding of theology in the context of the historical setting and the development of the Christian faith. Graduates are primarily historians who have focused on the development of theological ideas. The difference between the two departments and the examinations that students take is primarily methodological. For comparison, please see the History of Doctrine program description under Area II, History and Ecumenics.

Comprehensive Examinations

After the completion of course work, students wishing to proceed to the dissertation stage must sit for comprehensive examinations prescribed in accordance with each of the four areas taught by the department—Ethics, History of Doctrine, Philosophy and Theology, and Systematic Theology. Two of these exams must be five-hour timed exams. The other two exams may be five hour timed, 24-hour take home, or essays. The form of the examinations will be negotiated with the examiners.

1. Ethics—Examinations in Ethics, Philosophy, Systematic Theology, and a written paper or the examination in History of Doctrine or a second examination in Ethics
2. History of Doctrine—Examinations in History of Doctrine, Philosophy, Systematic Theology, and a written paper or the examination in Ethics or a second examination in History of Doctrine
3. Philosophy and Theology (including Theology and Science)— Examinations in Philosophy, Systematic Theology, and the examination in Ethics or History of Doctrine, and an examination in Theology and Science (or by special permission a written paper on an approved topic)
4. Systematic Theology—Examinations in Systematic Theology, Philosophy, Ethics, and a written paper or the examination in History of Doctrine or a second examination in Systematic Theology Comprehensive examinations may be taken in May of a student's second year of study and completed in September of the third year, or they may be taken in September of a student's third year of study and completed the following January. (It is also possible for a student to take all four exams in September of the third year.) Completion of all written examinations is followed within three weeks by an oral examination. All faculty who serve as first and second readers for each exam will be present at the oral examination.

AREA IV: Practical Theology

The Department of Practical Theology offers PhD programs in Christian Education, Pastoral Theology, and Homiletics. Students are to complete successfully a minimum of eight doctoral seminars or their equivalent, two of which must be inter-area seminars on issues of common concern to the whole field of Practical Theology. One of these two seminars must be PT900 History and Method of Practical Theology. In addition, each of the three areas will have specific requirements for the remaining six seminars.

Comprehensive Examinations

Students in Practical Theology are required to take five written comprehensive examinations (one departmental examination in practical theology and four area examinations), the timing of which will be determined in consultation with the residence committee. The examinations may all be taken during one of the following two examination periods, namely, September and October of the third year or January of the third year. Alternatively, the examinations may be divided, so that one or two examinations may be taken in April and May of the second year and three or four examinations in September and October of the third year, or one or two examinations in

September and October of the third year and three or four examinations in January of the third year. When the examinations are divided, the examination in Practical Theology will always be taken as the first in the overall sequence. The oral examination will be based on the written examinations.

Students in Christian Education are to write examinations in the following areas:

1. Practical Theology
2. Christian Formation, Theology, and Spirituality
3. Christian Formation and the Human Sciences
4. Contemporary Discipleship and Education
5. History and Philosophy of Christian Formation

Students in Pastoral Theology are to write examinations in the following areas:

1. Practical Theology
2. One or more of the human sciences (e.g., psychology, sociology, anthropology)
3. The theological disciplines (systematic theology, ethics, biblical theology, or philosophy as related to the theological enterprise)
4. Theory, method, and practice in pastoral theology
5. Psychology of religion, or another field of relevance to pastoral theology (e.g., philosophy of religion, sociology of religion, religion and science, religion and literature)

A paper may be substituted for one of the four area examinations.

Ordinarily students in Homiletics are to write examinations in the following areas:

1. Practical Theology
2. Speech, Performance Theory, and Preaching
3. History, Theory, and Practice of Preaching
4. Theology and Hermeneutics in Preaching
5. Preaching the Gospel in Diverse Cultures (On occasion, a student will be authorized to substitute a topic—such as Liturgical Studies and Proclamation—selected by the residence committee in consultation with the student).

AREA V: Religion and Society

Two Conceptual Foci

The Religion and Society Program promotes interdisciplinary reflection that critically examines religious and social life. With "the religious" and "the social" as its two foci, the program equips PhD students with theoretical resources and diverse perspectives that enhance and deepen their theological studies and understanding of Christian practices in church and society. These foci are important for structuring the program's conceptual field and, especially, its comprehensive exams.

Comprehensive Examinations

The interdisciplinary ethos of the Religion and Society Program is structured for doctoral students around four comprehensive exams, usually begun toward the end of the second year of residence. One of these exams should be selected by examinees as their "theory and methods exam," in which they include special attention to theoretical and methodological options and debates pertinent to that exam.

1. Religion and Religions—This exam should demonstrate excellence in knowledge of religious studies and at least one non-Christian tradition.
2. Social Sciences or the Humanities—This exam should demonstrate excellence in one theoretical perspective on the "social" in either the social science or the humanities.
3. Ethics—This exam should demonstrate excellence in the knowledge of religious, social, or theological ethics.
4. A Dissertation-related Theme or Problematic—This exam should demonstrate excellence in analyzing a theme or problem that will be significant in the writing of the dissertation.

The first two exams enable disciplined attention to the aforementioned two foci that set the conceptual field of Religion and Society. The third exam in ethics is required because analysis of the moral life, and ethical reflection upon it, has been a key site wherein religious and social themes often intersect in theological studies and Christian practice. The fourth exam enables students to focus research and thinking about their dissertations. These exams are "qualifying" exams in that they certify readiness to proceed to the dissertation proposal and writing phases of the program.

Additional Programs and Requirements

- MDiv and MSW Dual Degree Program in Ministry and Social Work
- National Capital Semester for Seminarians (NCSS)
- Presbyterian Exchange Program
- International Exchange Programs
- Doctoral Research Scholars Program (DRSP) at Princeton Theological Seminary
- International Students
- Visiting Scholars
- Academic Regulations and Procedures: The Handbook

MDiv and MSW Dual Degree Program in Ministry and Social Work

The MDiv and MSW is a dual degree program provided by a collaboration between Princeton Theological Seminary (PTS) and Rutgers University Graduate School of Social Work (RU). The MDiv degree is completed at PTS and during the senior year, upon acceptance by both PTS and RU, the student begins his/her MSW program at RU. This dual degree program is available for students who expect to enter forms of ministry requiring competence in both the disciplines of theology and those associated with social work. MDiv students interested in the dual program should inquire about the program early during their junior year and then apply in January of their middler year.

The MDiv and MSW Dual Degree program is very competitive. As such, completion of the application by students does not guarantee entrance into the program. The Seminary's selection process will take into consideration a students' academic achievement in the MDiv program, professional responsibility, and a strong commitment to complete the program. (The Seminary recommends and provides funding for a limited number of students, but it does not guarantee that applications to Rutgers University will be successful.)

In consultation with the registrar, the MDiv requirements are completed as usual in the first three years. During the senior year a total of twelve credits of coursework, six credits per semester (Fall and Spring), taken at RU will be credited toward the Seminary degree, while approved Seminary courses are credited toward the MSW.

Immediately following the granting of the MDiv degree, the RU student enters the summer session at the Rutgers Graduate School of Social Work with advanced standing and may complete all requirements for the MSW earlier than might otherwise be the case, ordinarily by the end of the fourth academic year. Since students end their relationship with the Seminary upon conferral of the MDiv degree, Seminary financial aid is not available during the fourth year of this program. Secondary housing eligibility may be extended to MDiv/MSW students in their fourth year of the program, after those with primary eligibility have been accommodated. An on-site information session is provided every fall semester to share the basic particulars of the dual degrees with PTS students.

Applications for this program should be filed with the Seminary registrar in October of the middler year of study. In order to be considered by the Seminary for the MDiv/MSW Dual Degree program, the student must:

- Complete the application for the dual degree MDiv/MSW in Ministry and Social Work for Princeton Theological Seminary no later than October 31. (This is found on the registrar's website.)
- Complete four required Seminary courses approved by Rutgers. (See course list below.)
- Complete all required PTS field education placement prior to the senior year.
- Meet with the designated faculty member to discuss vocational plans.
- Schedule an interview with the MSW Admissions Committee.
- Students will be notified of acceptance into the MDiv/MSW Dual Degree program no later than January 9.
- Complete the Rutgers MSW application no later than February 1.
- Hold New Jersey residency. (You must be a resident of New Jersey in order to receive the financial support from PTS and a discounted rate from Rutgers.)

**Note that acceptance by Rutgers into their MSW program is not an acceptance to the MDiv/MSW Dual Degree program. The Seminary application process is separate from the Rutgers application and admission process. Information on specific requirements of this program is available on the registrar's web pages.

The following Seminary courses are approved by Rutgers for the MSW program:

The following course is required in place of Human Behavior and the Social Environment I:	
PC5461	Pastoral Care and The Life Cycle
A maximum of three of the following taken as general electives:	
CH3580	Insiders and Outsiders in American Christianity
EF5353	Advanced Studies in Youth, Church and Culture
ET3375cr	Theology and Practice of Community Organizing
ET5346cr	Issues in Biomedical Ethics
ET5347cr	Issues in Medical Ethics
ET5348cr	Issues in Human Sexuality
PC5242	Sexuality and the Christian Body
PC5250	Marriage, Family, and the Christian Community
PC5253	Pastoral Care of Adolescents
PC5262	Pastoral Care with Older Adults
PC5266	Pastoral Care of Men
PC5268	Pastoral Care of Women
PC5330	Sleep, Surrender, and Sabbath
PC5360	The Self in the System
PC5470	Dying and Grieving in Pastoral Care
PC5472	The Minister and Mental Illness
PC5475	Confession and Forgiveness in Pastoral Perspective
PC5490	Trauma and Grace: Toward Healing and Resilience
TH3200	Judaism, Christianity, and Islam in Israel (Middle East)
TH3583cr	Critical Race Theory as Theological Change

National Capital Semester for Seminarians (NCSS)

This spring semester-long, intensive program of study in ethics, theology, and public policy is offered through Wesley Theological

Seminary in Washington DC. The National Capital Semester for Seminarians (NCSS) is open to a limited number of MDiv students in their middler year and to dual-degree students in years two and three. NCSS brings together seminary students from accredited theological schools across the country for a combination of classroom experience, field visits, and internships. It offers seminar-style engagement with a changing array of questions in public life, exposure to those involved in policy formation, implementation, and critique, and the opportunity for hands-on experience in one of the wide range of organizations doing research, advocacy, and implementation. Participants retain their enrollment at and pay tuition to Princeton Seminary during the program, and are eligible for financial assistance. Housing, meal costs, and any additional fees as required by Wesley are paid directly to Wesley Seminary and students bear their own costs for books, transportation, and miscellaneous expenses. Students who apply and are selected for this program will postpone their academic-year field education placement until their senior year. For additional information and an NCSS application, visit the registrar's website. Interested students must notify the Princeton Seminary registrar, complete the Princeton Seminary supplement, and complete the Wesley Seminary online application. All completed materials must be submitted to the Princeton Seminary registrar no later than October 15 (for the following spring semester). Applications will then be submitted to the Religion and Society Committee for approval. Students must confirm their admission into this program no later than November 30.

Presbyterian Exchange Program

Master of Divinity candidates in their third or fourth semester or dual-degree candidates in their third, fourth, fifth, or sixth semester may study at another participating Presbyterian Church (USA) Seminary for one semester should that institution offer courses helpful to the student's future ministry. While remaining enrolled at Princeton Theological Seminary, and thus eligible for its financial aid, the student attends and pays room and board, and any additional fees as required to the host seminary. All credits and grades for work done during the exchange are carried on the student's Princeton transcript. For further information, visit the registrar's web page. Application for this program should be made through the registrar at the beginning of the semester preceding the desired exchange.

International Exchange Programs

The Seminary has exchange programs with several international educational institutions through the Global Network for Theology, Religious, and Christian Studies, as well as agreements with other institutions across the globe. An exchange student should complete an application with basic information and particulars that would include: taking the TOEFL and subscribe accordingly to our standard requirements (92 or above in 120 score scale); an Institutional Endorsement (preferably from the Academic Dean or its equivalent); an Ecclesial Endorsement that can testify to the student's vocational direction; a transcript from current institution detailing current enrolled degree program; a one-page Personal Essay that will describe his/her vocational interests and the student's potential to contribute to the learning environment at Princeton Seminary.

Interested persons will be second-year students in an MDiv program from the sending institution. With this being the case, the visa status that will be particularly relevant to this arrangement will be a J-1 student exchange visa. The exchange Visitor (J) non-immigrant visa category is for individuals approved to participate in work-and study-based exchange visitor programs. Tuition and fees, where applicable, will be paid directly to the students' home institution. Each student will be responsible for his or her own transportation to and from the host institution, as well as room and board, books, and academic supplies while attending the host institution. The host institution will assist direct exchange students in arranging institutional housing accommodations.

Direct exchanges will ordinarily be for one academic year. Upon recommendation of the home institution, students may be accommodated by the host institution for a one-semester exchange. As such, if a student will be enrolled into the exchange program in September for either a semester or for the academic year, the student must attend and participate in the International Orientation Program that takes place prior to the commencement of classes in September. Exchange Program applications should be submitted by February 1st for consideration to the fall semester. If a student is seeking admissions for the spring semester, the application is to be submitted by October 1st and if the way be clear, the accepted student will then participate in the spring semester orientation that takes place in January.

Exchange Students from PTS:

An internal application process to participate in an exchange program must be completed by rising second-year (middler) students and

submitted to the Office of Multicultural Relations. Appropriate deadline should reflect the host institution's decision-making processes. For more information on these International Exchange Programs, please inquire in the Office of Multicultural Relations. Periodic announcements are also provided through the Office of Academic Affairs.

Doctoral Research Scholars Program (DRSP) at Princeton Theological Seminary

Princeton Theological Seminary welcomes doctoral students from other institutions to participate in the Doctoral Research Scholars Program (DRSP) and study for four months at Princeton with access to the Seminary library. Princeton Theological Seminary offers two tracks for the Doctoral Research Scholars Program that allow doctoral students to visit the Seminary for research purposes:

1. "Track A: Doctoral Research Scholars Program—PTS Funded," which is open to doctoral students from institutions outside the fifty United States
2. "Track B: Doctoral Research Scholars Program—Self-Funded," which is open to students in institutions whether foreign or domestic

The DRSP is available to doctoral students in theology or religious studies enrolled in good standing in accredited degree programs (e.g., PhD and ThD). Admitted students will be assigned a faculty adviser, granted access to the libraries of the Seminary and Princeton University, to computer labs, and to a PTS email account and campus postal box. Admitted students may apply without charge to audit (without academic credit) up to two PTS PhD seminars during their stay. Students accepted into either Track A or Track B must pay for their round-trip transportation, visa application fees, books, and any computer, telephone, or other personal expenses.

Two conditions of acceptance apply to both tracks:

1. A PTS faculty member must agree to serve as the student's primary adviser
2. Visa restrictions do not permit employment of any sort, on or off campus.

Track A: Doctoral Research Scholars Program (DRSP)—PTS-Funded

Track A: Doctoral Research Scholars Program—PTS-Funded; provides funding for a limited number of students.

1. Doctoral research scholars must be from institutions outside the fifty United States. Students in foreign universities or U.S. territories or commonwealths (e.g., Puerto Rico) may apply.
2. Track A is ordinarily only available for the fall semester (August–December). Students may arrive no earlier than August 29 (the fall semester arrival date for international students) and remain no longer than December 22 (the last day of the fall semester).
3. The application deadline is February 15.
4. To be considered for scholarship assistance, the applicant must complete the Track A: DRSP Online Application. The DRSP application may be submitted online but will not be reviewed until all supporting documents mentioned in the instructions are received by post, FAX, or as PDF file attachments.
5. Successful applicants must agree to come alone (without family) and live in a furnished student residence hall.
6. Students selected for Track A receive a scholarship that covers the research fee, housing in a residence hall, a meal plan, medical insurance (if not already insured by documented equivalent coverage), and taxes, along with a modest stipend for incidental costs. The student is responsible for round-trip transportation, visa application fees, books, and any computer, telephone, or other personal expenses.
7. As part of the paperwork prior to arrival at Princeton Theological Seminary, students must provide financial guarantees demonstrating the ability to pay for the cost of the program not covered by the scholarship.
8. Preference is given to applicants whose dissertation research will be most enhanced by access in Princeton to resources not as readily available at their current institution or who show the greatest promise for contributing to future research and teaching in their home contexts. Further information and application materials are available on the Seminary website or by contacting the Office of Academic Affairs, PhD Studies at phd@ptsem.edu.

Track B: Doctoral Research Scholars Program (DRSP)—Self-Funded

Track B: Doctoral Research Scholars Program—Self-Funded requires that accepted students fund their own stay.

1. Doctoral research scholars can be from home institutions whether foreign or domestic.
2. Due to the availability of PTS faculty during the fall and spring semesters, students are encouraged to apply for a four-month stay during the fall semester (August–December) or the spring semester (January–May). Students may arrive no earlier than the start of the semester (August 29 or January 23) and remain no longer than December 22 for the fall semester or May 8 for the spring semester. Application deadlines are February 15 for fall semester admission and July 15 for spring semester admission.
3. Scholars may apply for lengths of stay outside of the fall and spring semesters provided a PTS faculty member is available to serve as an adviser and housing accommodations are available. Applications are accepted on a rolling basis. Scholars may stay no longer than 12 months.
4. The student must complete the Track B: DRSP Online Application.
5. Successful applicants whether single, married, or in other legally recognized relationships, may apply for PTS housing and/or meal plan at regular subsidized rates. Generally, single students will be housed in a furnished campus residence hall and will take their meals in the PTS dining hall. Married or legally coupled students may apply for an unfurnished PTS apartment with kitchen facilities.
6. Students selected for Track B are responsible for all expenses incurred during their stay (research fee, housing, meal plan, and medical insurance at subsidized rates, as well as incidental costs). The student is responsible for round-trip transportation, visa application fees, books, and any computer, telephone, or other personal expenses.
7. As part of the paperwork prior to arrival at Princeton Theological Seminary, students must provide financial guarantees demonstrating the ability to pay for the cost of the program.
8. Full payment is due upon arrival at PTS.

Further information and application materials are available on the Seminary's website or by contacting the Office of Academic Affairs, PhD Studies at phd@ptsem.edu.

International Students

Along with the other admission credentials, an international student desiring to enter a Master's-level program at the Seminary is required to have sent to the director of admissions and financial aid a statement from his or her national church endorsing his or her educational plans as necessary preparation for a position of leadership in that church.

Occasionally, an application is received from a student whose preparatory education reflects a system rather different from that typical of the United States. In such instances, the equivalent of the AB degree is considered to be four years of regular academic study, primarily in the humanities, arts, and sciences, beyond the secondary (GCE) level. Three additional years of full-time study, principally in the disciplines of theology, are then required to establish MDiv equivalency.

For an international student whose native language is not English, final approval of the application shall be contingent upon the receipt of a certificate of proficiency in written and spoken English. The basis of evaluation shall be the Test of English as a Foreign Language (TOEFL). Applicants are required to achieve a minimum score of 580 on the paper-based test, with 57 in reading; 59 in writing; and 58 in listening. On the computer-based test, a minimum score of 250 is required, with 23 in reading; 26 in writing; 23 in listening; and an essay rating of 5. Applicants who take the Internet-based TOEFL are expected to test in all areas offered and achieve minimum scores as follows: writing, 23; listening, 23; reading, 23; and speaking, 23. Please note that TOEFL scores are to be submitted with the application by the January 4 deadline. Applicants who have passed General Certificate Examinations (GCE) should provide records. On occasion, the Seminary may use professional agencies to evaluate academic credentials submitted with the application.

Princeton Theological Seminary encourages international students to earn their Master of Divinity degrees in their home countries; thus, international students are not usually admitted to the MDiv program. Exceptions may be made for suitably qualified applicants where the needs of the local church context support admission. It is important to note that if a qualified applicant(s) is admitted to the MDiv program he/she must submit guaranteed financial document for the first year and a two-year financial plan to cover all educational costs for years two and three.

International students who wish to study at Princeton Theological Seminary must be in valid F-1 or J-1 visa status prior to the start of classes.* For more information on the particulars of these visa categories, please contact multicultural@ptsem.edu.

The Office of Multicultural Relations will assist admitted students in the enrollment process. During the enrollment process, all necessary documentation must be submitted prior to the granting of any visa documentation and for proper registration of classes. All correspondence and communication with admitted international students will be facilitated through the Office of Multicultural Relations. All admitted international students will be required to attend the International Orientation Program that is scheduled prior to the start of the fall semester.

* International students currently studying in the U.S. must submit a copy of their current Form I-20 issued by the educational institution at the time of application.

Visiting Scholars

The Seminary offers its facilities to a limited number of mature scholars who wish to engage in research, ideally meant for a scholar on sabbatical leave from her/his home institution. Such persons may apply for status as visiting scholars for one semester or the academic year, September through May, which will grant them one or more privileges in regard to the Seminary's resources; namely, the Seminary's Library and Firestone Library of Princeton University, auditing classes, and low-rental furnished apartments may be among these privileges extended. The Seminary's visiting scholar program is for individuals whose primary purpose for residence is to conduct independent research.

Applicants for visiting scholar privileges should complete the online application and return it to: Visiting Scholar Program, President's Office, Princeton Theological Seminary, P.O. Box 821, Princeton, NJ, 08542-0803, or by email attachment to president@ptsem.edu. The application must be accompanied by the applicant's current CV or resume and a brief proposal (500 words) outlining your research topic. The deadline for applications is November 15 for the following academic year. Applicants are notified by January 31 regarding action taken on their application.

Short-term research periods over the summer months of June and July are also considered separately; please use the same application form to apply.

VISITING SCHOLAR APPLICATION (DOMESTIC UNITED STATES)

VISITING SCHOLAR APPLICATION (INTERNATIONAL)

Academic Regulations and Procedures: The Handbook

Additional academic regulations and procedures governing life at the Seminary and the maintenance of candidacy are contained in the P rinceton Theological Seminary Handbook. The Handbook is online and available at the beginning of each academic year and represents a portion of the educational contract between the student and the Seminary (see sections, 6 and 7). Particular attention is called to the section on Standards of Academic Progress (7.2), a federally mandated guide to eligibility for certain kinds of financial assistance.

Other Educational Opportunities at the Seminary

- Continuing Education
- The Office of Multicultural Relations
- Asian American Program (AAP)
- Summer Language Program
- The Hispanic Theological Initiative
- Hispanic Summer Program

Continuing Education

Associate Dean for Continuing Education: Dayle Gillespie Rounds
Director of the Farminary Project: Nathan Stucky
Director of the Institute for Youth Ministry: Abigail V. Rusert
Assistant Director of the Institute for Youth Ministry:
Program Administrator: Shari Oosting
Program Administrator: Sushama Austin-Connor
Director of Digital Learning: Reno Lauro
Creative Content Coordinator: Kristi Holley

Educational Offerings

Each year numerous ministry leaders convene on-campus and online to share ideas, learn, and grow through the conferences, certificate programs, and other offerings of the Office of Continuing Education. Members of the Seminary community (and their spouses) can participate in many events on a space-available basis at no cost. Some offerings that may be of interest to students include Transition into Ministry, The Princeton Forum on Youth Ministry, the Frederick Buechner Writer's Workshop at Princeton, and The Just Food Conference. Further information on these and other offerings is available at coned.ptsem.edu or by calling 609.497.7990.

The Institute for Youth Ministry

The Princeton Theological Seminary Institute for Youth Ministry (IYM) provides theological education for people in ministry with youth. Through the IYM, Princeton Seminary enhances and sustains a broader effort toward theologically rigorous approaches to youth ministry by initiating research and integrating it with practice, training pastors and leaders, and connecting youth ministry with traditional theological disciplines. Committed to integrating theory and practice, the IYM carries out its mission through:

Research

The Institute for Youth Ministry initiates original research in areas of youth, church, and culture and integrates research with the ongoing practice of youth ministry. The Princeton Lectures on Youth, Church, and Culture, sponsored and published annually, foster original scholarship pertaining to youth and the contemporary church. The IYM's most recent research project, funded by Lilly Endowment, Inc. was "The Connections Project: Strengthening Youth Ministries through Mentoring and Vocational Friendships."

Leadership Development

The Institute for Youth Ministry provides opportunities for nondegree theological education and practical training in youth ministry. Its leadership development opportunities include The Princeton Forums on Youth Ministry, the Certificate in Youth and Theology program, online training, and events. The Princeton Forum is an annual conference that gathers youth ministers from the United States and

Canada. In cooperation with faculty, the Forum is also offered for credit for PTS students. The Certificate in Youth and Theology is a nineteen-month, continuing education program for youth ministers focused on theological training, leadership development, and vocational friendships. It involves forty to fifty youth ministers annually and includes on-campus and online components. Other IYM programs and events focus on particular topics such as young adult ministry, small church youth, volunteer development, and youth philanthropy. The IYM also provides online curricula and media resources.

Degree Programs

Princeton Theological Seminary offers two Master's-level degree programs to students wishing to focus part or all of their academic studies on youth ministry. The Master of Arts program and the Master of Divinity/Master of Arts dual degree program include courses in Bible, theology, church history, and practical theology, as well as several courses on the church's ministry with youth. In addition, a Doctor of Philosophy program in practical theology is available and may emphasize youth ministry. The Institute for Youth Ministry collaborates with faculty and students to enrich and support the degree programs. For more information on these degree programs, see the sections on the specific degree programs elsewhere in this catalogue.

For more information, contact the Institute for Youth Ministry online at ptsem.edu/iym, by email at iym@ptsem.edu, or by telephone at 609.497.7914.

The Farminary Project

The Farminary Project integrates theological education with small-scale sustainable agriculture in the conviction that the skills and character vital to faithful Christian leadership must be formed in direct relationship with God's good creation. Located at the Seminary's 21-acre farm, this project is a garden of innovation and an incubator for leadership.

1. Educating Christian Leaders

There is a profound correlation between the character of the agrarian, who cultivates the flourishing of life throughout an ecosystem, and the faithful Christian leader, who promotes wholeness and healing within the world that God loves. Like adept agrarians, Christian leaders must learn the pastoral sensibilities of nurturing seeds, persisting through seasons of slow growth, promoting bountiful harvest, and holding life and death in reverent wonder.

2. Theology and Ecology

Issues of agrarian thought and practice—ecology, sustainability, and food justice—require our faithful attention as stewards of creation and scholars of theology. The Bible and the Christian tradition, which look to God as creator, sustainer, and redeemer of all creation have rich theological resources to inform contemporary conversation about ecological questions.

3. Building Christian Community

Princeton Seminary believes that the formation of faithful Christian leaders happens most effectively in a residential community of rigorous intellectual engagement. Whether on a farm or in a classroom, we bring together the life of the mind and the practices of faith in anticipation of new life. As students study and tend the soil alongside one another, they experience a deep dimension of Christian community and learn to love God, creation, and one another in new ways.

The Engle Institute of Preaching

The Engle Institute of Preaching is a weeklong continuing education event that was envisioned and made possible by the dream and generosity of Joe R. Engle. The institute is designed to nurture and strengthen the craft of those who preach, whether weekly or occasionally, whether in city, suburb, small town, rural community, or other specialized ministries. Engle Fellows and faculty gather for the week to participate in the hospitality of the seminar room, the dinner table, and the chapel pew. Engle Fellows reconnect vocationally with friends as they practice the craft of preaching in the company of colleagues.

The Office of Multicultural Relation

The Office of Multicultural Relations, located in the Department of Student Life, focuses on the concerns of international students, promotes campus programs relating to opportunities for and appreciation of multi- and cross-cultural experiences, facilitates the life and work of the Faculty Advisory Committee on Diversity, and assists various Seminary constituencies in providing learning opportunities regarding multicultural concerns and issues relating to inclusion and diversity at all levels. The vision and goals of the Office of Multicultural Relations are to provide direction and leadership for the assessment and improvement of Seminary-wide efforts to create and sustain a more diverse and inclusive community of learners; to collaborate with other departments and student organizations to recognize and value difference, encourage and support positive interactions among diverse populations, maximize the benefits of a multicultural perspective, and build bridges of reconciliation through dialogue; to advise the Seminary leadership on the policies, programs, practices, and resources needed to achieve excellence, equity, and effectiveness in the research, teaching and learning, and outreach activities of the Seminary; and to assist Seminary committees, departments, and administrative offices in proactive leadership in reconciling racial/ethnic and cultural discord. The Associate Dean for Institutional Diversity and Community Engagement is the Seminary's chief diversity administrator and is responsible for coordinating the Seminary's compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The associate dean also serves as the Seminary's Primary Designated School Official (PDSO) in matters related to SEVIS and the enrollment of international students, presidential scholars, research students, etc. The associate dean prepares and reports annually about PTS's compliance with SEVIS guidelines and, if needed, recommends corrective measures to the president and the executive council to ensure return to compliance.

For more information, contact Victor Aloyo, associate dean for institutional diversity and community engagement, at 609.688.1941 or at multicultural@ptsem.edu.

Asian American Program (AAP)

Director: The Reverend Dr. Timothy D. Son

Vision Statement: As the context of theological education becomes more connected internationally, the Asian American Program (AAP) seeks to establish meaningful international connections and relationships to enhance global partnerships with Christian churches, institutions and leaders in Asian countries, such as South Korea, Japan, China, India, Indonesia, Philippines, Singapore, Vietnam, and other countries, to bridge the vision of PTS and the global context of Christian ministry.

Goal: The goal of AAP is to serve as an international nexus of interactive exchange, providing access for theologians, pastors and religious workers, Christian leaders, and socio-cultural resources in the U.S. to their counterparts internationally and beyond.

Objectives: In seeking to witness the love of Jesus Christ in concrete educational contexts, AAP seeks to:

- Establish global partnership with international institutions in further advancing the gospel ministry
- Develop contextual educational opportunities for PTS students in cross-cultural ministry in South Korea and other Asian countries
- Connect PTS students with ministry opportunities in Asian and Asian American churches in the U.S. and in Asian countries
- Develop international colloquiums and seminars among Asian scholars, pastors, and Christian leaders for the PTS community
- Provide pastoral leadership conferences, seminars, and educational programs for pastors in the U.S. and in Asian countries
- Develop meaningful connections between PTS and Asian American churches for mutual support and partnerships
- Promote the vision and purpose of PTS and Asian and Asian American churches both domestically and internationally
- Recruit prospective students from both the U.S. and the Asian countries in order to nurture a multicultural learning community at PTS
- Establish scholarship endowments for Korean and other Asian students at PTS
- Enhance networks among Asian pastors both in the U.S. and in Asian countries
- Nurturing Asian American students at PTS to enhance their pastoral formation processes
- Providing mentorship and counseling for Asian American students
- Organizing Asian American Theological conference in order to promote the pertinent issues of both Korean and Asian American congregations as well as Asian congregations

- Establish connection between Asian American congregations and ministry sites and Asian American MDiv graduates for their search for ministry opportunities
- Work collaboratively with Advancement Office and other offices in order to fulfill the larger goals of PTS
- To develop and enrich the formational education closely working within Students Life department

Summer Language Program

Biblical Hebrew and New Testament Greek are offered in an intensive eight-week summer session that is open to degree candidates and to properly qualified non-degree students. Each course carries six credits. Outside full- or part-time employment is highly discouraged as language courses are quite demanding. Princeton Seminary degree candidates may not take field education for academic credit concurrently with a summer language course. Information is available in late March on the registrar's web pages regarding registration, tuition, and accommodations for the upcoming summer. If you have any questions, please contact the Registrar's Office by email at registrar@ptsem.edu, by phone at 609.497.7820, or by fax at 609.524.0910. The 2017 program begins on Wednesday, July 5 and ends on Monday, August 28, 2017. For further regulations governing the Summer Language Program, please contact the Princeton Seminary registrar at registrar@ptsem.edu.

The Hispanic Theological Initiative

The Hispanic Theological Initiative (HTI) was developed in 1996 at Emory University as a scholarship, mentoring, and networking program to help Latin@ church leaders become scholars in the academy. From 1996 to 2009, HTI was funded by The Pew Charitable Trusts (Pew) with $8.35 million dollars. In 1999, the program was relocated to Princeton Theological Seminary, its current location. In 2003, HTI also received $888,000 from the Lilly Endowment Inc. (Lilly) to help provide new students with scholarships. In 2003, the PTS Board of Trustees adopted the HTI program, and since August 2009 has been supporting its infrastructure. In 2007, the Hispanic Theological Initiative Consortium (HTIC) was developed to help maintain a national ecumenical representation within the cohort of students. Additionally, in 2013 the Henry Luce Foundation provided the HTIC with a $400,000 grant to support PhD students at the post-comprehensive examination stage. In 2016, the W.K. Kellogg Foundation provided HTI with a $100,000 corporate gift to support its' 20th Anniversary events.

The HTI mission is cultivating Latin@ PhD's for leadership positions in the academy, the church, and the world. With the support of the Hispanic Theological Initiative Consortium (HTIC), now comprising 24 member institutions, the mission and vision of HTI/HTIC revolve around three major goals:

- Increase the recruitment, retention, and graduation rates of Latina/o PhD students across the nation by uniting and leveraging institutional resources in the field of religion (human, financial, and infrastructure)
- Increase the presence of Latin@ leaders and faculty—especially tenured faculty in seminaries, schools of theology and universities
- Provide a forum for exchange of information, ideas, and best practices to address the contribution of Latin@ faculty and students in theological and religious education

The member institutions are:

Andrews University
Baylor University
Boston University School of Theology
Brite Divinity School
Candler School of Theology, Emory University
Claremont Graduate University
Claremont School of Theology
Dallas Theological Seminary
Drew University
Duke Divinity School

Fuller Theological Seminary
Garrett-Evangelical Theological Seminary
Graduate Theological Union
Harvard Divinity School
Luther Seminary
Lutheran School of Theology, Chicago
Lutheran Theological Seminary at Philadelphia
Oblate School of Theology
Perkins School of Theology, Southern Methodist University
Princeton Theological Seminary
The University of Chicago Divinity School
Union Theological Seminary in the City of New York
University of Notre Dame
Vanderbilt Divinity School

HTI staff members include Joanne Rodríguez, director and Angela Schoepf, assistant director. For more information visit htiprogram.org or call 609.252.1721. HTI offices are located at 12 Library Place, Princeton, NJ 08540.

Hispanic Summer Program

The Hispanic Summer Program (HSP) is an ecumenical program in theology and religion geared toward Master's-level Latina/o seminarians and graduate students. This annual summer program offers 3-credit academic courses taught by Hispanic faculty. Princeton Theological Seminary is one of the sponsoring institutions. Courses fulfill general MDiv elective credits. Interested students may contact the Registrar's Office for further information.

Inter-Institutional Arrangements

Relations of academic reciprocity have been established between Princeton Theological Seminary and Princeton University, Westminster Choir College of Rider University, and New Brunswick Theological Seminary. Although the terms of these arrangements vary slightly from school to school, in general, a degree candidate at the Seminary may enroll for courses in one of the other institutions without paying additional tuition charges.

Courses taken under an inter-institutional arrangement may be credited toward a Seminary degree provided they are appropriate to the character and level of the student's program. A Seminary student may not enroll in a course at another institution that is offered at Princeton Seminary during his/her academic degree. A Seminary student is limited to one course in a cooperating institution during any semester, and the total number of such courses that may be applied to a degree at the Seminary is limited. No Princeton Theological Seminary student intending to graduate may enroll in courses at other institutions during their final semester of enrollment. Information on procedures to enroll for coursework in another institution, and on applicable regulations and restrictions, may be secured from the Office of the Registrar and on the registrar's page of the Seminary website. Inter-institutional policies do not permit a Seminary student to be matriculated simultaneously in more than one of the participating schools.

Course System

The stipulations regulating the courses of study as detailed below apply to the academic year 2016–2017. The course offerings are subject to such change as circumstances may require. Any course for which there is insufficient enrollment may be canceled by the Seminary.

A full-time program for MDiv, MACEF, MA(TS), and dual-degree candidates ordinarily consists of thirteen credits each semester; for ThM candidates, twelve credits each semester. The minimum load for full-time candidacy in the MDiv, MACEF, and MA(TS) programs is twelve credits per semester; however, students who carry no more than the minimum twelve credits per full-time semester will require additional part-time semesters and/or January or summer study in order to complete their programs.

Course Numbering System

1000	Introductory courses, which may fulfill a departmental distributive requirement if so noted in the catalogue descriptions, are otherwise general electives
2000	Required courses for MDiv and/or MACEF students
3000	Electives that fulfill a departmental distribution requirement
4000	Electives that do not fulfill a departmental distribution requirement
5000	Advanced Master's-level electives, suitable for ThM students, that may fulfill a departmental distribution requirement if so noted in the catalogue description. Normally require lower level courses as prerequisites.
8000	Doctoral seminars
9000	Doctoral seminars

Biblical Studies Course Numbering

32XX	Electives that do not fulfill close reading requirement
33XX	English-track exegesis courses that fulfill close reading requirement
34XX	Hebrew- and Greek-track exegesis courses that fulfill close reading requirement
50XX	Advanced languages

Practical Theology Department Course Numbering

1000	Some designated education and formation (EF) courses will fulfill the practical theology elective distribution requirement.

Course Prefixes	Area	Department
CH	Church History	History and Ecumenics
CL	Christian Literature	(secondary prefix only)
CS	Christianity and Society	History and Ecumenics
DP	Denominational History, Theology, and Polity	
EC	Ecumenics	History and Ecumenics
EF	Education and Formation	Practical Theology
ET	Christian Ethics	Theology
FE	Field Education	
HR	History of Religions	History and Ecumenics
ML	Ministry Leadership	
NT	New Testament	Biblical Studies
OT	Old Testament	Biblical Studies
PC	Pastoral Care and Specialized Ministries	Practical Theology
PhD	PhD Seminars	
PH	Philosophy	Theology
PR	Preaching	Practical Theology
PT	Practical Theology	Practical Theology
RS	Religion and Society	Religion and Society
SC	Speech Communication in Ministry	Practical Theology
SR	Sociology of Religion	History and Ecumenics
TH	Doctrinal Theology	Theology
WR	Worship	Practical Theology

Cross-listed courses or Primary/Secondary

CH/TH	Cross-listed course listed under both departments: Theology and History. (Prefixes are in alpha-order.)

TH(EC)	Not a cross-listed course. Theology is the primary area and Ecumenics is the secondary area. Course is listed only under the Theology Department.

Course Suffixes

cr	Christian responsibility in the public realm course

Capstone Courses

Courses designated by departments as fulfilling the senior year capstone project requirement are designated in the course description. Also, see section, Capstone Project Requirement.

Credit Hours

Princeton Seminary is a residential graduate school and operates on the semester system and assigns semester credit hours to its courses. The following appears on Princeton Seminary transcripts in the transcript key: "Since September 1961, the Seminary has operated on the semester system with two semesters and a condensed summer session. A semester is approximately 15 weeks of instructional time, including periods set aside for reading and examinations, excluding major vacations. … Beginning in September 2012, each semester is 15 weeks including two reading weeks and one examination week. In addition, there is a condensed January session."

Classes meet Monday through Friday during the day, with seven 50 minute class periods running from 8:30 a.m. to 4:50 p.m. The majority of courses are assigned 3 credit hours, but there are some 2 credit hour and 1 credit hour courses. A 3 credit hour course meets 3 hours per week, with 12 weeks of instruction during the 15 week semester. For each graduate credit awarded by a course at Princeton Theological Seminary, students normally are spending approximately one hour (50 minutes) in contact with the instructor and two hours (100 minutes) outside of class.

1.0 credit hour indicates 12 hours of direct instruction, plus 45 hours outside of class over the 15 week semester. 3.0 credit hours indicate 36 hours of direct instruction, plus 135 hours outside of class over the 15 week semester. "Hours outside of class" include advanced and daily readings, writing, participation in online discussions, studying, reflecting, projects, final papers, etc.

Intensive classes take place in the summer and in the January term. The summer language courses meet over an eight-week period. January courses meet over a two-week period. Classes typically meet for 3–6 hours per day, five days a week. January term courses include travel courses, courses with weekend retreats, and courses with work required prior and following the actual course dates.

Independent Study

An independent study is defined as study, which is given initial faculty guidance, followed by repeated, regularly scheduled individual student conferences with a faculty member. The faculty member provides periodic as well as final evaluation of student performance. Students should expect to devote a minimum of 3 hours per week for each credit hour of independent study, or at least 9 hours per week for a 3 credit independent study.

General Requirements and Electives

Reformed Church of America Courses

Students who are in need of Reformed Church of America, (RCA) courses, may enroll in courses offered at New Brunswick Theological Seminary in New Brunswick, New Jersey. Princeton Seminary has an inter-institutional agreement with New Brunswick Seminary which permits this. For further information, contact the registrar's office.

United Methodist Courses

Princeton Theological Seminary is approved by the University Senate of the General Board of Higher Education and Ministry of the United Methodist Church (UMC) to prepare students seeking ordination in the UMC. The Seminary participates in a partnership program with Wesley Theological Seminary. The courses listed as Princeton courses are offered on the campus of Princeton Theological Seminary (PTS). Additional courses from other partner schools are also available to PTS students through this program (see below). United Methodist Studies courses are offered on a two-year cycle.

ST 460 United Methodist History & Doctrine I (2 credits):
Life and thought of John Wesley, early English Methodism, American Methodism to the present covering both historical and theological development. History and doctrine of Black Methodists, the Evangelical United Brethren Church, the formation of The United Methodist Church. Attention also given to the development of indigenous theologies in various cultures. When taken with ST 461, fulfills the UM History and Doctrine requirement for election to probationary membership and commissioning in The United Methodist Church as specified in The Book of Discipline 2008, Par. 324.4a.
Fall Semester, 2017–2018; Staff

ST 461 United Methodist History & Doctrine II (2 credits):
When taken with ST 460, fulfills the UM History and Doctrine requirement for election to probationary membership and commissioning in The United Methodist Church as specified in The Book of Discipline 2008, Par. 324.4a.
Spring Semester, 2017–2018; Staff

CM 251 Polity: UMC (2 credits)
The Constitution and structural relationships of The United Methodist Church are examined with a particular focus upon the workings of the local church. Fulfills the UM Polity requirement for election to probationary membership and commissioning in The United Methodist Church as specified in The Book of Discipline 2008, Par. 324.4a.
Spring Semester, 2016-2017; Mr. Darryl Stephens

TH3110 Introduction to Missional Theology
Missional theology involves critical, imaginative, and practical reflection on the interactions between the gospel and culture and the creative outworking of this activity in socially embodied forms of communal life. This course will provide an introduction to missional theology and explore the implications of such an approach for the formation, life, and witness of the church. Particular attention will be given to the historical concept of missio Dei; the mission of the church; the nature, task, and purpose of missional theology; missional hermeneutics; and contextual theology.

- This course fulfills the general distribution requirement in theology.
- Prerequisite: TH2100.
- 3 credits.

January Term, 2016-2017: Mr. John Franke

Listing of United Methodist Courses offered through the Wesley Partnership Programs. For further information, contact the Princeton Seminary Registrar at registrar@ptsem.edu.

United Methodist Polity, CM 251:	
Wesley / Online:	Offered every fall (has been OL recently, Fall 2016 OL) Offered every summer (has been OL recently, Summer 2016 both OL and F2F)
Pittsburgh:	Offered every other spring quarter S2S, even # years (Spring 2018, 2020, 2022)
Charlotte, NC:	Offered every other J-Term F2F, odd # years (J-Term 2017, 2019, 2021)

Eastern Mennonite:	Offered F2F every other fall , odd # years (Fall 2017, 2019)
Princeton:	Offered every other year, S2S (Spring 2017)
United Methodist History, ST 463:	
Wesley / Online:	Offered every Fall, F2F Offered every summer, OL
Pittsburgh:	Offered every other fall quarter F2F, even # years (Fall 2016, 2018, 2020)
United Methodist Doctrine, ST 464:	
Wesley / Online:	Offered every Spring, S2S Offered every summer, OL
Pittsburgh:	Offered every other fall quarter F2F, odd # years (Fall 2017, 2019, 2021)
United Methodist History & Doctrine I & II, over two semesters, ST 460; ST 461:	
Princeton:	Offered every other Fall & next Spring F2F (Fall 2017 /Spring 2018, 2019-2020)

Field Education

Field education is an integrative practice that uses the action/reflection model of education to unite the theological curriculum with experiential learning to form a holistic and comprehensive understanding of the Christian faith. Integration occurs as students practice the art of theological reflection while serving in churches, specialized ministries, and focused ministries such as teaching or international ministry. Field education is where theology and ministry merge as supervisor and student bring to bear the resources of the Christian faith, acquired through Seminary coursework and life experience, upon the practical decisions of ministry as they search for theological meaning in life.

Field Education occurs in either a Christian congregation or in a specialized ministry site. An acceptable specialized ministry site engages in ministry within the world promoting Christian values, but might not be designated as a religious organization (for example social justice organizations, soup kitchens, crisis ministries, organic farms, advocacy groups, organizations associated with the UN) . In these cases, the on-site supervisor must hold at least a masters' degree, but might not have specific theological training. For these sites, a Christian theological conversation partner must be identified who will have regular conversations (monthly during the academic year, biweekly during the summer) focused on Christian theological issues that integrate the practice of ministry with the work the student is doing in the academy.

Through field education, students grow in self-understanding, gain an awareness of the role of supervision in ministry, and develop overall competence in the practice of ministry. In addition to these overarching goals, the five specific outcomes for field education are self-awareness, relationship development, skill acquisition, testing and affirming vocational call, and integration of practice with theological understanding.

Within the first two weeks of the placement, the student and supervisor develop a learning/serving covenant that identifies specific, measurable, achievable, realistic, and transferable goals for each of the five aforementioned areas of development. A general description for the placement is tailored to meet the needs and desired outcomes for the student and the site. Weekly supervisory sessions enable the student and supervisor to track their progress using selected models for reflection. A formal assessment process by student and supervisor completes the placement.

In addition to integration of theology with practice, program outcomes seek to enable students to:

- Identify and enhance strengths and address weaknesses
- Develop leadership skills
- Become more adept at accomplishing the tasks of ministry
- Improve effectiveness in planning and communicating
- Engage a process of call clarification
- Become effective practitioners

Program

Some students enter seminary with a clear and specific sense of their vocation, while others are searching for clarity about the form of their ministry. Through ongoing discernment and practical experience, changes in vocational objectives occasionally occur. The field education program offers experiences that take into account the various needs of students while at the same time providing an integrated and consistent program. The program aims to expand students' vision of the church by exposing them to its mission and ministry in its ecumenical, cross-cultural, and racial/ ethnic dimensions.

Every Master of Divinity, Master of Arts in Christian Education and Formation, or dual-degree student must do two placements, one of which is in a church. The second placement can also be in a church, or in a specialized ministry setting, depending on the student's emerging call. MDiv, MACEF, and dual-degree students are expected to complete one summer placement, which is a minimum of thirty-five hours each week for a minimum of ten weeks (350 hours), and one academic-year placement, which is ten to fifteen hours each week for a minimum of thirty weeks (300 hours). MA(TS) students are required to do only one placement (either summer or

academic year) in a church or specialized ministry. Students are encouraged to seek different contexts for each placement and discouraged from seeking a placement in their home churches.

Ordinarily, field education is not done during the junior academic year. Typically the first placement is full-time during the summer after the first year and the second is part time during the middler year. Each placement carries two semester hours of credit, resulting in the accumulation of the four required academic credits for field education for MDiv, MACEF, and dual-degree students. MA(TS) with accumulate two required academic credits for field education.

A Master of Divinity, Master of Arts in Christian Education and Formation, MA(TS) or dual-degree student may do a yearlong intensive internship for two credits in place of either a summer or academic-year placement. Year-long intensive placements are usually done after the student has completed two years of theological education. Students have the option of doing additional field education placements for elective credit. As with required placements, two credits are awarded for elective field education placements, except for PC 4110 and PC 4111 for elective CPE which give 3 credits.

Master of Divinity, Master of Arts in Christian Education and Formation, and MA(TS) students are required to register for field education courses each semester of participation, according to the procedures that govern the selection of academic courses. A grade of P (pass), D, or F (fail) is recorded at the end of the course. Additional information about field education can be found in the Field Education Handbook.

Placement Opportunities

All field education placements are done in sites approved by the Office of Field Education under the direction of certified supervisors. There are several kinds of placements: churches and specialized ministries, clinical pastoral education, international placements, and placements that focus on the ministry of teaching. The pool of more than 650 churches and specialized ministries is representative of seventy different denominations with locations in rural, suburban, urban, and metropolitan contexts. Specialized ministries include prisons, health institutions, community service agencies, educational institutions, retirement centers, and organizations for individuals with special needs. A clinical pastoral education (CPE) unit can satisfy one field education requirement. CPE placements are available in urban, rural, metropolitan, and suburban areas within commuting distance of the Seminary or during the summer in more than thirty states in the U.S. The Field Education Office provides opportunities for cross-cultural, racial/ethnic, and international placements. International placements are located in Africa, Asia, the Caribbean, and Latin and South America.

Field Education Advisement System

Upon entering the Seminary, each MDiv, MACEF, MA(TS) and dual-degree student is assigned a field education advisor. Students are required to have two meetings per year with their advisor: the first one in October to discuss their call and general objectives in field education; the second one in January to focus on the type of field education placements they would like to pursue. Whenever possible, students are placed in settings of their own denomination. All programs for MDiv, MACEF, MA(TS) and dual-degree students must be planned with the approval of their field education adviser and secured by April 1st.

The Center for Black Church Studies

The Center for Black Church Studies offers a graduate certificate program enabling students at Princeton Theological Seminary to develop a focused academic program centered on African and African American religious traditions. This certificate prepares students for vocational ministry or scholarly pursuits that value the unique contributions of Black religious experiences to the totality of Christian faith, life, and witness. It assists seminarians interested in shaping their ministerial preparation for a wider knowledge and deeper appreciation of Black life within American or global Christianity. It is also designed for those who have a scholarly interest in the shape and depth of Black religious life throughout the African Diaspora. Among the requirements for receiving the certificate are earning

12 credits from approved courses and a 1 credit colloquium (RS5100 Black Church Studies Colloquium, see below.) Two courses (or a maximum of 6 credits) can be taken at Princeton University in order to fulfill the certificate requirements.

Director: Dr. Yolanda Pierce

Black Church Studies Program Courses

TH/ET3426	Reinhold Niebuhr and Martin Luther King Jr
CH3625	African American Religious History
HR/CL3370	African Religions in the Achebe Trilogy
CH9072	Race, Racism, Religion
EC/CH3338	Women in African Christianity
TH3583	Critical Race Theory
CH/EC3250	Ethiopian Church History
PR3620	Sermons from the Civil Rights Movement
PR3272	Preaching in the African American Tradition
NT3285	African American Pauline Hermeneutics
CH4430cr	Major African American Religious Intellectual: James Baldwin
EC1300	Christianity in Africa – Some Trends
TH3660cr	Incarnation and Incarcerated Bodies

The Center for Theology, Women, and Gender offers a graduate certificate program for Masters students at Princeton Theological Seminary that allows students to focus their academic work on issues pertaining to theology and gender. This certificate prepares students for vocational ministry or scholarly pursuits by a) valuing the unique contributions of women and sexual minorities to the life of the church and Christian faith, and b) by exploring critically the ways that gender and sexualities are understood and represented in church and society. The requirements for the certificate involve earning twelve (12) credits from approved courses and a one (1)-credit colloquium, RS5200 Colloquium in Theology and Gender (topics to rotate). Two courses (or a maximum of 6 credits) could be taken at Princeton University in order to fulfill the certificate requirements, subject to the approval of the Director.

Director: Dr. Jacqueline E. Lapsley

Current courses that count for the Certificate in Theology, Women, and Gender:

OT3366	Gender and Sexuality in the Bible
OT3370	Texts of Terror, Texts of Hope
OT3466	Gender in Old Testament Narratives
CH3217	Christian Women in the World of Late Antiquity
CH3218	Women Leaders of the Medieval Church
CH3219	Women Leaders and Voices in the Reformation
CH3213	Medieval Female Spirituality
CH/EC3338	Women in African Christianity
CH/EF3460	Prayer and Spiritual-Devotional Life
CH3620	Women and the History of American Religion
CH3510	Women and Religion in Modern Europe
ET5348cr	Issues in Human Sexuality
TH3466cr	Feminist and Womanist Theology
PC5268	Pastoral Care of Women
PR3261	Exploring Women's Preaching Traditions

Lutheran Studies Concentration for MDiv Students

The Lutheran Studies Concentration consists of the following five requirements:

1. Four courses specifically centered on Lutheran material which would ordinarily be the following courses: Martin Luther and the German Reformation (3 credits), The Lutheran Confessions (3 credits), Lutheran Liturgical Theology (1 credit) Case Studies in Lutheran Ministry (2 credits, with prerequisite of course on Luther or Lutheran Confessions). In case of an unavoidable scheduling conflict with some other curricular requirement, one of these may be covered in another way (e.g., independent study).
2. A required one-credit "Lutheran Studies" colloquium to aid students' integration of Lutheran studies and PTS MDiv taught by a Lutheran PTS faculty member.
3. Two additional courses which by their nature and with a professor's permission may lend themselves to a final paper or project that will interact in some significant way with the Lutheran tradition, history or theology (possible examples include Biblical Theology and the Practice of Ministry, Augustine, Church and State in the Medieval Period, German Church Struggle, Classics of Christian Theology, Doctrine of God, Reformed and Lutheran Confessions, The Lord's Supper, Missional Theology and Evangelism, Musical Resources for the Congregation, Educational Psychology, Introduction to Education and Formation). Students should consult with professors in these courses early in the semester to assure the final project may include some Lutheran component.
4. The senior "Capstone" project is encouraged (but not required) to include some Lutheran content, whatever the course or department. (e) One field education unit would be in a Lutheran congregation.

Successful completion of all requirements will result in a notation being placed by the registrar on the student's transcript—"Lutheran Studies Concentration."

Worship Studies

The emphasis in Worship Studies is designed for ThM candidates. This interdisciplinary perspective provides students with an opportunity to reflect on the church's liturgical life by drawing on coursework from all departments of the theological curriculum.

Working with an adviser, students select from a variety of offerings those courses that will meet their purposes and interests, complement their educational objectives, and fulfill the requirements of their program. The registrar, in consultation with faculty, identifies courses each year that give particular or concentrated attention to worship in its many forms. Students may also elect other courses in which it is possible to focus on issues of worship. In addition, courses at Westminster Choir College of Rider University, particularly in the Department of Church Music, may be taken under the Seminary's inter-institutional arrangement.

Mission, Ecumenics, and History of Religions (MEHR)

The Mission, Ecumenics, and History of Religions program (MEHR) seeks to widen the horizons of preparation for ministry with interdisciplinary inquiry into the challenges and implications of the worldwide witness to the Christian faith. It includes three areas of emphasis: Mission (Theology and History), Ecumenics (Theology and History), and History of Religions. All three segments of the program are integrally interrelated. No one part can be studied in isolation, and all demand attention to the cultural and religious, social and political, and geographical contexts of world Christianity.

The program relates to all academic levels as a division of the Department of History and Ecumenics. On the MDiv level, in addition to various course offerings, field education may include approved internships at home or abroad with course credit where appropriate. The faculty also supervises elective senior research papers for either three or six credits.

Fall Semester, 2016–2017

EC1200 Introduction to World Christianity; Fall Semester, 2016–2017; Mr. R. Barreto

CH/EC3250 Ethiopian Church History (Pre-modern); Fall Semester, 2016–2017; Mr. Rorem

CH/EC3387 Christianity in Cuba – Travel; Fall Semester, 2016-2017; Mr. Appold and Ms. Mooney

EC3560 Introduction to U.S. Latina/o Christianities; Fall Semester, 2016–2017; Mr. R. Barreto

HR3345 Hinduism; Fall Semester, 2016–2017; Mr. Young

CS5400cr Rethinking Religion in the Public Sphere; Fall Semester, 2016–2017; Mr. Adogame

January Term, 2016–2017

CH/EC3388 Christianity in Cuba – Travel; January Term, 2016-2017; Mr. Appold and Ms. Mooney

CS/HR3412cr Towards Understanding Other Cultures – Travel; January Term, 2016-2017; Mr. Adogame

Spring Semester, 2016–2017

EC/CH3380 East Asian Christianity 1500–1800; Spring Semester, 2016–2017; Mr. Appold

EC/EF3390cr Encountering the Religious Other in Brazil – Travel; Spring Semester, 2016-2017; Mr. R. Barreto and Ms. Lee

HR(CL)3300 World Christianity through World Literature; Spring Semester, 2016–2017; Mr. Young

HR/RS3341cr Buddhism, from India to America; Spring Semester, 2016-2017; Mr. Young

CS/HR3425 New Religious Movements in Global Perspective; Spring Semester, 2016-2017; Mr. Adogame

Fall Semester, 2017–2018

HR/RS3340cr Making Christianity in Contemporary East Asia; Fall Semester, 2017–2018; Mr. Young

CS/HR3421cr African Indigenous Churches and Globalization; Fall Semester, 2017–2018; Mr. Adogame

CS/HR3422cr Concepts, Methods and Themes in World Christianity; Fall Semester, 2017–2018; Mr. Adogame

Spring Semester, 2017–2018

EC/CH3338 Women in African Christianity; Spring Semester, 2017–2018; Ms. McKee

CS/HR3410cr The New African Christian Diaspora; Spring Semester, 2017–2018; Mr. Adogame

CS/HR3420cr Vitality of Indigenous Religions of sub-Saharan Africa; Spring Semester, 2017–2018; Mr. Adogame

Religion and Society Program

Two Conceptual Foci

The Religion and Society Program promotes interdisciplinary reflection that critically examines religious and social life. With “the religious” and “the social” as its two foci, the program equips both masters' and doctoral students with theoretical resources and diverse perspectives that enhance and deepen their theological studies and understanding of Christian practices in church and society. These foci are important for structuring the program’s conceptual field and, especially, at the PhD level its qualifying exams.

Scope of the Program

Faculty currently participating in the Religion and Society Program teach in the academic departments of the Seminary, and bring to the program different types of theoretical expertise and skills from the following range of areas:

- Religious Studies (e.g. sociology of religion, history of religion, philosophy of religion)
- Social Sciences (e.g. sociology, anthropology, political science, economics, critical theory)
- Humanities (e.g. history, religion and literature)
- Ethics (e.g. religious, social, theological)
- Theology (e.g. systematic, doctrinal, constructive, practical)

Faculty Research Areas

Faculty currently participating in the Religion and Society Program invite proposals from doctoral candidates in their respective areas of research, including the following:

- Church and Society (especially their future in the North American context)
- Diaspora Christianities (including migration and immigration)
- Environmental Studies
- Ethics and Social Criticism
- Political Theologies
- Race, gender, and sexuality
- Religion and Literature

Interdisciplinary Ethos

The Religion and Society Program fosters an interdisciplinary ethos at the masters' level by supporting instruction on religious and social issues in the course offerings of all departments, and by sponsoring special campus events and ongoing seminars on key religious and social themes. The purpose of these efforts at the masters' level is to help promote reflection on religion and social life as they are informed by theological perspectives. This interdisciplinary ethos is more formally structured as a Ph.D. degree program in religion and society. Ph.D. students are expected to pass four comprehensive examinations. One of these exams should be selected by examinees as their “theory and methods exam,” in which they include special attention to theoretical and methodological options and debates pertinent to that exam.

- Religion and Religions (demonstrates excellence in knowledge of religious studies and at least one non-Christian tradition)
- Social Sciences, the Humanities, or Religion and Literature (demonstrates excellence in one theoretical perspective on "the social" in either social science or the humanities)

- Ethics (demonstrates excellence in the knowledge of religious, social, or theological ethics)
- A Dissertation-related Theme or Problematic (demonstrates excellence in analyzing a theme or problem that will be significant in the writing of the dissertation)

The first two exams enable disciplined attention to the aforementioned two foci of the conceptual field of religion and society. The third exam, in ethics, is required because analysis of the moral life and ethical reflection upon it has been a key site wherein religious and social themes often intersect in theological studies and Christian practice. The fourth exam enables students to focus research and thinking about their dissertations. While the nomenclature of "comprehensive examinations" is used by the Seminary in accordance with language used by its accreditors, these exams may be understood to be “qualifying exams" in the sense that, while wide-ranging, they certify readiness to proceed to the dissertation proposal and writing phases of the program.

Seminary and University Scholarship

PhD students are expected to learn from disciplines of the university, even as they focus those disciplines for the distinctive concerns and contexts of Christian theological traditions. This program not only enables scholarship at the Seminary to sustain its own community of research into religious and social issues, it also serves a liaison function between the Seminary and Princeton University and, occasionally, between the Seminary and other institutions.

U.S. and International Scholarship

The dual focus on religion and society, and its distinctive interdisciplinary work, has traditionally made the Religion and Society Program an important resource for international as well as U.S. scholars. The program places a high value on a functioning diversity of scholars from this country and abroad, who come together to reflect critically on issues of justice and peace, and on human differences that are not only religious, social and theological, but also cultural, political, and economic. Thus, the Religion and Society Program has traditionally sought to fuse rigorous reflection with social criticism and prophetic discourse.

The Tennent School of Christian Education

Pursuant to the action of the Presbyterian General Assembly of 1941, which recommended that colleges of Christian education belonging to the Presbyterian Church should become related to seminaries or colleges, negotiations were entered into between the Trustees of Princeton Theological Seminary and the Trustees of Tennent College of Christian Education in Philadelphia. Following these negotiations the Trustees of Tennent College decided to close the latter institution and to make over its assets in trust to Princeton Theological Seminary. The Seminary, on its part, agreed to carry forward the work of Tennent College on a graduate level, and to perpetuate the name of Tennent upon the campus of Princeton Theological Seminary and in the Seminary's annual catalogue. The Tennent School of Christian Education was inaugurated in September 1944.

Seminary Resources

- The Seminary Library
- IT Services
- Computer Resource Centers
- Educational Media
- Child Care
- Placement Services
- Academic Support
- The Erdman Center: Lodging, Facilities, and the Art Gallery

The Seminary Library

The Princeton Theological Seminary Library is one of the nation's largest theological libraries supporting religious and theological studies, with over 1,200,000 books, periodicals, microforms, manuscripts and other items including databases, digital books and digital journals. The special focus of the Library is on Christian studies and includes one of the country's most extensive collections of Latin American theology. Working in collaboration with the Princeton University Library, the resources of other religious traditions of the world are also available to faculty and students.

The Library's effectiveness depends on its continuing progress in building and implementing technological infrastructure, datasets, tools, and applications necessary to support work in religious and theological studies. The Library is home to one of the regional scanning centers of the Internet Archive and has leveraged this relationship to create the Theological Commons (commons.ptsem.edu), a searchable digital library of books, periodicals, audio recordings and other formats, all freely accessible online.

The Library also houses the Reigner Reading Room, named for publisher Charles G. Reigner, which focuses on educational and religious curriculum materials to support church ministry.

Special Collections complements the Library's general collections with particular strengths in a number of areas. Archives and manuscripts comprise the records of Princeton Theological Seminary as well as those of other organizations such as the Academy of Homiletics, the American Theological Society, and the Consultation on Church Union. The papers of numerous individuals are also accessible through Special Collections and include: Justo L. Gonzalez, Josef L. Hromadka, Samuel H. and Eileen F. Moffett, and Thomas F. Torrance. Rare collections of books and pamphlets supporting research in American and British religious thought include: the William Sprague Collection of Early American Religious Pamphlets, the A.B. Grosart Library of Puritan and Nonconformist Theology, and the James R. Tanis Collection on the Great Awakening. Reformed Research Collections are represented by the Moffett Korea Collection, the Karl Barth Collection, and the Abraham Kuyper Collection including the Digital Library of Abraham Kuyper (kuyper.ptsem. edu) and the Barth Literature Search Project (barth.mediafiler.org).

The Library is also home to the Digital Scholarship Center (DSC) where students and faculty can learn and experience the many uses of new media for theological education. Located on the lower level of the Library's North Wing, the DSC offers an array of hardware and software resources for PC and Mac platforms. Workstations are equipped with a variety of peripheral devices, such as scanners to accommodate books, documents, and photographs, cassette decks for digitizing audio and video cassettes, a USB turntable for digitizing vinyl records, and pen tablets for working with mapping and drawing applications. Applications include audio and video editing, desktop publishing, slide show presentation design, photo editing, and PDF creation. Printing is available in color or gray scale for documents up to 8.5 inches x 14 inches. Mac laptops, portable presentation projectors, digital video cameras, digital still cameras, and digital voice recorders are included in a no-cost lending inventory, available to students, faculty, and staff for course- or business-related multimedia projects. Workstations are available on a first-come, first-served basis. Appointments can be scheduled in advance to reserve a workstation specifically set up for a class-related or official Seminary business project. The DSC is staffed during hours of operation with attendants offering assistance as required to provide a level of comfort working with a particular application.

Additional Information

More detailed information on the Library is available at ptsem.edu/library, including the access and borrowing policy and links to the online catalog and to database resources.

IT Services

Various IT services are available to students, including computer labs/work stations, printing facilities, training, technical support, file storage, email access, and audio/video services.

The most up-to-date information on services offered is available at the ITS website: its.ptsem.edu

Technical support for supported systems is available by:

1. Phone: 609.497.7812 (24/7 except major holidays)
2. Email: help.desk@ptsem.edu
3. Walk-in: Room 1176 in the library

Please consult the ITS website for additional details.

Student job opportunities include a limited number of paid student positions available each year to qualified applicants. Applications and more information are available by emailing its.jobs@ptsem.edu.

Computer Resource Centers

Computer Resource Centers (CRCs) are located in Stuart Hall, the library, and 501 Farber Road on the West Windsor Campus. Each location is connected to the PTS network and contains laser printers. All offer word processing and, with a PTS network account, Internet and email privileges. Network access is also available from all residence halls and apartments. The Computer Resource Centers are staffed by student lab assistants, who are available to assist with file conversions, word processing problems, and Internet or email issues. Lab assistant hours are as posted.

Stuart Hall CRC is located on the lower level and is open twenty-four hours a day, seven days a week. The Computer Resource Center's coordinator's office is located in the Stuart Lab. The CRC coordinator is available for assistance with file conversions and for problem-solving. Stuart Hall CRC has sixteen PCs, three MACs, and two laser printers.

The CRC at the West Windsor campus has five PCs and two laser printers. It is open twenty-four hours a day.

Educational Media

Located on the ground level of Templeton Hall, the Educational Media Center is the site of various media services and facilities, including a media services support center; a listening/conference room; a production studio, which is also equipped as a "smart classroom"; a sound-proof narration booth; and a campus cable TV system. Campus services include audiovisual assistance, media learning opportunities, audio- and video-recording services, audio and videoconferencing, webcasting, web streaming, personal consultation on the selection and use of technologies for curricular needs, and production of original media resources.

The Listening/Conference Room is designed for reviewing media resources and simple media duplication, including transference of audio- and VHS-cassettes, and duplication of CDs, and DVDs. (Individuals who use duplication equipment are responsible for observing all applicable copyright laws.) It can also be reserved for practicing PowerPoint presentations and other course-related activities.

The Campus Cable TV System provides programming to the main Seminary campus as well as the West Windsor Campus. Campus channels include local access programming and campus bulletin boards as well as cable and network channels. A variety of curriculum resources, announcements, and original programming is scheduled for broadcast on this system at designated hours.

Student job opportunities include a limited number of paid positions available each year to qualified applicants. Applications and more information is available at the Educational Media Center in Templeton Hall.

More information about services available can be found on the IT Services web page at: its.ptsem.edu.

Child Care

The Carol Gray Dupree Center for Children is located in the Charlotte Newcombe Center on Emmons Drive on the Seminary's West Windsor Campus and managed by Bright Horizons. Licensed by The State of New Jersey, it offers full-day or half-day (morning sessions) daycare, year round, for children ages six weeks through pre-kindergarten. Daycare is available as space permits to children of all students, faculty, administrators, and staff, and is also open to the public. The Dupree Center's primary goal is to provide loving and quality care for each child as a unique and valuable member of the community. Social, physical, emotional, intellectual, and spiritual growth is provided for. Learning experiences appropriate for the developmental age of each child are provided daily in a loving, safe, and stimulating environment.

For more information concerning availability of places, costs, and registration, contact the Dupree Center for Children. Space is limited.

Placement Services

The Office of Senior Placement works to assist Master's-level students in preparation of dossiers and resumés and in finalizing their vocational plans in the variety of ministries available to graduates. It provides seminars and workshops designed to give practical information and skill training related to interviewing, resumé writing, and other vocational issues. The office welcomes individual churches, other governing bodies, and institutions to use campus facilities and staff expertise as they seek to fill vacant positions. In addition to circulating dossiers and resumés from graduating seniors, the office maintains a variety of resources for the placement process and an up-to-date listing of churches and other institutions seeking to fill staff vacancies.

The Office of Academic Affairs, PhD Studies partners with interfolio.com to provide convenient, reliable and secure dossier service, for a fee, to PhD candidates and recent graduates seeking placement. At any time after successful completion of the comprehensive examinations, the candidate may prepare a dossier, consisting of his/her curriculum vitae , personal statement, letters of recommendation, and PhD transcript. All management of dossier materials, including control of dissemination to potential employers, can be accomplished online by the candidate through this service. The internet link to this service can be found on the PhD Studies website.

Academic Support

Academic Support offers writing assistance, workshops, tutoring for introductory courses, and counsel on academic policies. The office also coordinates student accessibility services; in particular, the academic support components including the use and implementation of assistive technology and other strategies to maintain an accessible learning environment. Academic Support conducts workshops throughout the academic year on areas of need such as theological writing, critical thinking, time management, note taking, test taking, reading skills, and study skills. Contact Academic Support at academic.support@ptsem.edu.

The Erdman Center: Lodging, Facilities, and the Art Gallery

The Erdman Center is a boutique meeting and lodging facility located across the street from the library. Fifty Five guest rooms are available for Seminary community members to reserve when family and friends visit (based on availability). The Center is closed during Christmas break. All guest rooms have a telephone with voicemail as well as complimentary high speed internet access via cable and WiFi. The premiere meeting space at the Center is the Cooper Conference Room, a state-of-the-art "smart classroom." Other meeting spaces include the Clarke Lounge and the Art Studio.

The Erdman Center is also home to the Erdman Art Gallery, which exhibits artwork from local, national, and international artists throughout the year. The exhibits represent a variety of media, including paintings, drawings, graphic arts, sculpture, photography, and

textiles. Receptions with artists and related workshops are held regularly in connection with the art exhibits. Further information is available from The Erdman Center online at coned.ptsem.edu/meetings-lodging/, or by telephone at 609.497.7990.

Tuition and Fees for 2016–2017

All Seminary charges and fees are payable in U.S. funds. Foreign checks or money orders must have the U.S. bank with which they are affiliated printed on the check or money order. For those persons not enrolled in the Academic Management Services Tuition Installment Plan (HigherOne), charges for tuition and fees are due and payable on or before the first class-day of each semester.

Application fees vary by program. Please refer to the section in this catalogue that describes your program of interest.

Tuition

Based on fiscal year: July 1, 2016–June 30, 2017

Candidates for the MDiv, MA, MA(TS), MDiv/MA (Dual) Degrees	
Annual full-time tuition, billed $7,250 each semester	$14,500
Full-time students are those in the MDiv, MA, MA(TS), and MDiv/MA Dual degree programs, as well as resident special students who are registered for a minimum of 12 credits. Those enrolled less than full time are charged at $580 per credit.	
Full-time tuition permits a student to take 12 to 15 credits in the fall and spring semesters. Credits in excess of 15 (which require prior approval by the Associate Dean for Academic Administration) will constitute “overload credits” and will be charged at $740 per credit. Additionally, students will be allowed to take up to 6 credits during the summer. Any out-of-pocket tuition expense specifically pertaining to summer credits will be refunded in the form of a tuition credit, provided full-time status is maintained (12 credits minimum) during the ensuing fall and spring semesters. The reduction of tuition will be applied to the student’s account equally at the end of each of the fall and spring semesters. Also, please note that for graduation purposes, MDiv candidates are required to be registered as full-time students for 6 semesters.	
Candidates for the ThM Degree	
Annual tuition for the program, which is to be completed in one academic year, assuming 12–15 credits per semester, billed $7,250 each semester	$14,500
Th.M. candidates must be enrolled for 12 credits per semester to be considered full-time and Th.M. students enrolled for more than 15 credits in a semester will be charged the overload rate of $740 for each credit over 15.	
Optional January Term	

The annual tuition for full-time students includes January term credits. However, students who have registered for and subsequently wish to drop a January term course must do so by the close of January term registration on Friday, November 11. Dropping a January term course after Friday, November 11 will result in a $242 cancellation fee.
Students who fail to attend a January term class for which they are registered will likewise be charged the $242 cancellation fee. Stude nts living in residence halls and enrolled in a January term course (excluding travel course participants) are required to be on the board plan at a cost of $242. Airfare and other costs as estimated for travel courses will be billed to students immediately following registration. Because non-refundable deposits for travel need to be made by the seminary in advance, payment for all January term courses will be due on a date to be determined prior to the add/drop date (November 11).
A student will be allowed to take up to 30 credits in an academic year (including the fall semester, January term, and spring semester) by virtue of enrolling in an optional January term course, without advance approval of the Associate Dean for Academic Administration.

Travel Course Spring Term

Airfare and other estimated costs for a spring travel course will be billed to student accounts immediately following registration. Payment is due and payable on or before the first class-day of the spring semester. If a student account has a credit balance as a result of a spring term loan(s) and/or scholarship assistance the monies will automatically be transferred toward travel course expenses by the Office of the Bursar. Failure to pay a spring term travel course charge by January 24, 2017 will result in a withdrawal from the course.

Tuition Installment Plan (TIP)

Students who wish to pay all or any portion of their tuition and other charges on an installment basis may take advantage of this plan made available through HigherOne. Master's degree students may pay tuition, room, board, fees, or Seminary rent in nine monthly installments starting July 15 for a modest fee of $60 for each enrollment period (academic year). Access to HigherOne's TuitionPay website can be found on the bursar's web page.

Candidates for the PhD Degree

Annual tuition for a minimum of two years of resident study, billed $7,250 each semester	$14,500
Reduced tuition for years 3, 4, and 5, after two years resident study, billed $700 each semester	$1,400

Note: PhD candidates beginning their program in or after 2011 and residing in Seminary housing during years 3, 4 or 5 will be assessed the comprehensive fee in addition to the reduced tuition. Both will be charged at the then-current rate.

Reduced tuition for subsequent years, billed $1,100 each semester (These charges will be assessed each year at the then-current rate until all requirements for the degree have been completed.)	$2,200
PhD9000 (pre-seminar summer independent study for entering students)	$125

Under certain circumstances and with the approval of the Associate Dean for Academic Administration and the Registrar, PhD students may take courses during the first semester of their third year without additional tuition charges.

Non-degree students

Part-time non-degree students taking courses for academic credit are charged on a per credit basis at	$740
Regularly enrolled students in Princeton University, Westminster Choir College of Rider University, and New Brunswick Theological Seminary, when properly certified by the Registrar, are admitted to classes without charge.	
Interns (abroad)	
Annual tuition	$1,760
Interns (abroad) are billed $560 for 1 credit each semester, plus an administrative fee of $320 per semester and are certified as full-time students while on internship.	
Unaffiliated Auditors	
Persons who, although neither students nor guests of the Seminary but with the necessary authorization are attending classes during either the fall or spring semester on a non-credit basis, are charged per credit hour of class at	$130
Fees	
Late Registration Fee	
Charged to any continuing student who registers for the fall semester after 4:30 p.m. July 12, 2016, or registers for the spring semester after 4:30 p.m. December 15, 2016. No new registration or re-registration will be accepted after 4:30 p.m. on the fifth day of classes of a semester	$110
Drop/Add Fee	
Charged to a student's account upon submission of a drop/add form (per change)	$25
Degree Change Application Fee (if more than one change)	$100
Comprehensive Fee	
Charged to all full-time students and those part-time students residing in Seminary housing. Billed at $680 each semester to partially defray various institutional and instructional costs, such as the cost of counseling services, student publications, technological and media services, internet, Tiger Transit transportation system, parking permits, etc.	$1,360
Basic Fee	
Charged to all part-time students not residing in Seminary housing. Billed at $340 each semester to partially defray various institutional and instructional costs, such as the cost of student publications, technological and media services, internet, Tiger Transit transportation system, parking permits, etc.	$680
Student Health Insurance	

Annual premium for a single student	$2,900 annually / $1,450 per semester
Graduation Fee	
a. Candidates for PhD degree	$120
b. Candidates for all other degrees and certificates	$100
Transcripts or Certification Letters (each)	$10
Diploma Replacement Fee (each)	$120
ID Card Replacement Fee (each)	$20
Student Mail Box Key Replacement Fee (each)	$15
Parking Fee per semester (Part-time non-matriculating student)	$50
Printing Charges Visit the Information Technology Services' website at technology.ptsem.edu for information regarding printing and copying charges, as well as to check an individual balance.	

Housing and Meal Plans

Candidates for the PhD degree are eligible to occupy Seminary accommodations during the first five years of their program. Candidates for the ThM degree ordinarily may occupy Seminary housing for one academic year only, based on availability, during which period they are expected to pursue a full-time program.

Residence Halls

Housing Deposits

Upon arrival, each residence hall resident shall be assessed a Housing deposit of $150, and each apartment resident shall be assessed a Housing deposit equal to one month's rent. The deposit shall be returned after the tenant has vacated, provided an inspection determines the premises were left are in satisfactory condition.

Room and Board

Residence Halls (Single Students)

Room and board (21-meal plan, unlimited) excluding January term board	$8,470 ($4,150 per semester)

Room and board (15-meal plan, plus $100 declining balance) excluding January term board	$7,570 ($3,660 per semester)
Room and board(10-meal plan, plus $50 declining balance), excluding January term board	$7,070 ($3,525 per semester)
Board (10-meal plan plus $25 declining balance) required for January optional term	$115 (for January term)

Students living in the residence halls are required to be on one of the room and board plans stated above, no exceptions. Rooms in the Seminary's residence halls are furnished with bedframe, XL-twin-size mattress, chest of drawers, chairs, desk, nightstand, mirror, and bookcase. Bed linens, pillow, blankets, and towels must be provided by the student.

A single student on a regular program is expected to room in one of the Seminary residence halls.

A drawing for choice of rooms for current residents in the residence halls is held in late April, and remaining rooms are assigned to new students. Some single rooms ordinarily are available for incoming students with special needs.

Residence hall accommodations are intended primarily for students who are enrolled full time; however, provision occasionally may be made on a space available basis for persons registered for part-time studies.

Residence halls are open during the academic year only, and on a limited basis during the summer. Priority for summer goes to summer language students and is based upon availability.

Apartments

Roberts, Tennent, Dickinson, Hibben

One-bedroom units	$8,280 ($1,380/summer and $3,450/fall and spring)
Two-bedroom units	$10,500 ($1,750/summer and $4,375/fall and spring)
Three-bedroom units	$12,720 ($2,120/summer and $5,300/fall and spring)
Three-bedroom shared per person	$4,980 ($830/summer and $2,075/fall and spring)

Witherspoon

One-bedroom units	$8,760 ($1,460/summer and $3,650/fall and spring)
Two-bedroom shared per person	$5,700 ($950/summer and $2,375/fall and spring)

CRW Apartments

One-bedroom units	$9,600 ($1,600/summer and $4,000/fall and spring)
Two-bedroom units	$12,120 ($2,020/summer and $5,050/fall and spring)
Three-bedroom units	$14,400 ($2,400/summer and $6,000/fall and spring)
Four-bedroom units	$16,620 ($2,770/summer and $6,925/fall and spring)

A large number of unfurnished apartments are located at the Charlotte Rachel Wilson Apartment Complex, approximately three miles from the main campus. They are available to married students with or without children and to single parents with dependents. Each unit contains a living room, dining area, kitchen, bath, with apartment sizes ranging from one to four bedrooms. A smaller number of unfurnished apartments of varying sizes, some with provision for couples with children, are available on the Tennent campus. The Witherspoon apartments, located on the Charlotte Rachel Wilson campus, are available for single students only. Seminary apartments are rented to students under a lease arrangement. The period of the lease is from July 1 to June 30, except for a student's first year when the lease begins on September 1. Please note that waterbeds, laundry equipment, and space heaters are not permitted in Seminary apartments.

Although an increasing number of married students will occupy Seminary apartments, some families will find it desirable or necessary to secure accommodations in Princeton or the surrounding area. The Seminary maintains an Office of Housing and Auxiliary Services to assist couples in finding adequate accommodations, although final responsibility for obtaining such accommodations rests with the student. More complete information on lease terms is contained in the Princeton Theological Seminary Handbook. All inquiries concerning student housing, whether Seminary or off-campus, should be addressed to:

Director of Housing and Auxiliary Services
Princeton Theological Seminary
P. O. Box 821
Princeton, New Jersey 08542-0803

Housing fees may increase each year. Notification of increases will be posted online in April/May.

Meal Plans

The Seminary offers three meal plans, ten (10, plus $50 declining balance), fifteen (15 plus $100 declining balance) and twenty-one (21, unlimited) meals, for residence hall residents. A meal plan is required for all residence hall residents, no exceptions. A special 10 meal plan plus $25 declining balance is also required for residence hall residents taking an optional January term course.

Fall Semester

Begins: September 6 (for entering students), September 9 (for returning students) Closed: November 24 through November 27 (Thanksgiving break)

Ends: December 22

There will be no meal plan from December 22 through January 24 except as follows for January optional term students. The dining hall will be open on a limited basis, cash or declining balance only.

January Term

Begins: January 3

Ends: January 17 (closed January 16 for MLK)

Spring Semester

Begins: January 23

Ends: May 8

The Dining Hall will remain open on a limited basis May 9 through 19 on a cash or declining balance only. During times when the dining hall is closed or there is no meal plan offered, please do not cook in your residence hall room, as it is a fire code violation. Each Residence Hall has a full kitchen available for cooking.

Room and Board during Summer Session

The Seminary offers only one meal plan during the summer session, fifteen (10 meals, plus $50 declining balance) . Students receive two meals each day, Monday through Friday during the eight-week summer session.

A limited number of residence hall rooms may be available to single students in Seminary degree programs who find it necessary to remain in Princeton, even though they are not enrolled in the summer program. For further information, contact the director of housing and auxiliary services.

Financing Your Seminary Education

The purpose of the Princeton Theological Seminary Program for Student Financial Aid is to assist students in the educational preparation for ministry. We do this by providing fellowships, need-based grants, work opportunities, and loans to our eligible students. A more detailed breakdown of this eligibility by degree program within this section.

- Tuition Installment Plan (TIP)
- Federal Aid
- Self-Support
- Institutional Aid for MDiv, MACEF, MA(TS), and Dual-degree Candidates
- Presbyterian Church (USA) Denominational Aid
- International Scholars
- PhD Candidates
- Additional Information

Tuition Installment Plan (TIP)

Students who wish to pay all or any portion of their tuition and other charges on an installment basis may take advantage of this plan made available through Higher One. tuitionpay.higherone.com/TuitionPay/Welcome.aspx Higher One is the only tuition payment plan the Seminary offers that permits payments in installments. Master's degree students may pay tuition, room, board, fees, or Seminary rent in nine monthly installments starting July 15 for a modest fee of $60 for each enrollment period (academic year). Enrollment in this installment plan must take place prior to the first week of classes.

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Federal Aid

The Seminary participates in the federal financial aid programs outlined below: the Federal Direct Loan, and Federal Work Study. These Title IV federal aid programs can be used to help meet matriculated students' unmet financial need for the academic terms in which they are enrolled. International students do not qualify for federal aid. For more information about federal aid opportunities and the application process, please contact the Office of Admissions and Financial Aid.

Federal Direct Loan

This unsubsidized federal loan can provide up to $20,500 in loan assistance each academic year. Matriculated PTS students enrolled at least half-time may apply for this loan. Federal Direct Loans are made by the U.S. Department of Education and are processed through the Office of Admissions and Financial Aid. The interest rate for Federal Direct Loan borrowers is currently fixed at 5.84%. Students must pay a small origination fee to process a Federal Direct Loan. Interest accrues, but repayment is not required, while the student is enrolled in a program of study on at least a half-time basis. There is also a six-month grace period following the student borrower's last date of at least half-time attendance, during which time, interest accrues. Repayment then begins on a monthly basis.

Federal Work Study (FWS)

Each year, the federal government awards the Seminary matching funds used to offer Federal Work Study placements to needy students. Eligible students who wish to be considered for a FWS-funded position should contact the Office of Admissions and Financial Aid to obtain an application and review available job opportunities.

Self-Support

It is assumed that a Seminary student will make every effort toward self-support to meet the demands of his or her program of study. It is suggested that students consider employment on or off campus as a way of reducing their dependency on loans. Field education placements for both the summer and the academic year (except in the case of first-year students) are another way for students to fund their Seminary expenses.

On-campus employment in the Seminary dining hall, library, bookstore, and administrative offices is available to interested Seminary students. The Office of Admissions and Financial Aid assists students in finding positions on campus and helps spouses by publishing a booklet that contains a listing of outside employers who frequently hire Seminary spouses.

Institutional Aid for MDiv, MACEF, MA(TS), and Dual-degree Candidates

The Princeton Theological Seminary financial aid program assists our full-time Master's-level degree candidates by providing need-based grants and merit-based scholarships.

The majority of the generous financial aid offered by Princeton Seminary is need-based. This approach sets us apart from some of our peers, who concentrate their financial aid in a merit-based scholarship system that focuses on a relatively small pool of their applicants. We do offer merit-based scholarships to a small portion of our admitted applicants, but as a matter of theological conviction we try to cover as many educational costs as we can for the greatest number of students. This is why we favor a need-based approach to financial aid.

We want to ensure that those who experience God's call in their lives and desire to come to Princeton Seminary in faithful response to that calling are able to do so financially. Our need-based approach enables us to help make Princeton Seminary financially feasible for our entire student body, not just a select group. This is our way of supporting the faithful women and men who are willing to use their talents in the service of Christ's church.

The grant and scholarship amounts listed below are applicable to those degree candidates who begin their program Fall 2017.

Need-based Aid

PTS Grant—This grant is awarded to full-time students in the MDiv, MACEF, MA(TS) and dual-degree programs. Eligible PCUSA students will receive PTS grant aid to cover 100% of their evaluated need up to the cost of full tuition, plus $250. Eligible students who are not members of a PCUSA church may receive 90% of the cost of tuition based on their calculated need.

Thomas W. Gillespie Grant—This PTS grant program is designed to provide up to $4,000 in additional aid to students currently owing $20,000 or more in student loan debt. This program is designed to help students who help themselves and requires recipients to work and to raise funding from outside sources in order to reduce their dependency on student loans. The Gillespie Grant is only available to MDiv, MACEF, MA(TS) and dual-degree students.

PTS Presbyterian Loan Program—The Seminary offers eligible PCUSA students a low-interest loan, which has the potential to be forgiven if the recipient serves in an ordained ministry position in the Presbyterian Church (USA) after graduating. Eligible students may receive up to $4,000 per academic year through this PTS Loan Program. See the Student Financial Aid Handbook for further details on eligibility criteria.

Merit-based Aid

Although the vast majority of the aid we offer is need-based, we do offer merit-based scholarship aid to those students who have demonstrated outstanding academic excellence as well as a commitment to leadership within the life of the Church. About 10% of each entering MDiv, Dual Degree and MA(TS) candidates are offered one of the merit based scholarships listed below. Applicants are considered for merit-based fellowships after the completion of an admissions interview and a short scholarship application.

Presbyterian Leadership Award—This award, covering the student's full tuition plus $4,000, will be offered to a limited number of prospective students (up to 12 per year) who have demonstrated a high level of academic achievement and leadership in the

Presbyterian Church (USA).

Seminary Fellowship—This scholarship, offered to a limited number of new admits (up to 14 per year) covers the student's full tuition plus $1,500 during the academic year and is awarded to prospective students on the basis of outstanding academic achievement and demonstrated commitment to the life of the church.

Presidential Scholarship—This is the highest merit-based award offered to MDiv, MA(TS), and MDiv/MACEF candidates. Presidential Scholarship awardees will be selected from among our Seminary Fellowship and Presbyterian Leadership Award recipients, and the value of the Presidential Scholarship will augment the total amount awarded. The amount of money associated with this award varies and is dependent on the availability of Seminary resources and the total number of applicants considered for this award, but is currently set at $8,000. The committee will consider those applicants who demonstrate the highest levels of leadership and scholarship for this award. The Presidential Scholarship is renewable based on the maintenance of satisfactory academic progress and full-time enrollment, as well as participation in the life of the PTS community.

Presbyterian Church (USA) Denominational Aid

Financial Aid for Studies Grant

Students who are under care of a PCUSA presbytery and are pursuing their first professional degree in the Seminary's MDiv, MACEF, or dual-degree program may qualify for one or more of the financial aid programs offered by the PCUSA, including the Presbyterian Studies Grant. Visit the PCUSA website at pcusa.org for more information about their financial aid programs.

International Scholars

Annually, a limited number of scholarships are given to ThM, MA(TS) and MA students with advanced standing (MDiv candidates are not considered for the international scholars program) coming to study at Princeton Seminary from outside the United States. There are two tiers of international scholarships. The first is the Princeton International Fellowship, which covers full tuition, comprehensive fee, single student health insurance premium, single room and board, and a small amount of money for incidental expenses.

The second is the Trustee International Scholarship, which covers full tuition, comprehensive fee, single student health insurance premium, and a small amount of money for incidental expenses.

As a rule, these awards are offered by the Admissions Committee to prospective students who do not currently reside in or have not previously studied in the United States. The committee also considers the applicant's academic qualifications and the leadership positions to which they will return in their home country (as outlined in the ecclesiastical endorsement presented with the admissions materials).

PhD Candidates

Each admitted applicant will receive at minimum (a) a Merit Tuition Scholarship and (b) either a Princeton Doctoral Fellowship or the George S. Green Fellowship for a period of up to five consecutive years of full-time study. In addition, a special Research Assistantship is made available to each student during the first year of study. During years two through five each student is guaranteed at least one opportunity per year to serve as a Teaching Assistant or a Teaching Fellow. These assistantships, if accepted, significantly enhance the overall value of the student's annual financial award package. Two Trustees Merit Scholarships are awarded annually to applicants whose applications are judged to be of a superior quality. Further, an (unfurnished) apartment (size dependent on availability) will be reserved for each admitted applicant in campus housing and will be made available for up to five consecutive years or for the duration of the student's PhD program, whichever comes first. Single students may choose instead to live in one of the residence halls. In either case, the housing is heavily subsidized and thus represents a substantial enhancement to the overall admissions package.

The terms of all financial award packages offered to students require that the student remain in good academic standing and hold no more than 20 hours a week of outside employment. Further, local residency is stipulated during course work and required for all research

and teaching assistantships and access to Seminary housing. Candidates who receive an outside grant for overseas study and relinquish their Seminary fellowship during one of their first five years of doctoral work are eligible to receive the fellowship during a sixth year. All fellowships are disbursed during the academic year.

In order to process a PhD student's scholarship or fellowship, it is required that the student complete the FAFSA form (fafsa.ed.gov) prior to the first year of attendance at PTS. After the first year, this form is no longer required unless a student wishes to apply for federal loans. Students who wish to be considered for federal loans must complete the FAFSA form and the Princeton Seminary Student Financial Aid Application. These forms, as well as more information about the financial aid application process, are available online or may be requested from the Office of Admissions and Financial Aid.

Merit Tuition Scholarships

This scholarship covers the annual cost of tuition, which in 2016–17 is $14,500, and is annually credited to the student's account on his or her behalf.

Princeton Doctoral Fellowships

The Princeton Doctoral Fellowship is awarded for up to five years (ten semesters) of study in the PhD program. It provides an annual stipend of $16,000 and is offered to aid the student in pursuing his or her education, without expectation of service in return.

The George S. Green Fellowship for Doctoral Study

One fellowship for doctoral work, preferably but not exclusively in Old Testament, may be awarded for up to five years of study to a senior in the Master of Divinity program at the Seminary, or a candidate in the Master of Theology program at the Seminary, who has displayed outstanding academic achievement and scholarly promise. The fellowship provides a stipend of $16,000 and is offered to aid the student in pursuing his or her education, without expectation of service in return.

Trustees Merit Scholarships

This scholarship of $6,000 per year is awarded to the two students in each entering class whose applications, in the judgment of the PhD Studies Committee, are of a superior quality. This represents the highest award offered by the Seminary to an entering doctoral student.

First-Year Research Assistantship

This special research assistantship provides a stipend of $4,000 in the student's first year of study and requires a commitment from the student of 10 hours of service per week in support of the research activities of one (or more) faculty member for 30 weeks during the year. This assistantship is purely optional and may be declined by the student.

Teaching Assistantships

Annually more than fifty teaching assistantships are awarded to provide support in Seminary courses. The basic stipend of a full-time teaching assistant is $4,300, for which the holder works no more than 15 hours per week during the semester of appointment. In the second through fifth years of study, students are guaranteed at least one opportunity per year to serve as a Teaching Assistant or a Teaching Fellow.

Additional Information

More detailed written information from the Office of Admissions and Financial Aid concerning the aid programs administered by the Seminary is available upon request. The Student Financial Aid Handbook includes a description of the entire financial aid program,

policies, and procedures, and criteria for selecting recipients, for determining award amounts and limits, and for initial and continuing eligibility, payment arrangements, current costs, the Seminary's refund policy, and aid recipient rights and responsibilities. Other information available from the Office of Admissions and Financial Aid includes:

- Student Health Benefits Program Brochure
- Guide to Student/Spouse Employment
- Financial Aid Brochure
- The PTS Guide to Outside Resources

In addition, as mandated by federal regulations, summaries of student placement and remuneration surveys of graduates are available upon request from the Office of Student Relations.

Awards and Prizes

Senior Class Fellowships

Princeton Seminary offers six fellowships for the pursuit of advanced study in theology. The fellowships are awarded in accordance with the following rules and guidelines:

1. The candidate is required to be a member of the senior class who has been in residence in the Seminary as a member of the middler class.
2. The candidate must indicate (by email to the academic dean at academic. dean@ptsem.edu), no later than April 7, 2017, the intent to submit a thesis in competition along with the specified area in which the thesis is to be considered.
3. The candidate must present a thesis written for regular academic credit in a specified field. Guidelines for writing such a thesis will be posted on the registrar's web page. An electronic copy of the thesis must be submitted, with the name(s) of the professor(s) under whose direction it was written, to academic.dean@ptsem.edu by noon on April 19, 2017.
4. The fellowship award will be made by the faculty, upon recommendation of the department or program concerned, and will be announced at Commencement. The faculty in all instances reserves the right not to grant a fellowship during a particular year, if in the judgment of the readers no thesis in the area qualifies for this special consideration.
5. A candidate who submits a thesis in competition for a fellowship, whether or not he or she is successful in the competition, will receive departmental and/or elective academic credit for the work, provided it meets the usual requirements for a thesis in the department to which it is submitted.
6. A fellow shall pursue studies, principally in the subject in which the fellowship has been awarded, conducting the work either in this seminary or in some other approved graduate institution. He or she shall submit a program to the registrar for approval and subsequently shall make to the registrar periodic reports of progress. A fellow shall study for a full academic year, which year shall be the next ensuing after appointment. Permission to postpone study requires Seminary approval. Such request shall be submitted to the registrar. A fellowship must be used within five academic years.

The Senior Fellowship in Old Testament

The Senior Fellowship in Old Testament may be awarded to that student who presents the best senior thesis in this field and who qualifies under the fellowship regulations outlined above.

The Senior Fellowship in New Testament

The Senior Fellowship in New Testament may be awarded to that student who presents the best senior thesis in this field and who qualifies under the fellowship regulations outlined above.

The Senior Fellowship in History

The Senior Fellowship in History may be awarded to that student who presents the best senior thesis in a division of this department and who qualifies under the fellowship regulations outlined above.

The Senior Fellowship in Theology

The Senior Fellowship in Theology may be awarded to that student who presents the best senior thesis in a division of this department and who qualifies under the fellowship regulations outlined above.

The Senior Fellowship in Practical Theology

The Senior Fellowship in Practical Theology may be awarded to that student who presents the best senior thesis in a division of this department and who qualifies under the fellowship regulations outlined above.

The Senior Fellowship in Religion and Society

The Senior Fellowship in Religion and Society may be awarded to that student who presents the best senior thesis in this program area and who qualifies under the fellowship regulations outlined above.

Prizes and Special Awards

Each year a considerable number of awards are available for special work or attainments. The recipients of such awards must have completed creditably all the studies of the year.

The following awards are open to all students:

The Robert P. Goodlin Award

Through the generosity of family and friends, this award was established in memory of Robert Paul Goodlin, a member of the Princeton Seminary Class of 1961.

Guidelines and qualifications: the award is made to a worthy student who has displayed a particular interest in clinical training.

The Henry James Sr. Award

Established in 2002 by Professor Donald E. Capps of the Seminary faculty, the Henry James Sr. Award is awarded to a student whose work reflects the inquiring spirit of Henry James Sr., and the regard for psychological awareness and complexities for which his illustrious sons, psychologist-philosopher William James and novelist Henry James, are famous.

Guidelines and qualifications: the candidate for this award is nominated by the Department of Practical Theology in conversation with faculty from other departments.

The David Hugh Jones Award in Music

Through the generosity of former members of the Princeton Seminary Choir, an award was established in honor of Dr. David Hugh Jones, professor of music, who taught at the Seminary from 1934 until his retirement in 1970.

Guidelines and qualifications: this award is offered periodically to the student who, in the judgment of the faculty, has contributed most to the musical life of the Seminary.

The Frederick Neumann Award for Excellence in Greek and Hebrew

Through the generosity of Dr. Edith Neumann, this award was established in memory of her husband. Frederick Neumann worked as a missionary in Haifa until Israel became a nation, and then his work with postwar refugees took him to New York City, where he became a pastor of the Brunswick Avenue Congregational Church in Brooklyn.

Guidelines and qualifications: this award is granted upon recommendation of the Department of Biblical Studies to the student who has demonstrated excellence and the most promise in the basic courses in Hebrew and Greek.

The Samuel Robinson Foundation Awards

(Examination-based award)

Through the generosity and vision of Presbyterian layman Mr. Samuel Robinson, a number of awards were created to stimulate interest in the Westminster Shorter Catechism. Awards are granted to students who pass both an oral examination on the text and a written examination on the text and interpretation of the Westminster Shorter Catechism. A student may receive an award through the Robinson Foundation only once during his or her period of study at the Seminary.

Guidelines and qualifications: the basis of awarding prizes is examination on the text of the Westminster Shorter Catechism. Any student may submit for examination, provided he or she has not previously received a Samuel Robinson Award.

The Robert E. Speer Award in College Ministry

This award was established in 1998 by the Reverend Dr. Robert K. Kelley, Class of 1948, and honors Robert E. Speer, who inspired hundreds of college students to serve in the Student Volunteer Movement and in Presbyterian missions.

Guidelines and qualifications: this award is made annually to a student who has demonstrated experience in ministry to college students and shown exceptional promise in that area, and who intends to pursue such ministry through a local church or campus-based program.

The George E. Sweazey Award for Excellence in Homiletics

Through a gift from the estate of Ms. Ruby M. Cheek, this award was established in 1996 to honor the memory of Dr. George E. Sweazey, Class of 1930. Sweazey was the Francis Landey Patton Professor of Homiletics at Princeton Theological Seminary from 1970 to 1975.

Guidelines and qualifications: this award is given annually to a student who has demonstrated excellence in the area of homiletics.

The following awards are open only to seniors:

The Asian American Ministry Award

Created by the Korean alumni/ae of Princeton Theological Seminary under the leadership of Dr. Samuel D. Kim, Class of 1971, this award is to be given annually to one or more members of the graduating class, regardless of ethnic background, who have made a significant contribution to and have a creative vision for ministry in an Asian American context.

Guidelines and qualifications: there are no nationality, age, or gender restrictions. The recipient must contribute to research in Asian American ministry in the United States for a period of at least twelve months after graduation from the Seminary. Seminary staff members select the recipient(s) with collaborative input from the Asian American Program of Princeton Theological Seminary.

The Samuel Wilson Blizzard Memorial Award

Through the generosity of former students, colleagues, and friends, this award was established in 1976 in memory of the Reverend Samuel Wilson Blizzard Jr., Class of 1939. Blizzard joined the Princeton Theological Seminary faculty in 1957. At the time of his death in 1976 he was the Maxwell M. Upson Professor of Christianity and Society Emeritus at the Seminary.

Guidelines and qualifications: this prize is given annually to a member of the graduating class who, in the judgment of the faculty, has displayed particular concern and aptitude for the social ministry of the church. Faculty and peers judge the recipient during the spring semester one month prior to graduation. The recipient is chosen at a joint meeting of the Religion and Society Committee and graduating seniors of the M.Div. and M.S.W. degree programs. The voting is done by secret ballot and each member present is allotted one vote.

The Frederick Buechner Prize for Writing (Essay-based award)

In 2014 Princeton Seminary introduced an annual competition for excellence in theological writing sponsored by the Frederick Buechner Center. Carl Frederick Buechner, a Presbyterian minister, has authored more than 30 books during his sixty-year career. Guidelines and qualifications: This prize is offered to a senior graduating with a Master of Divinity or Master of Divinity/Master of Arts dual degree. To enter, applicants must choose an excerpt or excerpts from Buechner's writing and then submit an essay reflecting on that excerpt(s). Essays should be at least 3,000 words in total length and no more than 3,500. The competition will be judged by a committee composed of two faculty members and two senior administrators who are familiar with Buechner's writing.

Buechner began his first novel, A Long Day's Dying, during his senior year at Princeton University. Published in 1950, it is one of his greatest critical successes. His inspirational writing also includes essays, short stories, historical fiction, and sermons. He has received numerous honorary degrees and awards in literature. Graduating from Union Theological Seminary, he was ordained in 1958 at the Madison Avenue Presbyterian Church in New York.

A wonderful resource for the life and work of Buechner is frederickbuechner.com, the website of the Frederick Buechner Center. Students considering writing an essay for this prize will be especially interested in carefully reviewing the sections of the website dedicated to descriptions and themes in Buechner's works.

The Wilbur R. and Mae Closterhouse Award in Church History and Pastoral Ministry

This award was established in 2008 through the generosity of the Reverend Dr. Closterhouse and his wife, Mae Closterhouse. The Reverend Dr. Wilbur R. Closterhouse (Class of 1941) combined outstanding leadership in the church with a love of scholarship; his ministry was characterized by a strong emphasis on the history of the church.

Guidelines and qualifications: awarded annually to a graduating Presbyterian student earning a Master of Divinity degree who demonstrates great promise for pastoral ministry, with an educational experience marked by significant proficiency in church history.

The Friar Club Award

Through the generosity of alumni of the Friar Club, this award was established in 1977. The Friar Club was a Princeton Theological Seminary eating club established in 1892 whose mascot, an English bulldog, was named Friar Tuck. In 1952 all Seminary eating clubs were disbanded. The Alumni Friars, however, continued their organization and fraternization, establishing this award in memory of the club that brought them together as lasting friends.

Guidelines and qualifications: this award is given to a member of the senior class who has contributed significantly to the life of the Seminary community.

The John T. Galloway Award in Expository Preaching

Established in 1971 in honor of the Reverend Dr. John T. Galloway, Class of 1933, this award is given to a senior who has shown great aptitude in the area of homiletics. Galloway was a pastor in Wayne, Pennsylvania, a visiting lecturer at Princeton Seminary, and a member of the Seminary's Board of Trustees from 1959 until his retirement to emeritus status in 1983.

Guidelines and qualifications: this award is given upon recommendation of the homiletics faculty to a member of the senior class who throughout his or her years as a Master of Divinity candidate indicated a special interest and competence in courses in expository preaching, and delivered an exceptionally good expository sermon in a preaching class.

The Aaron E. Gast Award in Urban Ministry

In 1986, the Aaron E. Gast Fund for Urban Ministry was established through the Presbyterian Church (USA) Foundation, with the income

to go to Princeton Seminary to fund an annual award in honor of the Reverend Dr. Aaron E. Gast, Class of 1953 and an alumni/ae trustee of the Seminary from 1971 to 1974.

Guidelines and qualifications: this award is made annually to a graduating senior who has a special commitment to urban ministry and has accepted a call to a parish within a major metropolitan area.

The Mary Long Greir-Hugh Davies Award in Preaching

In 1923, the Synod of Pennsylvania, by a gift to the Trustees of the Seminary, established the Hugh Davies Fund in memory of the Reverend Hugh Davies (1831–1910), an honored minister and historian of the Calvinistic-Methodist Church in Pennsylvania. In 1944 Elizabeth J. Greir left funds to establish one or more awards in connection with the work of students "for excellence in oratory, in delivery of sermons, addresses, or declamations." These two gifts were combined to establish this award.

Guidelines and qualifications: this award is given to a member of the senior class whose preaching and other forms of oral communication are accounted the best in thought, composition, and delivery.

The Graduate Study Fellowship for the Parish Pulpit Ministry

The Graduate Study Fellowship for the Parish Pulpit Ministry is a fellowship for study overseas. This fellowship is granted to a senior who is committed to pulpit and to parish ministry. Homiletic talent, academic performance, and strength of character are considered for this award.

The John Havran Award for Excellence in Christian Education

Doris Havran, Class of 1985, established this award in Christian education in honor of her husband. Throughout their lives, they were nourished in faith by teachers who led them to a deeper life in Christ. This gift recognizes the people who by word and deed helped to form and inspire their lives as disciples of Christ.

Guidelines and qualifications: This award is made annually, upon nomination by the faculty in Christian education, to a graduating M.A. student who shows creativity and promise of excellence for the practice of educational ministry.

The Edler Garnet Hawkins Memorial Award for Scholastic Excellence

Through the generosity of friends and former parishioners, this award was established in memory of the Reverend Dr. Edler G. Hawkins, who was pastor of St. Augustine Presbyterian Church in Bronx, New York, for more than thirty years. He was moderator of the 176th General Assembly of the United Presbyterian Church in the United States of America (1964) and a member of the Central Committee of the World Council of Churches. Hawkins joined the Princeton Theological Seminary faculty in 1971 as professor of practical theology and coordinator of black studies.

Guidelines and qualifications: this award is made to an African American member of the senior class who in five semesters of academic work has achieved the highest cumulative grade point average within the range of the first and second fifths of the previous year's graduation class. The award takes the form of a gift card from Amazon for the purchase of books.

The Seward Hiltner Award in Theology and Personality

The Seward Hiltner Award in Theology and Personality was made possible by the gifts of friends and graduates of the Seminary. It honors Seward Hiltner, who taught at Princeton Seminary from 1961 to 1980 as professor of theology and personality. He was a prolific scholar for decades in the fields of pastoral and practical theology.

Guidelines and qualifications: this award is made annually to a senior student who, in the judgment of the faculty, displays outstanding academic promise in the area of pastoral theology.

The Jagow Awards in Homiletics and Speech

Through the generosity of Mr. Charles H. Jagow, an officer of the Metropolitan Life Insurance Co., the Jagow Family Fund was established. He began his association with Princeton Seminary after being referred to the institution by the United Presbyterian Foundation, to whom he was also a generous donor.

Guidelines and qualifications: two awards are made annually, ordinarily to seniors who, during the year, have made the greatest progress or displayed outstanding achievement in homiletics or speech.

The Gerald R. Johnson Memorial Award in Speech Communication in Ministry

This award was established in memory of the Reverend Gerald R. Johnson, Class of 1943. Recognized for his congregational and denominational leadership, he was named a Sagamore of the Wabash, Indianapolis, the highest citizen's honor available in Indiana.

Guidelines and qualifications: this award is given annually to the senior who, in the judgment of the faculty in the area of speech communication in ministry, best exemplifies present gifts and future promise in the delivery of sermons as a preacher and communicator of the gospel.

The Robert K. Kelley Memorial Award in Youth Ministry

This award was established in 2008 by Dr. Dolores Kelley in honor of her husband. The Reverend Dr. Robert K. Kelley (Class of 1948) provided outstanding leadership to the church during nearly forty years of ministry; he emphasized encouraging youth through his ministries in New Jersey, Pennsylvania, and California.

Guidelines and qualifications: awarded annually to a graduating M.A. or M.Div. student who demonstrates great promise for a ministry with youth that is marked by the enthusiastic leadership for which Dr. Kelley was known.

The Bryant M. Kirkland Award for Excellence in Practical Theology

This award was endowed in 1989 by Mr. and Mrs. George B. Beitzel, in honor of the Reverend Dr. Bryant M. Kirkland, in appreciation of his twenty-five-year ministry at the Fifth Avenue Presbyterian Church in New York City. Kirkland, Princeton Seminary Class of 1938, was elected to the Seminary Board of Trustees in 1957 and served as president of the Board from 1973 to 1979.

Guidelines and qualifications: this award recognizes a graduating senior who has demonstrated excellence in the academic disciplines of practical theology, and who shows promise for effective pastoral ministry.

The C. Frederick and Cleta R. Mathias Memorial Award in Worship and Pastoral Ministry

This award was established and endowed in 1999 by the Westminster Presbyterian Church of Wilmington, Delaware, in memory of the Reverend Dr. C. Frederick Mathias and Mrs. Cleta Mathias, who were tragically killed during their ministry at Northminster Presbyterian Church in Indianapolis.

Guidelines and qualifications: this award is to be granted annually to a graduating Presbyterian M.Div. student who demonstrates great promise for pastoral ministry marked by significant leadership in worship.

The Robert Boyd Munger Award in Youth Ministry

Through the generosity of friends, this award was established in 1986 to honor the Reverend Dr. Robert Boyd Munger, Class of 1936 and alumni/ae trustee of the Seminary from 1967 to 1970. It honors a person who helped organize some of the first deputation teams to young

people while he was a student at the Seminary, and who was an effective communicator of the gospel to young people throughout his ministry.

Guidelines and qualifications: the award is made annually to a graduating student in either the Master of Divinity or Master of Arts in Christian Education degree program who has demonstrated academic achievement and taken part in a significant ministry to teenage or college-age young adults. The nomination is made by an interdepartmental committee.

The Thomas A. and Alma Neale World Mission and Evangelism **Award in Speech Communication in Ministry**

Through the generosity of Dr. G. Robert Jacks, Class of 1959, associate professor of speech and communication at Princeton Seminary, this award was established in memory of his grandparents, Thomas A. and Alma Neale.

Guidelines and qualifications: the award is given annually to the senior who, in the judgment of the faculty in the field of speech communication in ministry, has most effectively exemplified in speech and action the church's call to world mission and evangelization as found in the Great Commission (Matthew 28:18–20).

The Arthur Paul Rech Memorial Award in Theology and Pastoral Ministry

In 1990, Seminary trustee Jean May Rech established an award in memory of her husband, the Reverend Dr. Arthur Paul Rech, Class of 1945. Together, Dr. and Mrs. Rech began the Young Life Ministry in Chester, Pennsylvania, and in Los Angeles, California. Later, Paul Rech was a field director for Young Life in Los Angeles.

Guidelines and qualifications: this award is given annually, upon nomination by the Department of Practical Theology, to a graduating senior who has demonstrated academic excellence in the disciplines of practical theology, and a personal commitment to the practice of ministry in the life of the church.

The Charles J. Reller Abiding Memorial Fund Award

The Neshaminy-Warwick Presbyterian Church in Hartsville, Pennsylvania, established this award in memory of Charles J. and Caroline Z. Reller, devoted members of that congregation who gave unstintingly of their time and talent in leadership to their church and community.

Guidelines and qualifications: the award is granted annually to the student in any degree program who is adjudged as having actively exhibited the greatest Christian concern for others in the year preceding his or her graduation.

The George L. Rentschler Award in Speech Communication

Through the generosity of the Reverend George L. Rentschler, Class of 1941, this award was established in the area of speech communication. Rentschler served several congregations, including churches in New York, New Jersey, Michigan, and Wisconsin. He also served as chaplain of the Anclote Psychiatric Hospital in Tarpon Springs, Florida, and later became a consultant for chaplain services.

Guidelines and qualifications: upon nomination by the professor of speech communication in ministry, this award annually recognizes a student in the graduating class who has shown excellence in speech.

The John Alan Swink Award in Preaching

Mr. and Mrs. Sylvan S. Swink created this award in memory of their son, John Alan Swink, a member of the Princeton Seminary Class of 1952. It was subsequently endowed by John's sister, Mrs. William Sieber, and her husband.

Guidelines and qualifications: this award is granted to a member of the senior class who has shown the most improvement in preaching during his or her seminary study.

The Jean Anne Swope and James L. Mechem Award in Christian Ethics

This award was established in 1993 by the Moriah-Olivet United Presbyterian Church of Utica, New York, in honor of two of their former pastors, the Reverend Jean Anne Swope, Class of 1972, and the Reverend James L. Mechem, Class of 1958. Swope was the interim executive for the Presbytery of Utica and executive director of a retreat center. Mechem became pastor of Lockridge Church in Alburtus, Pennsylvania. He also served as an associate general director of the Vocation Agency of the then United Presbyterian Church in the U.S.A.

Guidelines and qualifications: this award is given to a graduating senior for excellence in the field of Christian ethics without submitting a thesis.

The David B. Watermulder Award in Church Leadership

In January 1990, the Seminary Board of Trustees announced the establishment of an award in honor of the Reverend Dr. David B. Watermulder, Class of 1945 and pastor emeritus of Bryn Mawr Presbyterian Church in Bryn Mawr, Pennsylvania. The award is in recognition of his outstanding leadership in the church at all levels and his dedicated service to the Seminary as a trustee and as chairman of its Board of Trustees from 1985 to 1991.

Guidelines and qualifications: This award is granted annually to the graduating senior who shows the greatest promise of exercising the quality of leadership in the church characterized by Watermulder's distinguished ministry.

The David Allan Weadon Award in Sacred Music

Through the generosity of David MacPeek, M.D., and the Princeton Seminary Class of 1996, this award was established in memory of Dr. David Allan Weadon, the Seminary's former C.F. Seabrook Director of Music and Lecturer in Church Music, who died in 1995. Weadon was an accomplished musician who earned both his B.A. and M.A. from Westminster Choir College, before earning his Ph.D. in liturgical studies from Drew University.

Guidelines and qualifications: the award is granted annually by the faculty, on the recommendation of the director of music, to a graduating senior for excellence in sacred music.

The Kenyon J. Wildrick Award for Excellence in Homiletics

The Benevolence Committee of the Community Congregational Church of Short Hills, New Jersey, established this award in 1985 in honor of the church's pastor, the Reverend Kenyon J. Wildrick, Princeton Seminary Class of 1958. Wildrick attended Trinity College for his undergraduate education and was ordained by the Presbytery of Morris and Orange in New Jersey.

Guidelines and qualifications: this award is given annually for excellence in homiletics, and is presented to a student in the graduating class.

The following award is open to seniors or middlers:

The Edward A. Dowey Jr. Award for Excellence in Reformation Theology

Following their fiftieth anniversary celebration in 1993, members of the Class of 1943 founded this award to honor their classmate Dr. Edward A. Dowey Jr. in recognition of his teaching career at Princeton Theological Seminary. Dowey, who taught at the Seminary from

1957 to 1990, was the Archibald Alexander Professor of the History of Christian Doctrine, and his teaching focused on the Reformation period.

Guidelines and qualifications: the award is given upon recommendation of the Department of Theology to either a middler or senior student who has demonstrated academic excellence in the discipline of Reformation theology.

The following awards are open only to middlers:

The Covin Award in Youth Ministry

Through the generosity of Mr. and Mrs. David Covin, the Covin Award in Youth Ministry was established in 2000 to recognize outstanding students who are preparing for youth ministry in service to Christ's church. Beth and David Covin moved to Princeton in 2000 and sought out Princeton Theological Seminary as a place to further their support of youth ministry. They are committed to helping to train and equip pastors in this important aspect of Christian ministry.

Guidelines and qualifications: Covin Scholars are selected at the beginning of the fourth year of the Master of Divinity/Master of Arts dual-degree program in youth ministry, and must demonstrate ability for and commitment to youth ministry. Recipients are chosen by the Institute for Youth Ministry staff and the vice president for seminary relations.

The Henry Snyder Gehman Award in Old Testament

Established through the generosity of the Reverend Dr. Robert E. Hansen, Class of 1943, the Henry Snyder Gehman Award in Old Testament honors a distinguished biblical scholar and member of the Seminary faculty. Gehman came to Princeton Theological Seminary in 1930, where he taught New Testament Greek, Old Testament, and Old Testament literature. He retired in 1958 as the William Henry Green Professor of Old Testament Literature.

Guidelines and qualifications: this award is given annually to a member of the middler class for excellence in the field of Old Testament without submitting a thesis.

The Archibald Alexander Hodge Award in Systematic Theology

Through the generosity of Mrs. Margaret McLaren Woods Hodge, this award was established in 1907 in memory of her husband, the Reverend Archibald Alexander Hodge. The son of Charles Hodge and Sarah Bache, A.A. Hodge, Class of 1847, moved to Princeton and assumed the chair of didactic and polemic theology at the Seminary that his father had occupied. Hodge became a trustee of the Seminary in 1881 and was considered one of the greatest pulpit orators in the nation.

Guidelines and qualifications: this award is periodically given to a member of the middler class on the basis of excellence in the field of systematic theology without submitting a thesis.

The Jagow Scholarship in Preaching

Through the generosity of Mr. Charles H. Jagow, the Jagow Family Fund was established in 1977. Believing that teaching, training, and encouraging good preaching and good delivery was of utmost importance earlier in a student's program, in 1992 Charles Jagow established the Jagow Scholarship in Preaching to be awarded to a middler.

Guidelines and qualifications: this scholarship is given to a middler who shows great promise in the area of preaching.

The Raymond Irving Lindquist Fellowship in the Parish Ministry

This fellowship, established in honor of the Reverend Dr. Raymond Irving Lindquist, Class of 1933, is given to a rising senior for a commitment to parish ministry. Lindquist attended Wheaton University and Princeton University before earning his Bachelor of Divinity degree from Princeton Seminary.

Guidelines and qualifications: the fellowship is awarded by the faculty, on the recommendation of the director of field education, to a rising senior each year who has been judged outstanding in his or her gifts and preparation for the parish ministry and is planning a career as a pastor.

The Edward Howell Roberts Scholarship in Preaching

Through the generosity of Mr. George M. Dunlap Jr., the Marple Presbyterian Church of Broomall, Pennsylvania, established an annual scholarship in memory of Edward Howell Roberts, Princeton Seminary Class of 1923. Roberts spent many years at Princeton Seminary as an instructor in systematic theology, professor of homiletics, secretary of the faculty, and dean of the Seminary.

Guidelines and qualifications: this scholarship is made annually by the faculty to a member of the middler class who shows promise in the field of preaching, and who requires financial aid to continue studying in this area.

The Benjamin Stanton Award in Old Testament

In 1890, the Reverend Horace C. Stanton, D.D., Princeton Seminary Class of 1873, established the Benjamin Stanton Award in memory of his father, a member of Princeton Seminary's Class of 1815. After his ordination by New Brunswick Presbytery, Stanton faithfully served as pastor of several churches in New York, Connecticut, and Virginia.

Guidelines and qualifications: this award is given to a member of the middler class on the basis of excellence in the field of Old Testament without submitting a thesis.

The William Tennent Scholarship

The Neshaminy-Warwick Presbyterian Church of Hartsville, Pennsylvania, established a scholarship in the name of their first pastor, William Tennent, who came to America in 1718 and settled near "the forks of the Neshaminy," where he began the Neshaminy Church. He constructed a small school, which would later be known as the "Log College." The origins of sixty-three colleges or universities, including Princeton University, can be traced back to the influence or work of the men William Tennent taught at his school.

Guidelines and qualifications: this scholarship is given to a member of the rising senior class who has shown special interest and ability in the teaching aspects of the work of the church.

The E.L. Wailes Memorial Award in New Testament

Created by a gift from the estate of the Reverend George Handy Wailes, D.D., Class of 1897 and a visiting professor of Hebrew at the Seminary from 1929 to 1937, this award was established in 1968 in honor of his father, Ebenezer Leonard Wailes.

Guidelines and qualifications: this award is given to a member of the middler class on the basis of excellence in the field of New Testament without submitting a thesis.

The following awards require submission of an essay:

Procedure for essay submission:

- A statement of intent to submit an essay must be received by April 15, 2016 in writing (via email to the Office of the Dean of

Academic Affairs, academic.dean@ptsem.edu)

- An electronic copy of the essay must be submitted via email to the Academic Affairs Office, academic dean@ptsem.edu by noon on April 27, 2016.

The Robert L. Maitland Awards in New Testament Exegesis and English Bible

In 1890, Mr. Alexander Maitland, a member of the Seminary's Board of Trustees from 1892 to 1907, established the Robert L. Maitland Award in memory of his father. The award is for the best exegesis of a passage of the New Testament. The passage for 2016–2017 must be related to the topic: " How do Traditions Inform the New Testament Texts?"

The second award will be given for the best essay on an assigned subject in the English Bible. The topic for 2016–2017: is: "Identity Formation in the Bible." The suggested length of either paper is fifteen to twenty-five pages, double-spaced, including footnotes and a selected bibliography.

Guidelines and qualifications: The awards are open to middlers and seniors. One award is given for the best exegesis of a passage in the New Testament on a specified topic. A second award is given for the best essay on an assigned subject in English Bible. Essay must be signed with a pseudonym. The suggested length of these papers is fifteen to twenty-five double-spaced pages, including footnotes and a selected bibliography.

The John Finley McLaren Award in Biblical Theology

Through a generous gift of Mrs. Margaret McLaren Woods Hodge, an award in biblical theology was established in memory of her father, Dr. John Finley McLaren, Class of 1828. The award is based on the best essay on the assigned subject in biblical theology. The subject for 2016–2017 is "Construction of Concepts in Bliblical Theology."

Suggested length of the paper is fifteen to twenty-five pages, double-spaced, including footnotes and a selected bibliography.

Guidelines and qualifications: this award is open to middlers and seniors. This award is given for the best essay on the assigned subject in biblical theology. Essay must be signed with a pseudonym.

The Matthew Anderson, Jonathan C. Gibbs, John B. Reeve Award

Created by the Reverend William L. Eichelberger, Class of 1962, the award honors three well-known African American clerics and laypeople: Matthew Anderson, Jonathan C. Gibbs, and John B. Reeve

Guidelines and qualifications: the award is open to juniors, middlers, and seniors and is based on a student essay/research paper pertaining to one or two African American or Native American clergy or laypeople. The recipient is selected by Seminary faculty.

Note: Except where an essay is required, the inclusion of an award in the descriptive paragraphs above does not constitute an assurance of its availability during the year 2016–2017.

Summary of Students in 2015-2016

Candidates for the Doctor of Philosophy degree, Enrolled		23
Candidates for the Master of Theology degree, Enrolled		38
Candidates for the Master of Divinity degree		357
Senior Class	102	
Middler Class	118	
Junior Class	133	
Interns	4	
Candidates for the Extended Master of Divinity/Master of Arts degree		47
Fourth Year	15	
First to Third Year	32	
Candidates for the Master of Arts in Christian Education degree		9
Senior Class	1	
Junior Class	8	
Candidates for the Master of Arts (Theological Studies) degree		29
Senior Class	6	
Junior Class	23	
Special Students		4
Post-Resident Doctor of Philosophy Candidates		49
Total Active Enrollment		556

Degrees Conferred in 2016

Degrees Conferred in 2016*	
Doctor of Philosophy degree	9
Master of Theology degree	30
Master of Divinity degree	108
Master of Divinity and Master of Arts degrees	16
Master of Arts (Theological Studies) degree	4
Master of Arts (Christian Education) degree	1
Total number of degrees granted	184
Total number of graduates	168

*Footnote: This includes all degrees conferred from September 2015 to May 2016, during the 2015–2016 academic year.

Activities and Special Lectureships 2016–2017

Student Government and Koinonia

Visit ptsem.edu for more information about student government, or see Chapter 13 – Student Organizational Activities in the 2016–2017 H andbook.

Endowed Special Lectureships

Nine lectureships have been endowed that, through the publication of the lectures as delivered or in expanded form, have produced a considerable body of theological and missionary literature.

These lectureships are:

The Levi P. Stone Lectureship
The Students' Lectureship on Missions
The Annie Kinkead Warfield Lectureship
The Reverend Alexander Thompson Memorial Lecture
The Frederick Neumann Memorial Lecture
The Donald Macleod/Short Hills Community Congregational Church Preaching Lectureship
The Toyohiko Kagawa Lecture
The Abraham Kuyper Lecture and Prize for Excellence in Reformed Theology and Public Life
The Sang Hyun Lee Lectures on Asian American Theology and Ministry

For more information about the endowment of the lectureships, current lecturers, times, and locations, visit ptsem.edu.